

GCSE History

OCR History B: Modern World



Changes in British Society 1939-1975

Homework Booklet

Section 1: The impact of the Second World War

Learning Objectives

To be able to explain changes in British society that happened as a result of the Second World War and apply the knowledge to source analysis.

Success Criteria

1. To look at all of the different aspects of life that were affected by WWII.
2. To practice the source question on MESSAGE.

Task 1: Change and Continuity due to the Second World War

a) Read the following and underline where things are changed by the Second World War.

Impact of the German Luftwaffe/ Blitzkrieg: bombed British cities, 40,000 people lost their lives, more than a million houses destroyed or damaged in London alone, but 'Blitz Spirit'.

Rationing: Introduced to ensure the fair sharing out of food so the population didn't starve (also included furniture, clothing and petrol).

Coupons signed by the shopkeeper every time rationed goods were bought- people could therefore only buy the amount they were allowed.

Improved diets of some of the poorest (especially with growing produce).

Evacuations: Large numbers of people, mostly children- evacuated to safer areas of the country (a few even sent abroad- e.g. to Canada, the USA and Australia).

Many people in the countryside discovered the poor health and hygiene of British people. It was scary for children, but for many very exciting as they had never left their homes before.

Women's Lives: Women's contribution took them out of the home and into the work place.

Women's Land Army and the Women's Voluntary Service worked on farms and helped to clear up after the Blitz.

All sections of military open for women (although they couldn't fire guns) with some even used as secret agents in occupied France.

350,000 women worked in civil defence (air raid precautions, fire fighting and nursing) as well as in munitions factories, construction and manufacturing, as well as being the role of both parents to their children.

The beginning of the Welfare State: William Beveridge was commissioned by the Conservative Government who were in coalition with Labour (1942) to conduct a report into the state of Britain



and to assess the effectiveness of existing schemes of social insurance. This was partly because of the conditions of the working class as revealed by the evacuations taking place.

Key Concepts:

CHANGE: Things are different from what happened before/ something that makes something different from what happened before.

CONTINUITY: Things stay the same.



Welfare State: Where the state provides a system of healthcare and benefits to look after the wellbeing of all in society. Funded by taxes.

Beveridge identified five giant evils to be overcome (want- being in desperate need of the basic necessities, disease, ignorance, squalor- meaning living in filth and poverty-, idleness) that needed to be overcome.

1945, Clement Atlee and the Labour Party won a landslide election and set out to solve the problems with a series of Welfare reforms (National Insurance Act, National Health Service Act, Family Allowances Act).

Designed to protect “from cradle to grave”.

It also included things such as slum clearance and “homes fit for heroes”.

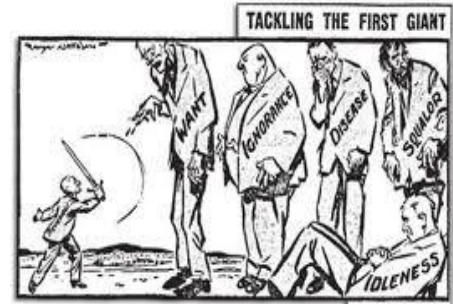
Overall Changes: The war led to some changes in groups of people living and working in Britain.

Soldiers in the British army came from all over the Empire- some of which stayed here after the war.

American soldiers were also stationed here; some fell in love and got married to English women, starting families here. They were referred to by some as “overpaid, oversexed and over here”, referring to them being better paid than British soldiers, successful with British women and being present all over Britain.

People’s lives were significantly disrupted by the war, women forced to work, men undergone horrendous traumas, German bombs having destroyed cities, families torn apart- leading some to accuse youth of rising crime and delinquency (rebellious and immoral behaviour).

Impact on class relations: caused the middle classes to be increasingly aware of the condition of working-class children. Beveridge report began the welfare state.



A cartoon showing William Beveridge slaying the five giants.

b) Summarise the main changes in this table and try to state why things have changed:

| Aspect of life | How did it change? | Why did it change? |
|--|--------------------|--------------------|
| Changes in towns and cities. | | |
| Changes to the health of the people of Britain. | | |
| Changes in how the government looked after their people. | | |
| Changes to immigration in Britain | | |
| Changes to family life in Britain. | | |

Assess: did the Second World War lead to immense change for the British people?

c) Source questions

What is the message of this source?

Look at this example and then work through your own.

To answer a message question you need to work through the following steps.

Look at all the information. The examiner may have given you some clue what it is about.

The examiner has told me that the Mirror was a working class man- the man toasting Beveridge (by raising what looks like a pint glass with his head on it) is a soldier- probably a low ranking one- so clearly soldiers liked Beveridge.

A cartoon will only have relevant things in it. Try to identify what certain things mean.

The pint glass has social security written on it, which means the same as welfare state- so it represents Beveridge's recommendations in the Beveridge report.

Identify whether the cartoonist/ author/ artist is supportive or critical of whatever is going on in the image. Find what supports your conclusion. What is the cartoonist/ author/ artist trying to get across?

They are clearly positive about the Beveridge report because it shows the soldier smiling and says "Here's to the brave new world".

Put the source into context if you can.

It's about his report recommending help for the poorest, National Health Service etc.



*"O rare and refreshing Beveridge"
From the Daily Mirror. The Daily Mirror was a paper for the working class man.*

The answer to the question is:

The message of this source is that the Beveridge report was a good and beneficial thing for soldiers. The Daily Mirror clearly approves of the recommendations which included acts like the National Health Service, and the pint glass with its caption of "Social Security" represents this. The soldier is toasting Beveridge and welcoming the change "O rare and refreshing Beveridge".

You will notice that this is quite a short answer. It only needs to be short!

What is the message of this source?

Write your answer in this box.



A cartoon first published in the Daily Express on 14 October 1940.

Section 2: Immigration

Learning Objectives

To be able to explain changes in British society that happened as a result of increased immigration into Britain and apply the knowledge to source analysis.

Success Criteria

- To look at the different groups that came into Britain.
- To look at how British people responded to immigration in Britain.
- To practice the source question on MESSAGE and PURPOSE.

Task 1: Read the following and answer the questions.

Immigration before the Second World War.

The table on the right shows some immigration groups. Pogroms are riots focused on a particular group in society. Communism is a belief that everyone is equal and should contribute equally to society, but in practice, can result in brutal, repressive governments.

WWI: brought Afro-Caribbean immigrants arriving in Britain to fight.

Many were able to work in war industries and merchant navy (so many black people in Britain lived around the ports).

WWI, wounded Belgian soldiers arrived in Britain with around 10,000 being recorded as living in this country in the census of 1921.

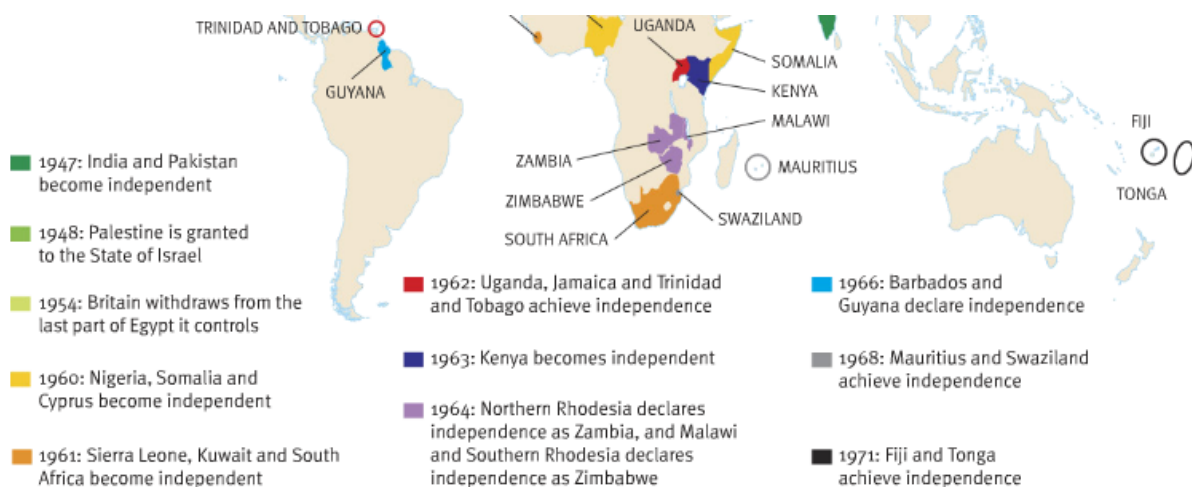
Throughout the 1930s, around 10,000 Jewish children arrived in Great Britain as refugees. Some continued on to USA and Canada.

Before WWII, 1931 census showed that around 45,000 people living in Britain claimed Poland as their birthplace.

| Era | Newcomers | Cause |
|----------|-------------------------|---|
| Pre-1066 | Romans, Saxons, Vikings | Invasion force |
| 1066 | Normans | Invasion force |
| 1500s | Dutch Protestants | Religious persecution |
| 1680s | French Protestants | Religious persecution |
| 1840s | Irish | Potato Famine in Ireland |
| 1880s | Jews | Pogroms in Russia |
| 1914–18 | Refugees | To escape the fighting in mainland Europe |
| 1939–45 | Refugees | To escape Nazi rule |
| 1946 | Eastern Europeans | To escape from Communism |

After 1948 (note: immigration during the Second World War is covered in the previous section).

1948, British Nationality Act: confirmed the right of Commonwealth citizens to come and settle in Britain. After the decolonisation (countries that were part of Britain's Empire being given their independence- see image below), former Empire countries became part of the Commonwealth and lots of immigrants came over for the reasons on the following page.



Decolonisation of the British Empire (1948–72). Almost all of these countries joined the Commonwealth of Nations once they had left the British Empire.

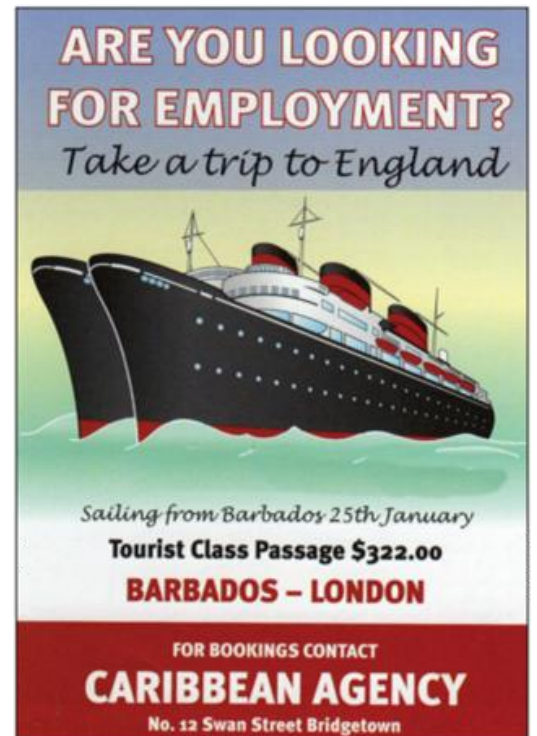
1948: Large numbers of West Indians (from the Caribbean) began to arrive- e.g. on the Empire Windrush arrived at Tilbury in Essex (22nd June 1948).

Later in 1948, another ship The Orbita brought 180 to Liverpool and 253 followed the year later on The Georgic. Immigrants also started to arrive from India and the Pakistan.

By the start of 1962, around 0.7% of the population were not white.

Why did immigrants come to Britain?

- Likelihood of Finding Work: Severe labour shortages meant there were more jobs, recruiting campaigns were run in the West Indies to attract workers- especially in the London Transport and National Health Service.
- Romantic Vision of Britain
- Economic Problems at Home: e.g. Mangla Dam in Pakistan submerged some 250 villages in the Mirpur district and displaced 100,000 people. Typical migrants however, were not unemployed back home and had above-average skills.
- Violence at Home: e.g. violence between India and Pakistan after British controlled India was divided. Hungarians fled Soviet aggression after the Hungarian Revolution in 1956.
- US entry restrictions.
- Special Circumstance: Idi Amin expelled 80,000 Asian Ugandans.



Question a) Why did immigrants find it easy to come to Britain in the 1940s? (Try to explain at least two reasons).

Write your answer in this box.

Task 2: Read the following and answer the questions.

What was the reaction of British people to immigrants?

Were they welcome? Immigrants were discriminated against in terms of housing meant that they were usually only found in a small number of towns and cities. Some landlords (e.g. notorious Peter Rachman) charged outrageous prices for overcrowded accommodation,

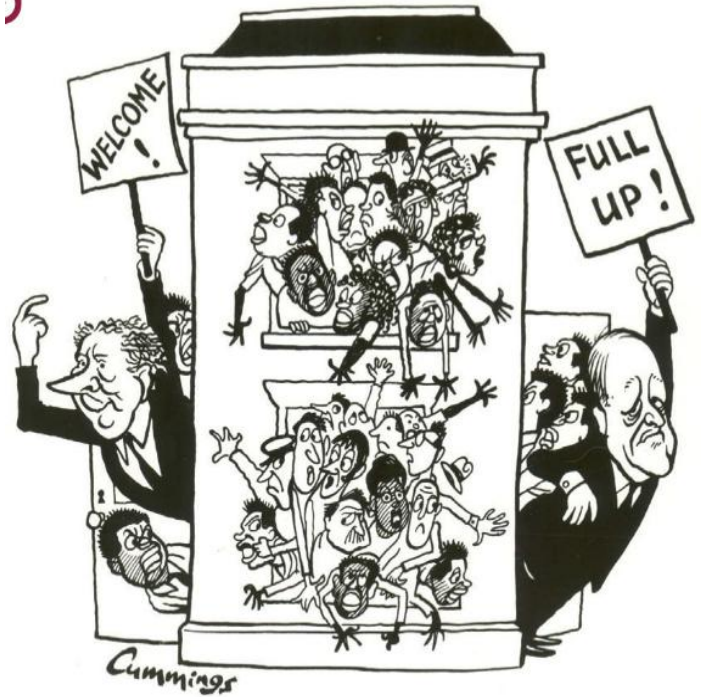
Immigration Laws: The Conservative government (under Macmillan) decided to restrict immigration into Britain from the Commonwealth using an employment voucher system. This was a response to complaints that immigrants were lazy and would not work, or undercut others wages so native born Britons could not get jobs, or were responsible for crime and failing to mix. There were also laws protecting Immigrants: under Labour, Race Relations Acts 1965-1968, ended discrimination in public places/ jobs, housing, provision of

Key Concepts: Left and Right Wing: The Conservatives are Right Wing which means they are resistant to changes and like traditional roles and people looking after themselves rather than relying on the state. Labour are Left Wing meaning that they want to change society, give more rights and freedoms to all, and the state should help those that need it.

services and setting up Race Relations Board). (A new law in 1976 expanded on this).

Question a) What is the message of this source?

Write your answer here.



Tension and violence: e.g. Notting Hill Race Riots. In 1958, the Notting Hill area of London saw Teddy Boys attack black people with violence and this escalated. The police were accused of taking sides (If you need more information on this, follow these links:

<http://www.independent.co.uk/news/uk/home-news/white-riot-the-week-notting-hill-exploded-912105.html> and <http://www.bbc.co.uk/learningzone/clips/notting-hill-race-riots/7681.html>

This is a cartoon which shows Labour leader Hugh Gaitskell holding the welcome sign and Conservative minister R. A. Butler holding the 'full up' sign. This cartoon was published in the Daily Express on 6th December 1961.

Question b) What is the message of this source?

Write your answer here.



Task 3: Political Issues around immigration

Read the information and answer the following questions

Enoch Powell and Rivers' of Blood: Conservative MP who claimed he could see storm clouds brewing for Britain because of the admission of immigrants, their unwillingness to integrate. He was sacked from being shadow defence secretary, but there was a lot of support for him from different

"Go on, boy! I may have lost that war, but my ideas seem to be winning..."

Cartoon that appeared in the *Daily Mirror* on 2 September 1958.

people in society. You can read the full text of the speech from here: <http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html> or a selection of quotes and other information from the Wikipedia article: http://en.wikipedia.org/wiki/Rivers_of_Blood_speech.

Enoch Powell talked, in his speech, about how immigrants took advantage of the benefits system and the NHS, and how they were pushing white people out of society. He also gave examples from people's lives of problems with integration- either immigrants bringing over foreign cultures (particularly with religious traditions that did not fit British cultural norms) or immigrants bringing down the value or tone of a neighbourhood. He got a lot of support from across the country, and "Enoch was right" and "Don't knock Enoch" were popular protest slogans. What isn't often mentioned is that Enoch Powell's speech (whilst strongly worded against immigration) also referenced the work done by Commonwealth immigrants who worked for the NHS, stating that they weren't immigrants. Below is the extract from his speech that states that.

This has nothing to do with the entry of Commonwealth citizens... into this country, for the purposes of study or of improving their qualifications, like (for instance) the Commonwealth doctors who, to the advantage of their own countries, have enabled our hospital service to be expanded faster than would otherwise have been possible. They are not, and never have been, immigrants.

Enoch Powell was also one of the ministers who encouraged people to come to Britain and work.

From an interview in the 1980s with a woman from British Guiana who came to Britain in 1956. British Guiana was in the West Indies (The Caribbean)

I was a nurse in the West Indies when I went to listen to a young Member of Parliament called Enoch Powell speak in my home town. He was a junior minister in the Department of Health at the time. He was encouraging people like me to come and work in hospitals in England. I was a qualified nurse. I was quite well paid and doing well in my job. But Mr Powell made it sound very attractive to come and work in England. He said England needed people like us".

The National Front: The National Front was an extreme right wing group set up in 1967. They bore similarities to the British National Party (BNP) and English Defence League (EDL) and got a similar reaction from some groups in society. Many former National Front members became part of those groups. It opposed immigration and multicultural policies in Britain- it had a ban on Nazi members but it was linked with the far right.

Well known for noisy demonstrations, did fight local elections in the 1970s, making fair inroads in some- however, they never got a Member of Parliament elected, and often did not even get their deposit back. Made some immigrants extremely uncomfortable and clashed nosily with anti-fascist groups.

Question a) What is the message of this source

Write your answer here.

SOURCE **D**

It almost passes belief that at this moment twenty or thirty additional immigrant children are arriving from overseas in Wolverhampton alone every week – and that means 15 or 20 additional families in a decade or two hence ... We must be mad, literally mad, as a nation to be permitting the annual inflow of some 50,000 dependents, who are for the most part the material of the future growth of the immigrant-descended population. It is like watching a nation busily engaged in heaping up its own funeral pyre. So insane are we that we actually permit unmarried persons to immigrate for the purpose of founding a family with spouses and fiancées whom they have never seen.

Extract from Enoch Powell's 'Rivers of Blood' speech, 1968.



'You see, doc, I dropped my "I-back-Enoch" placard on my foot.'

British newspaper cartoon, 1968

Question b) To what extent were people in Britain opposed to immigration?

BEWARE OF OVERGENERALISATIONS There were many different groups living in different areas- they did not all receive the same experience.

This is a key issue to remember when analysing sources! It can be a good time for critiquing the sources.

Write your answer in this box.

Question c) Purpose Questions

Often phrased as why was this source published/ produced on this particular date. Read through the worked example and then attempt the same question with the next source.

The author has a message that they want to get across- they want something to change by this method.

The newspaper is criticising people with anti-immigrant views by showing their anti-social behaviour (their graffiti supporting Enoch Powell who was sacked for an anti-immigrant speech) and comparing it with the dignified, smartly dressed black person walking past the graffiti.

What action does the author want the audience to take? (note: disapproval of something is an action!)

The newspaper wants to convince people that those with anti-immigrant views should not be taken seriously by comparing these actions.

Think about what's going on or happening around that particular time. Why that specific date?

It was published in 1968 after Enoch Powell's "Rivers of Blood" speech, with the disapproval and support that came from British people to Enoch Powell. This photograph is showing disapproval of the supporters and was probably staged.

Putting that all together to form an answer;

This photograph was published in 1968 in order to create disapproval of those who supported the anti-immigrant views of Enoch Powell as 1968 was when he gave his "Rivers of Blood" speech that said many things considered racist. They do so by comparing the anti-social behaviour of those with anti-immigrant views (the graffiti stating "Powell for PM") with the calm, dignified figure of the black person walking past the graffiti, smartly dressed. This is obviously a staged photograph (because the photographer was able to capture this shot with no-one else in it at exactly the right moment) to show people the contrast between these two groups.



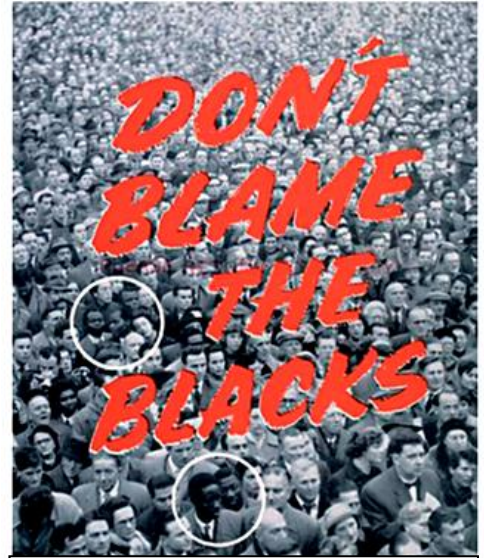
A photograph published in a London newspaper in May 1968

Why this answer is good:

- Concise. Answers the question straight away.
- Uses the language of the question in it.
- Relevant use of contextual knowledge.
- Relevantly used source evaluation.

Use the example on the previous page to help you answer this purpose question.

Write your answer here.



Pamphlet produced by an immigrant organisation in Nottingham, 1958

c) Positive Contributions of Immigrants to British Society Read this section for your information

- Permanent Communities established.
- Economic impact: e.g. fashion, textile production, manning factories.
- Festivals and celebrations: carnival tradition (e.g. St Pancras Town carnival in 1959 after the brutal murder of Jamaican Kelso Cochrane by a gang of white youths, moved in 1965 by Claudia Jones).
- Music: migrants music inspired a generation of white working class youth- particularly Bob Marley who helped to spawn a black British music industry based on reggae. It also appealed to Caribbean youths who had been raised in Europe and wanted to rediscover their roots.
- Food: Huguenots bought oxtail soup, Jews bought fried fish, smoked salmon bagels, chicken soup, Indians and Chinese. Even when adapted for English tastes.
- However, still, immigrants less likely to achieve as good an education or job as white population.

Section 3: The NHS

Learning Objectives

To be able to explain changes in British society that happened as a result of increased immigration into Britain and apply the knowledge to source analysis.

Success Criteria

- To look at how the NHS came to be formed.
- To practice the source question on MESSAGE

Task 1: Read the following information and answer the questions that follow.

Access to Health Care before the Second World War

During the war, ideas were evolving about widening the health care system to reach all people. During the peaks of the economic depression of the 1920s and 1930s nearly three million were unemployed. In the worst-affected areas, infant mortality began to rise again. Government measures to reduce infant mortality were very effective. During World War II health services had been expanded to cope with civilian casualties and the first antibiotics were increasing life expectancy. Yet the poorer people in society could not afford basic medical care.

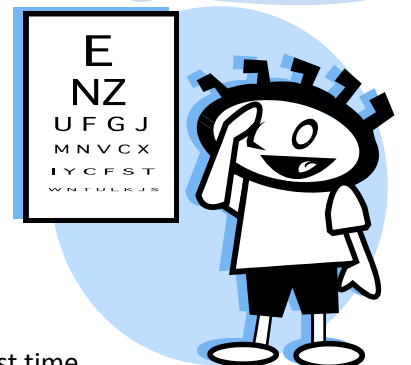
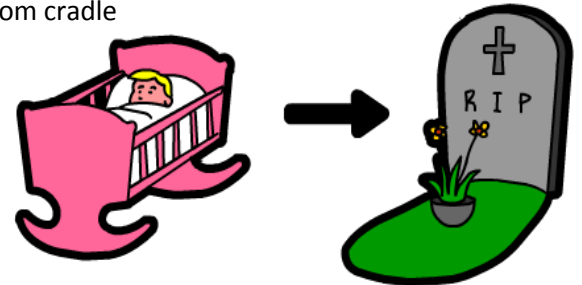
So, what happened?

The plans were passed by the post-war Labour government in 1946. Two years later the National Health Service (NHS) began. It was available free to everyone in the nation, and was to cover every aspect of health care. The idea was that it was “universal healthcare, free at the point of access” and “from cradle to grave”.

British hospitals were nationalised, meaning taken over by the government. GPs encouraged to move from ‘over doctored’ areas to regions with a shortage. Private practice was allowed to continue (partly to pacify the doctors who were making a lot of money out of private practice and did not want to be involved in the NHS. The NHS came into operation in July 1948. Aneurin (Nye) Bevan was responsible for the Act though it came from the Beveridge Report.

The NHS provided (and still provides):

- Training of doctors and nurses
- Hospitals and ambulance service
- Dentistry
- Eye tests
- Medicines
- Surgery
- GPs, surgeries, health clinics, district nurses.
- Maternity care
- Consultants
- Medical research
- Vaccination programmes



What was the impact of the NHS?

The effect of the National Health Service on people’s health was dramatic. For the first time ever, everyone had the right to free health care. Before the NHS many could not afford to visit the doctor, let alone buy medicines or have regular treatment. By the end of the 20th century, however, the NHS was facing one financial crisis after another. Prescription charges, introduced in the 1950s, rose steeply. Charges were introduced for dental treatment and eye tests. Unable to pay for the necessary staff, many beds remained empty while the waiting lists grew longer. Despite the problems, anyone could be treated free when needed, regardless of their ability to pay or whether they had insurance. Immigration helped to solve some of the problems with the shortage of Labour, although some patients complained about difficulties communicating.

Bevan’s resignation from the Labour government

April 1951, Korean war led to rising defence expenditure and new Chancellor of the Exchequer, Hugh Gaitskell decided to introduce charges for false teeth and spectacles.

Bevan believed the socialist principle of a free health service was being compromised.

He threatened to resign unless Gaitskell changed his mind.

Gaitskell refused.

Bevan resigned along with John Freeman and Harold Wilson.

Question A: Where did the idea of the NHS originate?

Question B: What were the key changes to the people of Britain caused by the NHS?

Empty box for answer to Question B.

Question D: What problems did the NHS have?

Empty box for answer to Question D.

Question E: To what extent do you think the NHS was a success? (Remember to balance this answer).

Empty box for answer to Question E.

Question f: What is the message of this source?

Empty box for answer to Question f.



'SOCIALISTS'

A cartoon showing Harold Wilson, Aneurin Bevan, Michael Foot and Ian Mikardo attacking Herbert Morrison, Clement Attlee and Hugh Gaitskell (July 1951).

Section 4: Changes for Women

Learning Objectives

To be able to explain whether life changed for women in Britain during this period and apply the knowledge to source analysis.

Success Criteria

- To be able to describe how life changed for women.
- To be able to explain what caused those changes.
- To practice the source questions on MESSAGE, PURPOSE, SURPRISE, and HOW FAR DOES ONE SOURCE PROVE ANOTHER SOURCE WRONG?

Women in the Second World War


Women's work during the Second World War was supposed to lead to changes for them. Changes in legislation were mixed.

1943 Equal Pay Commission: didn't work. Women did not get equal pay, but it was a start.

1945 Butler Education Act: guaranteed all females the right to a secondary education. Where they did female subjects such as cookery and needlework, or maybe office skills.

1950s Cult of Domesticity (Domesticity refers to life in the home).

Housekeeping Monthly 13 May 1955



Housekeeping Monthly 13 May 1955

The good wife's guide

- Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favourite dish) is part of the warm welcome needed.
- Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.
- Be a little gay and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.
- Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.

- Gather up schoolbooks, toys, paper etc and then run a dustcloth over the tables.
- Over the cooler months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction.
- Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part. Minimise all noise. At the time of his arrival, eliminate all noise of the washer, dryer or vacuum. Try to encourage the children to be quiet.
- Be happy to see him.
- Greet him with a warm smile and show sincerity in your desire to please him.
- Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first - remember, his topics of conversation are more important than yours.
- Make the evening his. Never complain if he comes home late or goes out to dinner, or other places of entertainment without you. Instead, try to understand his world of strain and pressure and his very real need to be at home and relax.
- Your goal: Try to make sure your home is a place of peace, order and tranquillity where your husband can renew himself in body and spirit.
- Don't greet him with complaints and problems.
- Don't complain if he's late home for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through that day.
- Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him.
- Arrange his pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice.
- Don't ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness. You have no right to question him.
- A good wife always knows her place.

In the 1950s, there was the belief that women belonged in the home. Having worked during the Second World War, women were supposed to go back home after the men returned.

The Beveridge report was based on the idea that the average family unit consisted of an employed father and an unemployed mother.

Women were homemakers- a view encouraged by advertising. Much advertising had women in typical, domestic roles; looking after children, cooking, cleaning and, most importantly, looking after their hardworking breadwinning husbands. See more adverts at this link: <http://www.dailymail.co.uk/news/article-2254806/Didnt-I-warn-serving->

How did life change for women during this period?

Changes in Education

1944 Education Act: outlawed the sacking of women teachers who were married. Women could also go to grammar schools and obtain a good quality secondary education.

By the early 1960s, nearly a third of undergraduates (students at university studying for their first degree) were female and the professions (doctors/ lawyers/ accountants/ teachers) saw a steady increase in the number of women entrants.

However, at school, girls still did a 'female' type curriculum.



SCHOOL OF THE FUTURE OPENS
IN KENT

This is one of the nation's newest comprehensive schools. Lucky pupils here will be able to leave or go on to university with no regrets about their schooldays.

The whole approach to learning here is completely modern. The most striking feature is the very modern equipment. Boys can perfect their engineering skills with the most up to date machinery. In the office skills class, no more scrabbling for typewriters – the girls have one each. Similarly, in dressmaking and needlework the girls have all they need.

This really is a school of tomorrow for the children of today.

From a government information film broadcast in 1958.

Are you surprised by this source?

Answering a surprise question:

1. Make sure you answer the question. Start your answer with whether or not you are surprised.
2. EXPLAIN why you are surprised/ not surprised.
3. Try to balance your answer- this is surprising, this is not surprising.
4. The key aspect of this question is that you look at the source as an artefact (e.g. a newspaper report) and try to say how the purpose of that source affects your surprise level- the above source is from a government information film (and it is worth remembering that the government in 1958 was a Conservative one, and you should remember that they hold traditional values and the purpose of that source should reflect that).
5. Cross reference- it is perfectly acceptable to be surprised by a source because another source on the paper shows the complete opposite.
6. If you use source evaluation, make it relevant to the answer.

Remember: The purpose of a source is to have an impact. Identify what that impact is supposed to be!

Try to have a go at this surprise question, using the tips above.

Wage Comparisons with Men

Due to shortages of workers in the 1950s (particularly due to an expanding UK economy- remember, this is why immigrants were asked to come to Britain by more than one government during this period) there was more part time work available for women. However, they did not get paid much and certainly not equally. In 1940- women earned 42% of men's wages, and despite equal pay legislation, companies found ways around this issue. This did not change much during this period. (See source on the next page).

SOURCE F

Following the Equal Pay Act, I visited a wide range of workplaces to expose what was really going on. A typical example of what I found was this shoe factory. There were a lot of women putting heels on shoes. And there were a lot of men in another part of the factory putting heels on shoes. I said to the manager, 'I suppose you have equal pay?' And he said, 'Oh yes, we have equal pay.' So I asked him, 'Do you mean to say that the women here running this machine and the men over there running the same machine, get the same pay?' He said, 'Oh no, heavens no! Those men are putting heels on men's shoes. The women are putting heels on women's shoes. It's not the same work.' There were six nails going into each shoe and they were using the same machines. But the women didn't get the same pay.

*From a report by the leader of the Six Points Group in 1971.
The Six Points Group was a campaigning feminist organisation.*

This source was used in an exam paper to ask "How useful is this source to an historian studying women in the workplace in the 1970s?". We haven't gone through useful yet, but it might be worth you practicing this question later.



Why was this source (An advertisement published by the government in 1954) published in 1954?

The Feminist Movement of the 1960s-1970s

The slow pace of change frustrated women. The feminist movement began- arguing equality for women; equal rights in all areas, and that women should receive adequate support from the state on issues such as contraception and divorce. They began campaigning for this.

Changes in the law for women

- **Contraceptive pill (1961):** announced by Enoch Powell who was then Conservative Minister of Health- allowed women to control their own bodies and thus increased opportunities in education and employment. At first, this was only available to married women, but it became more widely available in 1974. This is a useful article on the pill from the BBC website: <http://www.bbc.co.uk/news/uk-15984258>.
- **Abortion Act (1967):** Introduced by David Steel (1967) as a Private Members Bill. Made abortion legal.
- **Divorce Reform Act (1969):** Act passed by Parliament in 1969, came into effect in 1971. A couple could divorce on the grounds of adultery, cruelty, desertion for two years, by mutual consent in two years or after five if only one partner wanted a divorce.
- **Equal Pay Act (1970):** Established by Parliament to prevent discrimination. Meant women could support themselves and not be dependent on a man.
- **Sex Discrimination Act (1975):** Applied to employment, training, education, harassment and the provision of goods and services.

How does one source prove another source wrong?

This question asks you to use more than one source at a time, and they can be tricky to get right. Use the tips on the next page to help you get this right.

1. Remember to refer to both sources.
2. Explain what the similarities AND the differences are between the two sources.
3. Explain whether the source that is doing the proving is more reliable and why it is more reliable (this may be accuracy of the source/ the purpose/ who the audience was and what impact it was supposed to have on them) and say whether it proves the source that it is questioning wrong.
4. Make sure you have answered the question using the issue of proof (use the words proof/ prove) in your answer.

Practice on this question.

SOURCE C

From 1964 to 1970 Labour has made Britain a far less civilised place to live. Labour attacked what they saw as 'out of date' laws. But at least people knew how to behave in the 1950s. Now we see shouting and swearing and violence in the streets. Now we have marriages which last only a few minutes, leaving women miserable and isolated, broken families and deprived children. We have the terrible toll of unborn children who have been killed by selfish, reckless young women running eagerly for abortions.

*From an article in the pro-Conservative newspaper, The Daily Telegraph, in 1970.
There was a General Election that year.*

SOURCE D

Roy Jenkins and his colleagues made Britain a better place, especially for women. When Labour took power in 1964 the existing laws were clearly inadequate for the modern age. Many laws were viciously unfair to women. The Divorce Reform Act of 1969 was just one of the many great liberal and civilising reforms of the 1960s. This Act ended the emphasis on guilt and fault. The Matrimonial Property Act of 1970 recognised that a wife's work was an important contribution to a marriage. The laws represented a change in marriage from an unequal contract into a partnership based on affection and companionship.

From an obituary for the Labour MP Roy Jenkins who served in Labour governments in the 1960s and 1970s and died in 2003. An obituary is an article written about someone soon after their death.

Does source C prove source D wrong? Use the sources and your knowledge to explain your answer.

Why did things change for women?

- The Women's Liberation Movement: (late 60s, early 70s). 'Women's lib' was influential and brought a lot of publicity to the feminist cause. Pressure group and therefore, government had to take it seriously.
- European Influence- Britain becoming part of the EEC (joined in 1973). Britain had to comply with the treaty which demanded equal pay for men and women.
- Attitude of the Labour Government. Labour introduced most of the pro women reforms- however, some Labour MPs did not back reforms and some other parties did. Most were Private Members Bills which allowed the government to introduce legislation without splitting the Cabinet.

Section 4: Changes for Teenagers

Learning Objectives

To be able to explain whether life changed for teenagers in Britain during this period and apply the knowledge to source analysis.

Success Criteria

- To be able to describe how life changed for teenagers.
- To be able to explain what caused those changes.
- To practice the source questions on MESSAGE, PURPOSE, SURPRISE, USEFUL, HOW SIMILAR ARE THESE SOURCES and HOW FAR DOES ONE SOURCE PROVE ANOTHER SOURCE WRONG?

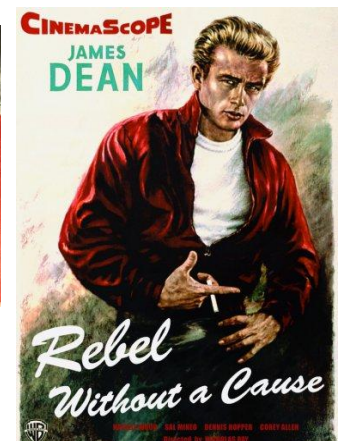
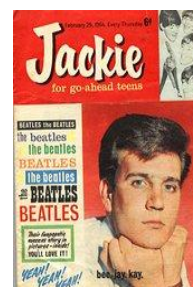
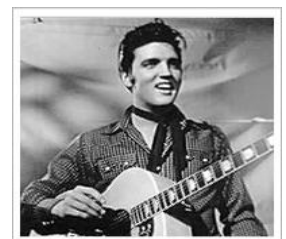
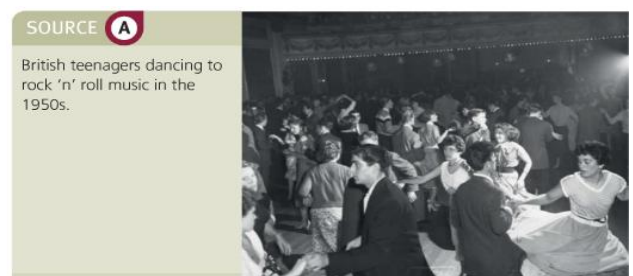
Teenagers in the 1950s.

Teenagers had not really existed before. Were known as youths, and became adults when they got married.

During this period, they became bored of this predictable routine and started developing their own sub-culture. This was partly due to the economic boom after the Second World War and the lack of the kind of pressures that had characterised the 1930s and 1940s. They began to act differently to previous generations and by the 1960s, things had changed for many different reasons.

Why did things change by and during the 1960s?

- **Cultural Influences:** range of influences including film, television, magazines and the rock music scene- perfect for the new market of teenagers. American influence on teenagers was huge, e.g. Elvis Presley, and film stars such as James Dean and Marlon Brando. Affected fashions, speech and how leisure time was spent.
- **Consumer Goods:** 1950s and 1960s saw many consumer goods take off- consumer boom actively encouraged. Fridges, cookers, vacuum cleaners and washer/dryers made it easier for women to go out to work, meaning households had more money to spend on consumer goods. This would include items like record players and television sets, magazines and other entertainment items not just items like fridges and cookers. These provided tools for teenagers to cultivate their own styles in clothes, haircuts and travel abroad. Spearheaded a generation gap.
- **Spending Power:** Teenagers suddenly had comparatively huge spending power, as they were able to obtain cash from paid work. They soon had their own



fashions, scooters, music, cafes- allowing them to make up a more unique type of identity.

- **Did this affect everyone in the same way?** Some exam questions will focus on this as part of another type of question. This can sometimes be the focus of a how useful question.

How to answer a how useful question.

- Think about the information you can get from it:
- does it show you all aspects of society?
- does it show you about all areas of Britain?
- Is it a typical view?
- Is it a reliable source? Remember to consider the purpose when considering reliability- not just who has written it but WHY.
- Use this to state how useful the sources are.

SOURCE B

A 'youth culture' was created, due to the fact that school-leavers found it easy to get jobs. It has been calculated that in 1959 teenagers had £830 million to spend; and most of this went on buying records and record-players.

Robert Pearce, *Contemporary Britain: 1914–1979*, 1997.

SOURCE F

One has to admire the way these people have resisted today's rather empty youth culture. The old ways have held their ground here. There is a suspicion of anything new or strange that runs through working-class culture in this area. Brass bands are still as common as ever. There are thirty-six of them within a fifteen-mile radius, and they continue to attract new young members. The young band members look down on rock and roll, skiffle, beat, pop or any other style that sweeps the top twenty. Rugby League and Crown Green bowling are the most popular sports in the area and there is little interest in glamorous football teams like Liverpool or Manchester United.

From Working Class Community, a research study published in 1968 which looked at everyday life in one community in Yorkshire.

How useful is this source to an historian studying the lives of teenagers in the 1960s?

How surprised are you by source F?

Teenagers Behaviour

Often took the form of Idol worship- e.g. Beatlemania and the Rolling Stones. Teenagers also became more daring when it came to expressing themselves: e.g. mini skirts- teenagers adopted trend setting behaviour instead of following trends set for them.

Adults did not always approve of this behaviour and it attracted a lot of criticism from parents and the media. Criticism towards teenagers was a typical view expressed in newspapers which would usually publish and continue to reinforce that kind of view held by adults, although there was the occasional sympathetic article.



A cartoon about The Beatles published in a British newspaper in 1964.

What is the message of this source?

How similar are these sources?

Similarly to a proof question, this type of question uses two sources.

- Remember to refer to both sources.
- Identify the similarities between the sources as well as the differences. There will be similarities. Remember, top levels generally require a balanced approach.
- Try to identify the **attitudes** displayed in both sources. Like a message question, are the sources **critical** or **supportive** of the topic of the sources. Refer to them using one of these words: attitudes, opinions or views.
- Using source evaluation is fine, so long as it is made relevant to the question.
- Make sure you have answered the question using the words similar.

Practice on the sources on the following page. Write your answer in the box below.

SOURCE B

From 1962 to 1965 I went to university in Liverpool. What perfect timing! My whole world changed. About six weeks after arriving in Liverpool I was at the ice rink and heard 'Love Me Do' by the Beatles playing over the loudspeakers. I knew immediately this was very, very different. The rest of the decade was a complete revolution. Most teenagers had money for clothes and records. Many bought motorbikes or even cars (everyone wanted a Mini as it was the coolest car around). Exciting things were happening: the Profumo scandal, The Beatles, The Rolling Stones, drugs, miniskirts, sex everywhere, Vietnam, King's Road, Carnaby Street...

*A comment on a web site for people to share their memories of the 1960s.
The comment was put on the web site in 2006.*

SOURCE C

This is how a lot of older Britons see their younger counterparts – frenzied and screaming, idolising pop stars without a sensible thought in their long haired heads. But those of you who worry about old fashioned decency and sensible values can rest assured. The Daily Mail newspaper got national opinion polls to find out from teenagers which person they admired most in all the world. Surprise, surprise, heading the list was good old mum and in second place was the Queen. Other respectable figures also did well in the polls. Prime Minister Mr Wilson was fourth, dear old dad was next on the list. The only pop star to get a showing in the top ten was Elvis Presley. So teenagers may not all be what we think – you live and learn!

An extract from the commentary of a British newsreel film shown in 1967.

Teenagers and the Sexual Revolution: was the 1960s the decade of Free Love?

A large part of the criticism aimed at teenagers surrounded the idea that the 1960s was the decade of Free Love. This may not have been the case. Look at the following sources and answer the proof question that follows

SOURCE D

Teenagers in the sixties were the first generation since the war to decide that the mysteries of sex should be explored. People had sex at the slightest excuse after meeting for only ten minutes. Sexual partners were picked up and thrown away without ceremony, provided that they had the newly available contraceptive pill in their pocket or handbag. This sexual revolution is just one of the extraordinary developments in this remarkable period which are explored in this book.

*Information written by the publisher to advertise a book called
The Swinging Sixties, published in 1985.*

SOURCE E

Only one in three boys and one in six girls between seventeen and nineteen had ever had sex. When contrasted with the constant outcry about teenage immorality, these figures seem low. For younger teenagers, sexual experience was very rare: only 6 per cent of fifteen-year-old boys and 2 per cent of fifteen-year-old girls had had sex. These results suggest that having sex, although it happens, is not a prominent feature of teenage behaviour.

From a report called The Sexual Behaviour of Young People, published in 1965 by a government organisation called the Central Council for Health Education. It was based on a survey of 2000 young people.

How far does source D prove that source E is wrong?

Emergence of a youth subculture

The 1950s had the Teddy Boys as a youth subculture. Smartly dressed young men, in Edwardian style clothing who were renowned for violent acts, particularly against immigrants (you met them when you looked at the Notting Hill race riots). The 1960s and 1970s saw the emergence of the Mods and Rockers.

Mods (sophistication on scooters) and Rockers (macho on motorcycles).

The two groups often clashed with each other (although also fights between rival Mod gangs).

Fights in Brighton, Margate and Hastings in 1964, led to a panic about violence and drug use- this led to media frenzy and the popular perception of youth groups as violent and out of control, further spread by newspapers.

Late 1960s saw hippies, skinheads and punk rockers also emerge.



SOURCE A

Fights broke out yesterday between gangs of youths at three coast resorts. After a promenade skirmish at Brighton involving more than 1000, five girls were taken to hospital. At Margate two youths were taken to hospital with knife wounds and at Bournemouth between 40 and 50 youths were arrested after a fight between local gangs.

Margate magistrates imposed fines totalling £1900 on 36 people involved in Sunday's disturbances at the resort. They also gaoled three offenders for three months each and sent another five to detention centres for periods of up to six months. At Brighton two youths were sentenced to three months' imprisonment and others were fined.

Article from *The Times* published on 19 May 1964.

What is the message of this source?



A cartoon from the Daily Express newspaper, April 1964. What is the message of this source?

Does source B prove that the historian who wrote source C is wrong?

SOURCE B

THE WILD ONES

The Wild Ones invaded the seaside town of Clacton yesterday – 1,000 fighting, drinking, roaring, rampaging teenagers on scooters and motorcycles.

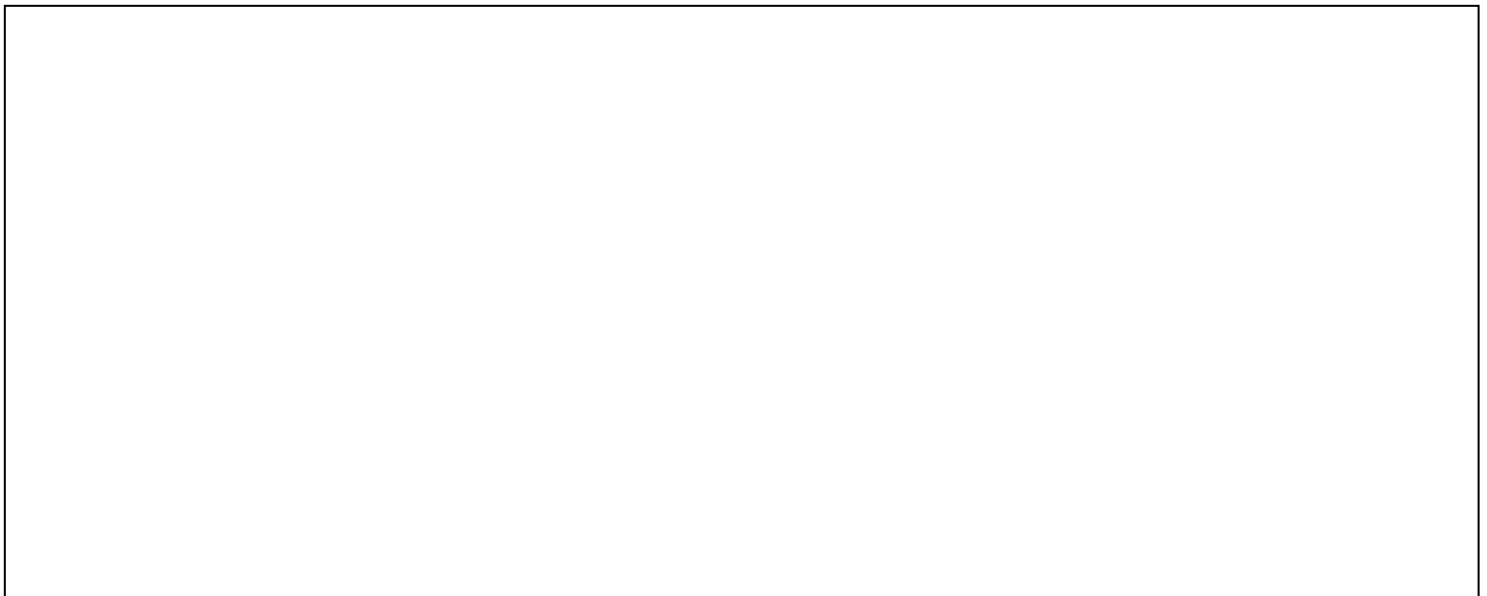
Leather jacketed youths and girls attacked people in the streets, turned over parked cars, broke into beach huts, smashed windows and fought with rival gangs.

From an article in The Daily Mirror newspaper, March 1964.

SOURCE C

Most of the teenagers at Clacton had come not to fight but to hang around, vaguely hoping that they might meet some girls, and they were bored and aimless rather than crazed with bloodlust. Innocent families were not trampled underfoot on the beaches: the weather was so cold and wet the teenagers had the beach to themselves. There was no evidence of drink or drugs or gang warfare.

From a history book published in 2006.



Public Protest

1958: the Campaign for Nuclear Disarmament organised well publicised protest marches. There were also demonstrations against the Vietnam war and general criticisms of authority- politicians, church, parents. These were used as another sign that teenagers were out of control although police weren't always given enough facilities or training to be able to deal with them.



'I hear you've joined the Mods and Rockers, sergeant . . .'

Cartoon by Franklin first published by the *Daily Mirror* on 9 June 1964.

Are you surprised by this source? Use the source and your own knowledge to explain your answer.

Changes in Education

This was a key period in which there were a number of changes in the opportunities open to students from different backgrounds.

Changes are summarised below.

- Education Act of 1944 ensured that secondary education was free to all pupils until the age of fourteen in England, Wales and Northern Ireland.
- Tripartite system- grammar schools, secondary technical schools, secondary modern schools. An 11 plus decided where they went.

- Great uproar at the perceived low standards in the secondary modern schools- became comprehensive (non selective, free between 11-16).
- Expansion of university education. New universities founded; Warwick, Norwich, Lancaster, Sussex, Kent, Stirling, Essex and York. 30 new polytechnics built.
- 1960s- early 1970s, huge expansion in full time university students.
- LEAs paid fees and provided maintenance grants, gave young people from poorer backgrounds opportunities.

The Final Question

The final question is worth the most marks (16) and is the easiest question on the paper to score highly on. Follow these tips and you'll be fine.

When you've read through these tips, download exam papers from the OCR website (follow these links) and attempt AT LEAST the final question of a couple. (January 2010 <http://www.ocr.org.uk/Images/64511-question-paper-unit-a972-22-british-depth-study-1939-1975.pdf>, June 2010 <http://www.ocr.org.uk/Images/67079-question-paper-unit-a972-22-british-depth-study-1939-1975.pdf>, January 2011 <http://www.ocr.org.uk/Images/66305-question-paper-unit-a972-22-british-depth-study-1939-1975.pdf>, June 2011 <http://www.ocr.org.uk/Images/59080-question-paper-unit-a972-22-british-depth-study-1939-1975.pdf>, January 2012 <http://www.ocr.org.uk/Images/107778-question-paper-unit-a972-22-british-depth-study-1939-1975-.pdf>, June 2012 <http://www.ocr.org.uk/Images/137866-question-paper-unit-a972-22-british-depth-study-1939-1975.pdf>)

How this question is assessed

This question is actually out of 16 in total because quality of written communication is assessed in this paper (spelling, punctuation and grammar or SPaG).

- Up to 11 marks are available for your answer itself- demonstrating how the sources support and challenge the information.
- 2 marks are available for relevant source evaluation (based on author/ accuracy/ purpose/ tone/ audience/ type) that is used to explain how far sources support the interpretation.
- 3 marks are available for accurate SPaG.

How to answer it

- On this question, you can get nine marks SIMPLY for saying how one source supports the interpretation and one source challenges the interpretation.
- Try to show how all the sources challenge and support the interpretation. Best thing to do to plan it out (and you can get marks for this in an exam if you are running out of time) is to draw a table like the one below.

| Sources that support the statement | Bit of Both | Sources that Challenge the Statement |
|------------------------------------|-------------|--------------------------------------|
| A | C | B |
| E | F | D |
| | | G |

- If you relevantly evaluate ONE/ TWO sources you have more chance of picking up your two evaluation marks. You must evaluate relevantly however. So, contextual knowledge that helps support a point or assessing how the purpose of a source affects the challenge or support giving to the interpretation.