

Introduction

This unit is about the impact that the First and Second World Wars had on Britain. We will look at how these wars changed the ways in which the government ran the country. Indeed, there were many new laws and government powers introduced to try to make sure both that Britain could keep going and that Britain would win the wars.

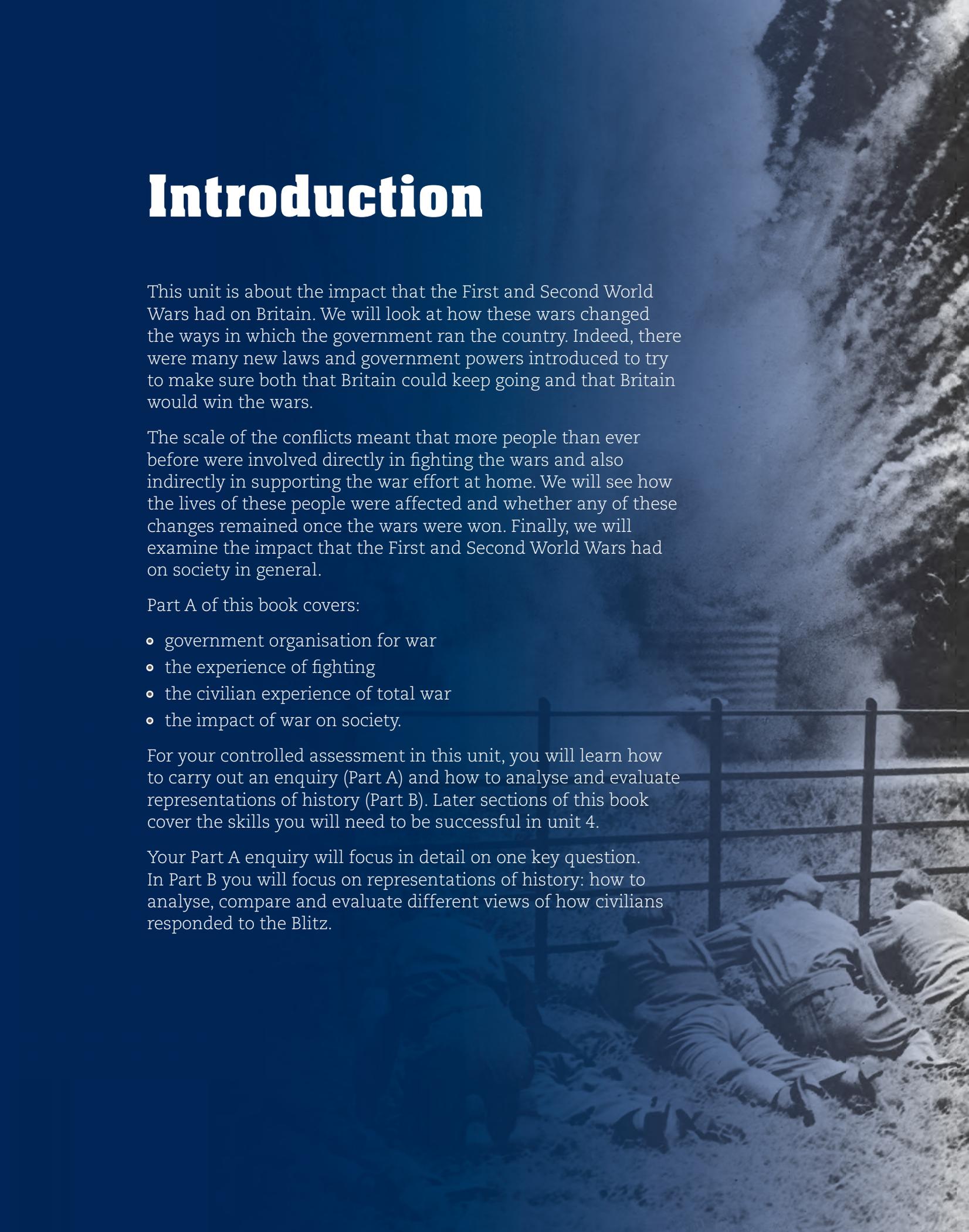
The scale of the conflicts meant that more people than ever before were involved directly in fighting the wars and also indirectly in supporting the war effort at home. We will see how the lives of these people were affected and whether any of these changes remained once the wars were won. Finally, we will examine the impact that the First and Second World Wars had on society in general.

Part A of this book covers:

- government organisation for war
- the experience of fighting
- the civilian experience of total war
- the impact of war on society.

For your controlled assessment in this unit, you will learn how to carry out an enquiry (Part A) and how to analyse and evaluate representations of history (Part B). Later sections of this book cover the skills you will need to be successful in unit 4.

Your Part A enquiry will focus in detail on one key question. In Part B you will focus on representations of history: how to analyse, compare and evaluate different views of how civilians responded to the Blitz.



Contents

The impact of war on Britain c.1914–50

Part A: Carry out a historical enquiry

 A1 Government organisation for war	4
 A2 The experience of fighting	14
 A3 The civilian experience of total war	24
 A4 The impact of war on society	34
 Enquiry and writing skills support	44

Part B: Representations of history

 How did civilians respond to the Blitz?	54
 Understanding and analysing representations of history	60
 Evaluating representations	67

ResultsPlus Maximise your marks	72
----------------------------------------------	----

Glossary	79
-----------------------	----

Part A Carry out a historical enquiry

A1 Government organisation for war

Learning outcomes

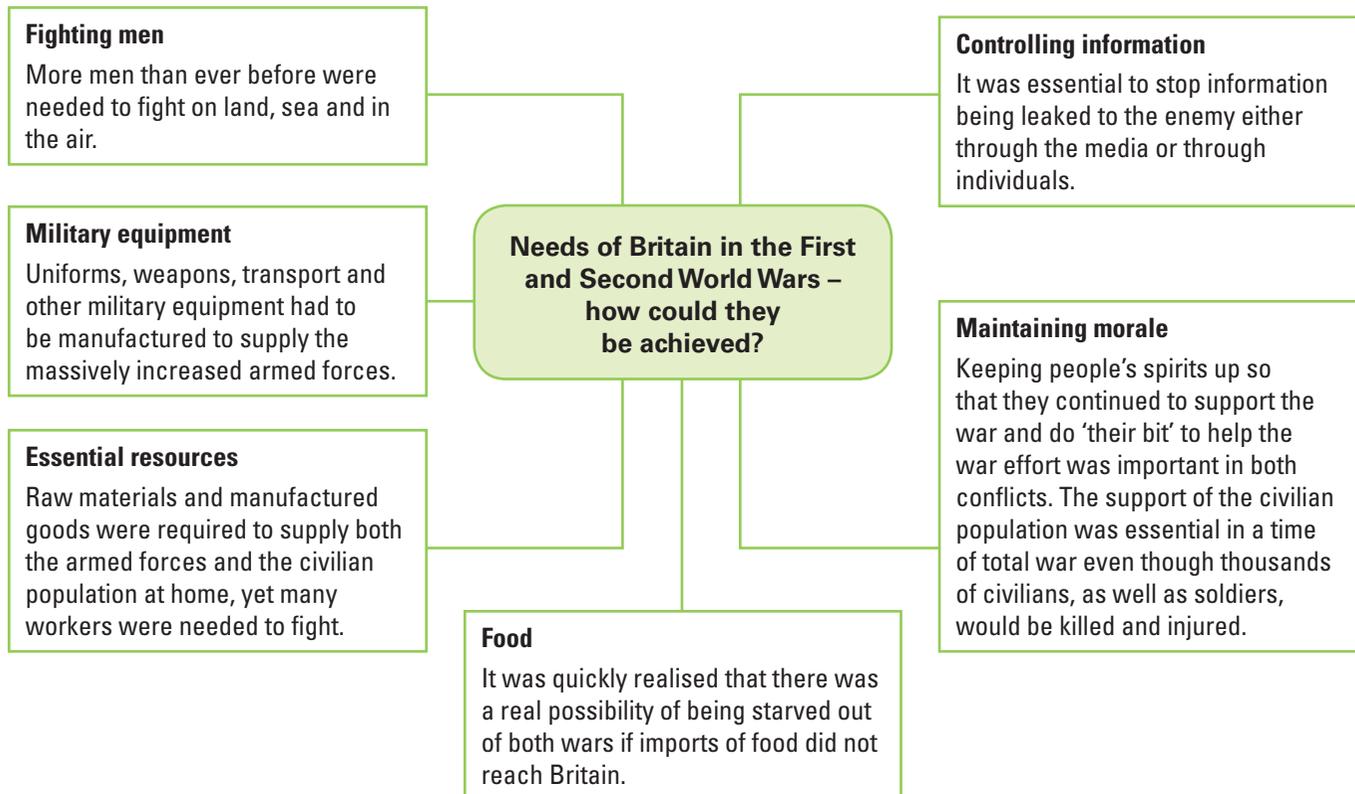
By the end of this topic, you should be able to:

- outline the laws which gave the government extended powers during the First and Second World Wars
- describe and explain the ways in which the government organised the labour force and key industries during the war years
- give examples of government propaganda and the ways in which the government controlled information during the wars
- explain why the government used censorship and propaganda during the wars.

Being at war was not new for Britain – for centuries it had become involved in various conflicts around the world. What was new was the size and scale of the twentieth century conflicts which brought with it a new concept: that of **total war**. This meant that the entire country (including civilians) was involved in the conflict.

Total war: war fought with all available resources, intended to destroy entirely all enemy resistance and affecting civilians as well as soldiers.

Being successful in a total war of this scale meant that many areas of life were going to be affected. There would be many needs that the government would have to address, which can be seen in the diagram below.



Activities

1. Make two tables like the one below – one for the First World War and one for the Second World War.

Britain's war needs	What was needed and why	New government powers	How did the new powers help meet the needs?
Fighting men			
Military equipment			
Essential resources			
Food			
Controlling information			
Maintaining morale			

2. Complete your tables as you read through this section.

Source A: A poster of 1940, featuring Churchill.



New roles and powers

In this section we will look at the role and power of the government and how it was greatly expanded in order to meet the needs of total war.

The government brought in new laws – the Defence of the Realm Act during the First World War (known as DORA) and the Emergency Powers Act during the Second World War. These laws gave the government wide-ranging powers over the lives of British citizens which had never been held by a government before.

This increased level of government control showed that governments were able to make a positive difference to people's lives. This had an effect in peacetime too. After each war, although the role of government reduced, it remained greater than it had been at the beginning of the twentieth century.

Leaders are important during wartime and governments were dominated in both wars by key figures who played major roles.

Lloyd George and Churchill

Lloyd George transformed and greatly expanded the role of government during the First World War. In 1915 he became minister of munitions (see page 10) and then as prime minister, 1916–18, he ensured that government and the country were geared towards total war.

Churchill's role, as prime minister during the Second World War, was different again. He used his skills as a speaker to maintain the morale of the British people, especially after the **Dunkirk** evacuation and during the **Blitz**. As well as his ability to inspire the British people, he was also excellent at picking a good team of government ministers and working with them. For example, he appointed Ernie Bevin as minister of labour, even though they belonged to different parties.

Dunkirk: in May 1940, after the Germans had invaded France, defeated British and French soldiers fled to the port of Dunkirk in Northern France where many were rescued by boat and brought back to Britain.

Blitz: the sustained bombing of Britain by Nazi Germany, 1940–41.

Did you know?

The government even tried to control the amount of alcohol people drank during the wars because of its effects on the workforce!



ResultsPlus Watch out

Don't get confused between the two wars. Look carefully at how Britain's needs were handled in each war. What were the similarities and differences?

Government powers 1914–18

People's lives were greatly affected by the passing of the Defence of the Realm Act in 1914. New government powers included the right to take possession of any factory, workshop or piece of land and also to censor newspapers. Here are some of the things people were not allowed to do according to DORA:

talk about military affairs in public places

spread rumours about military affairs

light bonfires or fireworks

buy binoculars

buy whisky or brandy in a railway refreshment room

fly a kite

ring church bells

use invisible ink when writing abroad

melt down gold or silver

trespass on railways or bridges

Activity

- Working in pairs, choose four regulations from DORA telling people what they could not do. Why do you think the government wanted to control this behaviour?

As the First World War progressed, the government brought in many other measures. These included:

- introducing British Summer Time (putting the clocks forward an hour) to provide more daylight for work in the evening
- controlling the consumption of alcohol, to try to reduce absenteeism from work due to drunkenness – they reduced pub opening hours, gave instructions for beer to be watered down and stopped customers buying rounds of drinks
- appointing special constables to help maintain law and order.

Wider government role 1939–45

In May 1940 (during the Second World War) the Emergency Powers Act was introduced by the government, after the British Army had been forced to retreat from Dunkirk. This was a time of desperation, with France on the verge of defeat and with every likelihood of a German invasion of Britain. The act gave the British government almost unlimited powers over people and property. From then on, civilians could be required to do anything and be sent anywhere.

The government did not just have greater power but also a much wider role in almost every aspect of life, all geared to ensuring victory in the war – as can be seen from Source B.

Source B: An extract from *War and the transformation of British society c.1931–51*, by Steve Waugh and John Wright.

The first half of the war saw the creation of many new ministries: not only a Ministry of Labour but also Economic Warfare, Food, Home Security, Production Shipping, Information and Aircraft Production. By 1943, there were well over 250,000 more civil servants [people working for the government] than before the war. It was soon clear that these ministries, as well as the established ones, had to work by centralised, coordinated, planning. This produced an utterly different way of looking at government from the old approach.

Internment

During both conflicts, the government passed laws which allowed the arrest and imprisonment without trial of people from enemy nations.

Tens of thousands were **interned** during the First World War. The government knew that most of these people (mostly German) posed no threat. However, internment helped to dim the widely held fear of enemy spies living in Britain. Conditions in many internment camps were not good, especially to begin with. At the end of the war many internees were deported, even those who were married to British nationals and who had British children.

Internment of 'enemy aliens' (German, Austrian, Italian and Japanese nationals) also happened in the Second World War. Even those who had fled from Nazi persecution found themselves interned when they arrived in Britain. However, in the Second World War the government and the media did not whip up anti-German feeling to the same extent as during 1914–18. Conditions for those who were interned were better than in the First World War.

Activity

4. Why do you think German people living in Britain during the Second World War were generally treated better than during the First World War?

Organisation of the labour force

First World War

From the early stages of the First World War, British industry began to suffer a desperate shortage of labour. By early 1916, Britain had up to two million fewer workers than were necessary to keep the country going. This was due to the number of men who had volunteered for the armed forces.

The Ministry of Labour was set up to organise the nation's labour force. It introduced the following measures:

- **Reserved occupations** – workers in certain occupations whose skills were needed to keep Britain running (such as miners or farmers)

were not allowed to join up and were exempt from **military conscription**.

- **Directed labour** – gave the government the power to force workers to remain in jobs and/or move them to where they were needed.

Despite these measures, as the war continued and more and more men were enlisted in the armed forces, the labour shortage became more acute. Even though many industrialists and the trade unions objected, in March 1915 the Ministry of Labour compiled a register of women who were willing to work and began advertising for women workers. Gradually, more and more women were employed to do 'male' jobs (see page 26).

Second World War

From the start of the Second World War all men aged 18–41 had to register, either to fight or work in a reserved occupation. The Ministry of Labour was revived and could again direct labour.

This time some workers' freedom was severely restricted. Wages and hours of work were strictly controlled, and workers could be moved around. For example, when coal stocks fell dangerously low in 1940, some 30,000 miners had to leave the army and return to their old jobs.

Once again, women were not turned to at first – unemployed men were used to fill the gaps created by those going off to fight but by early 1940 it became obvious that women would again have to be called on. This time from late 1941, unmarried women between 20 and 30 were conscripted to work in industry or the **auxiliary armed services** (see page 15). By 1943 the age range had widened to 19–43. After this time, 90 per cent of single women and 80 per cent of married women were doing work of national importance.

Intern: to force someone to live in a special area or camp.

Military conscription: the system of forcing men and sometimes women to serve in the armed forces.

Auxiliary armed services: these are military services which support the fighting forces but are not directly involved in fighting.

Organisation of key industries

During both conflicts, the government took over industries which it regarded as essential for winning the war and keeping the country going.

Activity

5. Imagine that you work for the Ministry of Labour at a time of total war. Which of the following industries do you think should be protected by the government and why? Explain your choice.

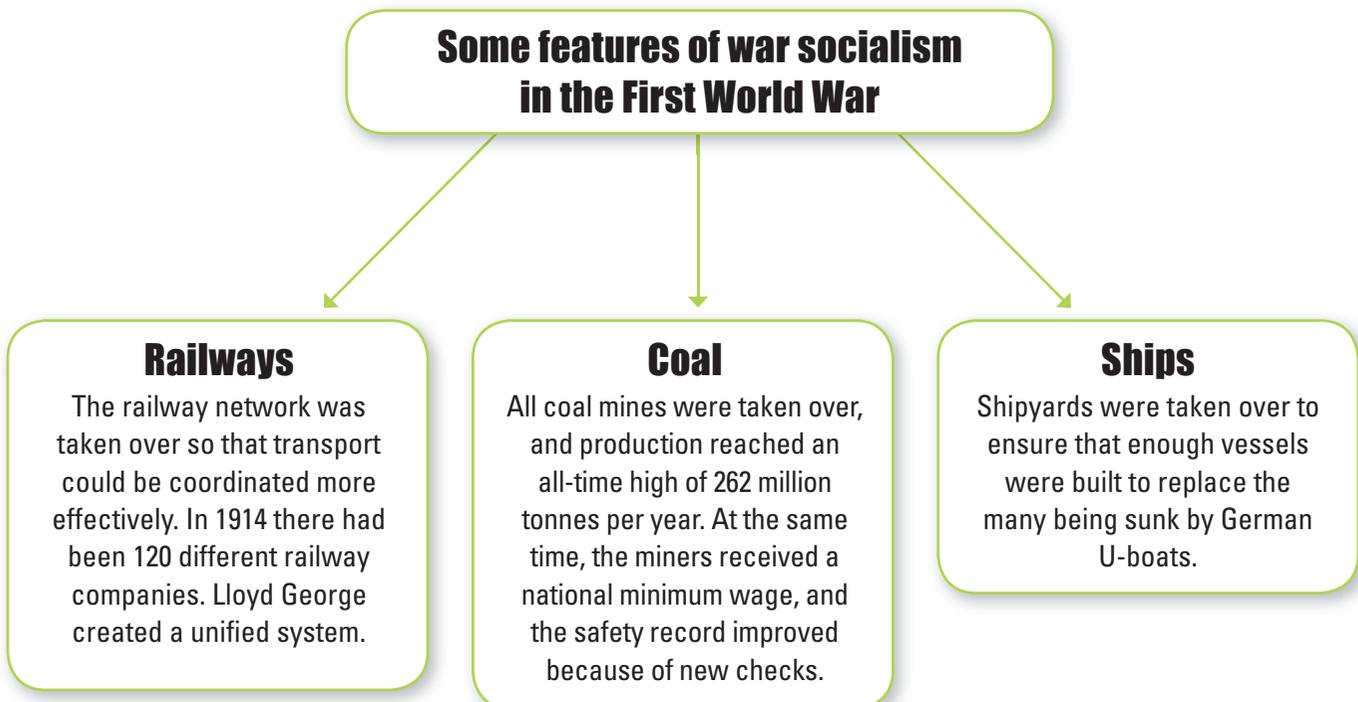
- coal mining
- iron and steel works
- shipbuilding
- car manufacturing
- aircraft manufacturing
- railway network
- agriculture
- fisheries
- textiles and clothing factories.

The First World War: war socialism

Although the Ministry of Labour was set up in the early months of the First World War and some measures were taken to ensure that key workers remained where they were, it was really only the munitions industry which came under total government control from the start of the war (see page 10).

By 1917, however, things were becoming desperate so Lloyd George introduced 'war socialism', which meant that the government took temporary control of most of the resources of the country. (See the diagram below.)

One of the other effects of war socialism was that trade unions became far more important and powerful. Membership doubled, and the government negotiated with union leaders, especially in connection with directed labour and the employment of female workers.



Changes to industry during the Second World War

This time, the government was quicker to react. Even before the war had begun in 1939, a new Ministry of Supply was set up which took over the coal, iron and steel industries. Throughout the war, directions in what to produce and which factories to supply were given to each plant in the UK. Not all industries were taken over completely. Instead Ernest Bevin, the minister of labour, worked closely with employers and with the trade unions to make Britain's wartime production as efficient as possible.

Coal supplies remained a problem throughout the war and, from 1942, men were either conscripted or could opt for the mines rather than the armed forces. Those who did were known as the 'Bevin boys'. Men from wealthier backgrounds experienced, for the first time, the often unpleasant working conditions down the mines. Not surprisingly many preferred to join the armed forces.

Agriculture was another area which came under strict government control. Farmers were told what to produce and where to produce it. Many fields were turned from pasture (for animals to graze on) to arable (for growing crops). Men who ran the farms were generally exempt from conscription into the armed forces but this was not the case for the farm labourers. The shortfall in farm labourers was filled partly by prisoners of war but mainly by women from the **Land Army**.

Activities

6. Explain why the coal, iron and steel industries came under total government control in the Second World War.
7. How much do you think this government involvement would have affected workers? Make a list of the positive and negative ways in which workers would have been affected.

Land Army: a British civilian force during the First and Second World Wars made up of women who worked in farming and replaced men who had gone to fight. These women were commonly known as 'Land Girls'.

Source C: The front page of a Boy's Own comic from 1944, showing a Bevin boy.



Did you know?

Nearly 48,000 men were conscripted or volunteered to serve as 'Bevin Boys' during the Second World War. However, it was not until 2007 that their contribution to the war effort was officially recognised when they were awarded a Veterans Badge, similar to those of the armed forces.

ResultsPlus

Top Tip

Students will do well in Part A of their controlled assessment when they show how factors worked together. To explain why the government's role increased, think about the links between: the needs of war, new government powers, people's reactions to new government roles.

Source D: A photograph taken in a munitions factory during the First World War.



Military equipment and munitions

The First World War

In 1915 Lloyd George became Minister of Munitions and described the new government department as having ‘no staff, no tables and too many mirrors’. By the end of the war, as a result of his efforts, the ministry was employing a staff of 65,000 and had over three million workers under its direction.

To cope with increased demand, the government set up new munitions factories, which were owned and run by the government. However, these new factories still needed people to work in them and there was an ever-dwindling supply of male labour. It was Lloyd George who insisted on employing women in the government-run munitions factories. This set an example. Previously many employers were willing to employ women to do paperwork, few believed that women were capable of doing manufacturing or engineering jobs. Now the privately run factories began to employ women as well. By 1918, about 60 per cent of all workers in the munitions industry were women (see page 26 for the experiences of these women workers).

The Second World War

Government control over British industry during the Second World War ensured that the armed forces had the equipment necessary for victory. New government-funded factories were opened and production targets were set. Wages and working hours were also set by the government.

In general these targets worked. For example, in 1938 Britain produced 2,000 military aeroplanes; by 1943 it was producing 26,000 each year. There were similar increases in the production of tanks, rifles and machine guns.

The government also recruited more scientists, engineers and inventors to work with the military. They developed and improved technology such as radar to find and destroy enemy aircraft and ships and ciphers to decode secret messages.

Controlling information

From the start of both wars all news, especially bad news, was strictly controlled by the government.

Censorship during the First World War

The Defence of the Realm Act gave the government the powers of **censorship**. Only news issued by army headquarters or the government could be published. Private letters and telegrams were censored. A newspaper could be taken to court if it used unauthorised material.

It was not until November 1916 that the government allowed journalists to be at the war front at all, and their reports had to focus on good news. Newspapers that tried to give more-balanced views of the war, or that were anti-war, such as the *Tribunal*, were closed down.

This censorship aimed to:

- maintain morale and support for the war by ensuring that the public did not find out about the worst features of the Western Front
- make sure that the British people were not exposed to the enemy (German) view of the war (that Germany was in the right as they were fighting a war of self-defence)
- stop sensitive information from leaking out to the enemy as letters or newspaper articles might give away classified military information.

In 1916, the censors examined 38,000 articles, 25,000 photographs and 300,000 private telegrams.

Censorship during the Second World War

The government again had emergency powers that enabled it to control information and ensure the press did not publish and the BBC did not broadcast information that might be helpful to the enemy or might lower morale. Strict guidelines were given about what could (or could not) be published or broadcast. In the first instance, the government preferred to rely on a system of 'self-censorship', whereby publishers and broadcasters censored themselves, but if the rules were breached the penalties could be severe. One newspaper, the *Daily Worker*, was banned in 1941 because it claimed that employers were making money out of the war by exploiting their workers.

The government also used posters to make people aware of accidentally giving information to potential spies. 'Careless talk costs lives' became the motto.

Censorship: the control by a government of the spread of all information that might be useful to the enemy or that might upset the morale of the public.

Activity

8. Imagine you are an army censor. Make a copy of the letter below, written by a soldier on the Western Front. Highlight any words or phrases that need to be removed because they might upset morale or give away military information.

Dear Mam and Dad,
Near Amiens
12 July 1916

I am writing this letter from a trench near Amiens, in France, where the Northumberland Fusiliers are stationed. Yesterday we launched an attack against the Germans. We captured a stretch of their trenches. However, two of my close mates were killed by German machine guns. I've made some really good friends in the trenches. The food is awful and there are rats everywhere. However, we must not give up. It looks like we are getting ready for another attack tomorrow.

Love
Billy

Letters from soldiers at the front to loved ones in Britain were carefully censored. Nevertheless, some servicemen and women devised coded messages to avoid censorship. For instance, the mention of 'yellow' meant North Africa and 'grey' meant Iceland and so on. A letter to a girlfriend suggesting that she painted the ceiling meant that her boyfriend was coming home.

Although censorship severely limited the normal liberties of the British people, there were few complaints during either conflict. The great majority of people accepted it as a necessity of wartime that would end once the enemy was defeated.

Propaganda during the First World War

The government used **propaganda** in the early months of the war to ensure support for the war effort and help persuade young men to volunteer for the armed forces. The British government therefore set about convincing the public that the Germans were evil and had to be stopped. Journalists were encouraged to exaggerate stories wildly to make the enemy appear even worse.

German army bayoneting Belgian babies!

Human corpses melted down and made into soap in German factories!

Innocent civilians murdered; women crucified!

Propaganda: one-sided information used to persuade people to support certain ideas or beliefs.

Propaganda posters were also used to encourage people to go without things and waste less in order to support the war effort. This was especially important in 1917, when German U-boat attacks seriously reduced Britain's food supplies.

Cinema was the newest form of entertainment (see page 26) and the government used it to its advantage. The British Topical Committee for War Films was a group of film companies who got together to make and sell films to the War Department. The committee made the most famous film of the First World War, *The Battle of the Somme*, a propaganda film intended to boost morale and reinforce support for the soldiers at the Front. It was released in August 1916 and was hugely successful, selling 20 million tickets in the first six weeks. The film showed actual scenes from the battle, including real casualties, as well as 'fake' scenes. Many people had their first chance to see what it was really like on the Western Front.

Activity

9. Explain, with examples, two ways in which the British government used propaganda during the First World War.

Source E: A poster used to encourage men to join up in the Great War (another name for the First World War).



Propaganda during the Second World War

Propaganda was also used in Britain during the Second World War to boost morale, maintain support for the war effort and to provide people with information and instructions. However, conscription meant it was not necessary to use it to encourage men to sign up.

Unlike in the First World War, the Ministry of Information (MoI) tried to get across the truth about the horrors of war and avoid giving the public any false hopes of victory. However, its early efforts were seen by the public as dull and uninspiring and government propaganda was most effective when it appealed to British humour (see Source F).

Posters were also used, as they had been in the First World War, to encourage people to conserve food or fuel. In addition, wartime propaganda made good use of the image of the prime minister, Winston Churchill, to inspire support for the war effort and keep up morale. This was particularly important in the months after the Dunkirk evacuation (see page 5) and the defeat of France.

The BBC played an important role in keeping up morale (see page 32). They were selective in what they broadcast on the radio (television was suspended during the Second World War). For example, their propaganda broadcasts on the radio did much to transform the military disaster at Dunkirk into a morale-boosting triumph by mentioning the bravery of the rescue operation and ignoring the humiliation of defeat and retreat.

Source F: A widely published government propaganda poster from 1941.



Activity

10. Complete a table to show the similarities and differences in each government's use of censorship and propaganda in the two wars.

Follow up your enquiry

1. Find two examples of Second World War propaganda posters which use humour. How have they used humour to get their message across?
2. Listen to radio broadcasts from the Second World War to find examples of how the morale of listeners might have been boosted.



Your conclusion so far

In this topic you have seen how the government organised Britain during the two world wars by:

- passing laws giving the government new powers over many areas of life
- organising labour, controlling key industries and expanding the production of military equipment to ensure the country had enough supplies to keep going and win the war
- using censorship and propaganda so people supported them and information was not leaked to the enemy.

From what you have learned so far, why did the government's role increase in both world wars? To answer this question, go back to the table you have been building up throughout this section.

1. What needs did governments have to deal with in both wars and what problems did they face?
2. What new powers and roles did governments take on in each war to meet these needs and how did people react to these new roles?
3. Explain how the governments used their new powers and the actions they took to deal with the country's war needs. Be precise about which war you are writing about.

Part B Representations of history

How did civilians respond to the Blitz?

Learning outcomes

By the end of this chapter, you should be able to:

- know about some of the different reactions to the Blitz
- understand that people have different views about how civilians responded to bombing attacks
- understand why there are different views about how well civilians coped.

In Part B of your controlled assessment you are exploring different ideas about the Blitz. At the time there were different views on how well people were coping, just as there are today. The aim of this chapter is to explore this issue and understand why historians' views about the Blitz also differ.

Reactions to the Blitz

Advances in technology meant that bombing raids on British cities were very destructive. The raids that began on 7 September 1940 went on to affect cities across all parts of the United Kingdom. The main target was, of course, the capital, London. For example 12,500 people were killed there in December 1940 alone. The attacks spread from Plymouth in the south west, to Southampton as well as Coventry, Liverpool, Glasgow and Belfast, among others.

At the time, certain beliefs about the character and qualities of British people during the Blitz became popular.

British people were seen as:

- angry but not broken
- not bothered about a person's class or background as long as the war was won

- willing to make sacrifices
- brave in the face of suffering
- keen to pull together and remain united
- cheerful and willing to take it 'on the chin'
- deserving of victory
- uniquely resilient – able to cope with all the hardship.

Activities

1. Are any of the qualities listed above still seen as uniquely British today?

Source A shows bomb damage to Buckingham Palace with the royal family in the foreground. Photographs like this were released to encourage support for the war. The government wanted to ensure that the message got through that everyone was suffering and should therefore remain strong and determined to win the war.

Source A: King George VI and Queen Elizabeth outside bomb-damaged Buckingham Palace in 1940.



There are many reasons why historians find it challenging to reach an objective view about how British civilians coped during the Blitz.

The sources historians have to use to carry out this enquiry are questionable. Potential evidence about the Blitz is influenced by:

- patriotism
- romanticising the past
- censorship and propaganda.

Patriotism

This means that some people are keen to represent the efforts of civilians as brave and heroic. Making negative comments about people during wartime could be seen as an unnecessary criticism of your country.

Romanticising the past

This means that some people are keen to remember the war years in a positive way. Perhaps this is because focusing on the suffering is too painful, or they might want to believe that the suffering was worth it.

Censorship and propaganda

This means that the Ministry of Information had control over what people knew about the attacks and presented the events in certain ways. For example, many pictures of damaged housing and dead bodies were not approved for publication.

Activities

2. Study Source B. What might it suggest about how people coped in the Blitz?
3. Would the British government be keen to release images like this?
4. Which of the popular ideas about the British people listed on page 54 does it convey? Explain your choice.

Source B: A milkman delivering milk in a London street devastated during a German bombing raid. Firemen are dampening down the ruins behind him.



ResultsPlus

Top Tip

Sometimes sources point the reader in a particular direction but students who do well look at other related sources to understand them more fully. Look for example, at sources B and C together.

Source C: An extract from *The Times* newspaper on 3 July, 2007.

On the morning of October 10, 1940, a photograph taken by Fred Morley...was published in a London newspaper...This was the morning after a German air raid. Walking gamely over the rubble that filled the frame, the milkman was a symbol of British pluck and determination... What readers did not know was that the milkman was actually Fred Morley's assistant, persuaded to dress up as a milkman...Censors at the Ministry of Information would have suppressed images of large-scale destruction for fear of eroding morale, but Morley got round this with a little subterfuge.

We can see from Sources B and C that some evidence is questionable. Only by looking at these two sources together can you reach a fuller understanding of how people reacted to the bombing raids and how the government controlled access to information and therefore shaped public opinion.

In the next section you will explore how evidence can point in different directions and consider how this affects historians' judgements. We will focus on the following questions about the impact of the Blitz.

- How far did people try to carry on with life as normal?
- To what degree did people manage to unite in the face of these difficulties?

- Was morale kept high or were the British people near despair?
- How effectively did the government provide protection for civilians?

These are all contested issues and therefore lead to differences between historians. This will help us understand how judgements can sometimes be difficult for the range of reasons explained on the previous page.

By examining these questions we will be able to see that the evidence points in different directions when we ask: *Is 'Blitz spirit' myth or reality?*

Also, because people's attitudes and values differ, historians, as people themselves, sometimes reach different conclusions from the sources they use. This can happen even when the sources they use are the same.

Activities

5. What do Sources B and C suggest about the effectiveness of government censorship?
6. On the next two pages there are four pairs of sources, grouped under the headings: How normal? How united? High morale? Effective government protection? Analyse each pair of sources and spot similarities and differences in how different people reacted to the Blitz. You could use a table like this to help organise your ideas.

	Sources D and E How normal?	Sources F and G How united?	Sources H and I High morale?	Sources J and K Effective government protection?
Similarities between the sources				
Differences between the sources				
Your judgement	Both D and E show people attempting to carry on life as usual although in very difficult circumstances. The war meant that relationships developed more quickly and practical problems like shortages and separation led to couples getting married. Source D suggests that society was more accepting of people marrying quickly in the war years.			

How normal?

Source D: Irene Harris was living in Plymouth. She was interviewed about her experiences for the book, *Voices from the Past: The Blitz* (1987).

Matt, my boyfriend... had nowhere to live and everybody's nerves were stretched so we decided to get married... You could get married quickly in those days. The registry office had been bombed. All the windows were gone as well as half the house. The room we got married in had a rough wooden table and a few odd chairs. Most of the guests had to stand. It wasn't a bit like a wedding... We were married on 21st May, 1941, and the following September 10th, Matt got called up. I only saw him a few times after that until the war ended.

Source E: A photograph of a wedding ceremony taking place among the ruins of a bombed church in London, October 1940.



How united?

Source F: An extract from *Very Little Luggage* (2009) by Kenneth Sinclair-Loutit.

...together we developed a number of very effective techniques for extracting casualties and helping to save lives... They were wonderful people in the East End of London, they were consistently admirable. Someone in 1991 has written a book to say that...the Blitz was exaggerated so that we could all give ourselves a self-satisfying ego-trip. I am sorry that this author did not share our lives during that period.

Source G: An extract from 'Germany Calling' (29 August, 1940). William Joyce broadcast anti-British propaganda from Germany. The announcements began with the phrase, 'Germany calling'. They urged the British people to surrender and aimed to lower British morale. It became popular listening in Britain as many people were keen to find out information about the enemy and what they were saying about Britain.

There were two Londons that night. Down by the docks and in the poor districts and the suburbs, people lay dead, or dying in agony from their wounds; but, while their counterparts were suffering only a little distance away...the [privileged rich] were making the raid an excuse for their drunken orgies...in the saloons of Piccadilly and in the Cafe de Paris. Spending on champagne in one night what they would consider enough for a soldier's wife for a month these monied fools shouted and sang in the streets, crying... 'They won't bomb this part of the town! They want the docks! Fill up boys!'

High morale?

Source H: Harry Meacham worked as an air-raid warden. He was interviewed for the television documentary 'The People's War' (1987).

...people were walking over heads that had been blown off bodies. We brought out forty people on pieces of corrugated sheets. We used anything we could find. I remember bringing out one fellow who had lost his face down one side. His arm was gone. His leg was gone. He looked up at me and said: 'Have you got a cigarette, mate?' I lit it up for him and put it in his lips. He took a couple of puffs and said: 'Will you tell me landlady I shall not be home to tea.' And with that he closed his eyes and was gone.

Source I: Anthony Cruikshank remembers life in Liverpool during the Blitz – from the BBC website 'Local history Liverpool'.

I suppose the **communiqués** had to be misleading so as not to give the enemy too much to gloat about. But the fact remains that the **traumatised** people of Liverpool were dangerously close to **capitulation**.

Effective government protection?

Source J: Muriel Simkin worked in a munitions factory in Dagenham during the Second World War. She was interviewed about her experiences for the book, *Voices from the Past: The Blitz* (1987).

Sometimes the Germans would drop their bombs before the second bell went. On one occasion a bomb hit the factory before we were given permission to go to the shelter. The paint department went up. I saw several people flying through the air and I just ran home. I was suffering from shock. I was suspended for six weeks without pay. They would have been saved if they had been allowed to go after the first alarm. It was a terrible job but we had no option. We all had to do war work. We were risking our lives in the same way as the soldiers were.

Communiqués: official reports often sent in a hurry.

Traumatised: psychologically deeply upset as a result of a bad experience – in this case the bombing raids.

Capitulation: the act of surrendering or giving up.



Source K: Winston Churchill, the prime minister, walking through the remains of Coventry Cathedral, which had been bombed, in 1942.

Activities

Is the Blitz spirit myth or reality?



7. A tug of war team needs to be strong and well linked, so that it pulls well. Create your 'teams' by adding points which give strength to each 'side'. Complete each of the following sentences using the 'strengthening points' below. Link the argument more tightly choosing from the 'linking words' or by using words of your own.

Remember to refer back to the table you completed and use examples from the sources to extend the strengthening points with your own ideas.

- The evidence suggests...
- British civilians showed Blitz spirit because...
- British civilians showed Blitz despair because...

Strengthening points

War work was accepted by people in cities as making their contribution to win the war.

Getting married during the war was an act of faith that you had a future.

The prime minister made great efforts to keep people feeling positive.

The Ministry of Information was selective about releasing very bad news.

Some districts were on the edge of collapse and civil unrest.

People got used to suffering and accepted it as necessary.

Rich and poor suffered in unequal measures.

Many people were willing to risk their lives to help others in dangerous situations.

Some people were desperate for the authorities to end the war at any cost.

Linking words

- Also
 - Additionally
 - Furthermore
 - Similarly
 - Therefore
 - As a result
8. Decide which argument is stronger overall and give your reasons.
9. Take a vote with other class members. You could develop this further into a class debate.
10. Write up your discussions to explore why views of the reaction to the Blitz differ. You can use the fact file to extend your answer.

Fact file

- The king and queen were photographed outside Buckingham Palace after it had been damaged in a raid on 10 September 1940.
- 2 million Anderson shelters were provided by the government in the early months of the war.
- In September 1940 the government opened up 80 stations across the London Underground after public pressure to do so.
- By June 1941, 43,000 civilians had been killed and 1.5 million homes lost due to bombing raids.
- During 1944–45 guided missiles were used in raids. About 500 V2s hit London. They could not be shot down or seen because they flew at supersonic speed.

Summary

- Historians have different views about how civilians reacted to the Blitz on British towns and cities.
- This is because the evidence is problematic and points in different directions.
- Judgements can be difficult to reach because people, including historians, often have different attitudes and values and therefore hold different opinions or view things in different ways.



Part A Carry out a historical enquiry

In this task, you are required to carry out an enquiry; the enquiry focus will be set by Edexcel. The task is worth 20 marks and you should aim to spend about an hour writing it up. The mark scheme below shows how your work for this task will be marked.

Remember that in this task you are also assessed on the quality of your written communication: use historical terminology where appropriate, organise the information clearly and coherently, and make sure your spelling, punctuation and grammar are accurate.

Level	Responses at this level...	Marks available
Level 1	Make simple comments. There are few links between the comments and few details are given. Only one or two sources have been used in the enquiry.	1–5 marks
Level 2	Make statements about the enquiry topic. Information is included that is mostly relevant and accurate, but it is not well organised to focus on the point of the enquiry. A range of sources has been consulted and information taken from them.	6–10 marks
Level 3	Are organised to focus mainly on the point of the enquiry. Accurate and relevant information is given to support the points the student makes. A range of sources has been found and well-chosen material taken from them.	11–15 marks
Level 4	Focus well on the point of the enquiry. A well-supported conclusion is reached, for example about: the nature of change OR whether one factor was more important than the others OR the inter-relationship between two or more of the factors (depending on the enquiry focus). A range of sources appropriate to the enquiry has been identified and material from the sources has been well deployed.	16–20 marks

Let's look at an extract from one student's response to the following enquiry:

- The impact of war on women's working lives in the years 1914–1919

Student response

During the First World War, thousands of men left their jobs to join the armed forces and fight in the war. This meant that many women took over their jobs to help keep Britain going.

Before the war some women had jobs. These were especially working class women and very few married women worked at all. Also, these jobs were in very restricted areas such as domestic service and the textiles industry.

According to Nigel Kelly in his book 'War and the transformation of British society', during the First World War 'women took on jobs such as bus conductors, drivers or workers on the railways'.

Harriot Stanton Blanch in her book 'Mobilizing Woman-Power' says thousands of women worked in munitions factories, in the Land Army, in Government departments, as dock-labourers, on police patrols and in banking.



This shows that there were far more types of employment available to women during the First World War.

Ben Walsh and Christopher Culpin in 'Modern World History' explain that women were accepted into some industries more easily than others. They say that women were easily accepted into office jobs.

It was a different story in jobs which were seen as 'men's work' such as engineering. In these industries women were only employed as a last resort and only after the government started employing women in their munitions factories which set an example.

After the war many women lost their job. An article from 'The Times' in March 1919 shows that women in dockyards were being dismissed from their work when the men returned. This shows that many of the changes which happened during the war did not last.

Therefore the war did see many changes in women's work as more work was available to women and more women were employed. However, some of these changes were not permanent and women went back to their homes when the war was over.

Moderator comment

This extract indicates that the response would gain a mark in level 2.

The student describes some of the jobs which women did during the First World War and shows that many new opportunities had arisen but that not all of them lasted. The answer also correctly point out that although women did different types of work, they were more 'accepted' in some jobs than others.

The student has used a range of textbooks and an internet site to provide information. Material has been selected for relevance and the student has included notes from different sources. However, the material has not been smoothly integrated and details are taken from each source in turn. The quality of written communication is generally good, the meaning is clear and correct historical terminology is used but the information is not well organised into paragraphs, instead each point is presented separately.

To improve the response, the student should focus more centrally on the precise enquiry: the impact of the First World War on women's working lives. The student could:

- show how it took time for employment opportunities to open up to women – in fact many women lost their jobs at the start of the war
- explain how some types of work were permanently changed because of the war
- show how other things, not just types of work, but wages and working conditions, were affected by the war.



Let's look at an extract from an improved student response.

Improved student response

The First World War had a big impact on the working lives of some women. At the start of the war, women's employment actually dropped overall as Richard van Emden and Steve Humphries explain in their book 'All Quiet on the Home Front'. This was because in 1914, women were restricted to jobs in certain areas such as domestic service and the textiles industry and many of these industries do not do well in war time. Men who volunteered for the armed forces were usually replaced by other men – many industries, especially those seen as 'male' would not consider women. According to Nigel Kelly in his book 'War and the transformation of British Society', suffragettes were so frustrated by this that they organised a protest in July 1915.

There were several reasons why women were not turned to at first. van Emden and Humphries as well as Ben Walsh and Christopher Culpin in 'GCSE Modern World History', explain that the unions resisted the employment of women workers to begin with. Most unions did not accept women and feared that employing women would affect men's wages because women would be paid less. There were also traditional ideas about what jobs were suitable for women. For this reason many women were fairly quickly and easily accepted into offices and shops because, as Deborah Thom explains, in her article at www.tlmea.com/Thom.asp, these jobs aroused 'no social concerns' as 'office and shop work was clean, respectable and presented no obvious threat to women's health'.

By 1916 the shortage of workers had become so desperate that there was no real alternative to employing women in large numbers, even in industries which were reluctant. The government led the way by employing large numbers of women in its munitions factories. Nigel Kelly shows the wide range of employment taken on by women, including as bus conductors, drivers or railway workers. Harriot Stanton Blatch, in her book 'Mobilizing Woman-Power', which was written during the war, also explains how thousands of women worked in munitions factories, in the Land Army, in Government departments, as dock-labourers, on police patrols and in banking. Although this source is biased because the author was an activist who was campaigning for women's rights and would therefore want to show that women could do valuable work of all kinds, her examples are supported by the other evidence.

The opportunities for women in the workplace did therefore increase. Many of these new jobs were better paid, which explains why many women who worked in domestic service (which was poorly paid) left to join factories and industries which paid them better even though the working hours were long and the job difficult. However, many sources, such as 'Women on the Home Front in World War One' by Professor Joanna Bourke (www.bbc.co.uk/history/british/britain_wwone/women_employment_01.shtml) show that, generally, the war did not increase women's wages and they were still paid less than men...

Moreover, many of these opportunities did not last after the war. Many women lost their jobs. An article from 'The Times' in March 1919 shows that women in dockyards were being dismissed from their work when the men returned. This is one example of how women who were employed in 'men's jobs' were only accepted during the war itself. In other industries, particularly the civil service, banking and other office jobs, women were more likely to keep their war-time job.