

# Contents

## **GCSE History (WALES ONLY) Exemplars for Non-Examination Assessment from 2017**

### **Topic Area 2:**

***The effects of war on Wales and England in the nineteenth century or the twentieth century***

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This document contains the WJEC set Non-Examination Assessment exemplars for topic area 2 that are available for award from 2017. This should be used alongside the general guide to Non-Examination Assessment available on the WJEC website.

### **Topic Area 2:**

***The effects of war on Wales and England in the nineteenth century or the twentieth century***

### *Exemplar Tasks*

1. World War I: the impact on women / the leadership of the generals
2. World War I: recruitment and conscription / the sinking of the Lusitania
3. World War I: conditions in the trenches / conscientious objectors
4. World War II: evacuation / Dunkirk
5. World War II: the Home Front / the 'Blitz Spirit'

## **Introduction**

Non-Examination Assessment is a compulsory unit for GCSE History.

### **Please note the following advice:**

- These exemplars are written in a consistent style to ensure comparability of demand.
- These exemplars can be used for entry in any year of the current specification.
- Centres must change their Non-Examination Assessment tasks after three years
- Centres must submit a proposal form for each three year cycle demonstrating to WJEC that they are using different tasks after three years.
- Centres cannot mix and match parts (a) and (b) from different tasks.
- The Non-Examination Assessment unit can only be entered at the end of the course. Candidates must complete the Non-Examination Assessment tasks selected by the centre for that particular year.
- Centres are allowed to write their own Non-Examination Assessment tasks. This is called contextualisation. If this choice is made, the tasks must replicate the style of the exemplars entirely and approval must be gained from a WJEC consultative moderator.

## Topic area 2

**The effects of war on Wales and England in the nineteenth century or the twentieth century**

**Task 1: World War 1: the impact on women / the leadership of the generals**

### **Non-Examination Assessment Task part (a)**

The lives of women on the Home Front were greatly affected by World War I.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** how women's lives were affected by World War I?

### **Non-Examination Assessment Task part (b)**

Some historians argue that British generals like Haig were incompetent leaders.

**How valid is this interpretation of British generals like Haig in World War I?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

The lives of women on the Home Front were greatly affected by World War I

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing how women's lives were affected by World War I?**

#### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

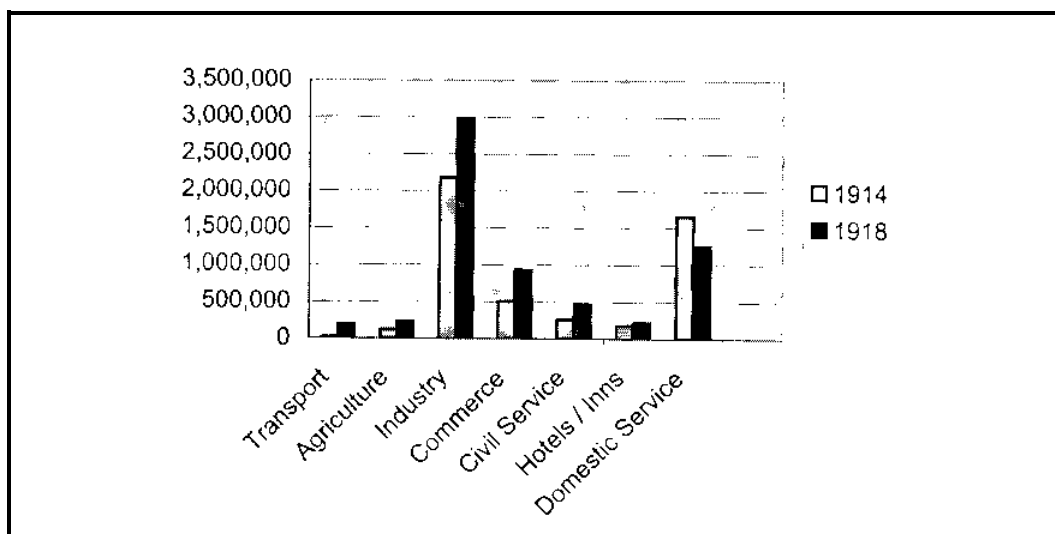
- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **Try to integrate the sources into a narrative of how the war affected the lives of women.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

**SOURCE A1**



[Official government statistics comparing the numbers of women working in 1914 and in 1918 in Wales and England]

**SOURCE A2**



[A photograph of women working in a munitions factory in South Wales (June 1916)]

**SOURCE A3**



[A government poster seeking recruits for the Women's Land Army (1917)]

#### SOURCE A4

I was in domestic service and hated every minute of it when the war broke out, earning £2 a month working from 6.00 a.m. to 9 p.m. So when the need came for women 'war workers' my chance came to get out. I started on hand-cutting shell fuses. We worked twelve hours a day apart from the journey morning and night. As for wages I thought I was very well off earning £5 a week.

[Mrs H. Felstead, writing in a letter to the Imperial War Museum. The Museum had asked for memories from women who had had their lives altered by the war.]

#### SOURCE A5

I was sent to the convalescent depot where they rehabilitated wounded soldiers to get them fit again for the Front. The munitions lassies - the girls in overalls and clogs - were always good company, or so I found them. The moment they found out a soldier was from the convalescent depot, that soldier was not allowed to buy a round of drinks. I felt embarrassed one night in a pub. Some factory girls were also present and when I put my hand into my pocket to pay, one girl said, "You keep your money, Corporal. This is on us." With no more ado she pulled up her frock and produced a roll of notes. Many of the girls earned ten times my pay as a full Corporal.

[H.V. Shawyer, a soldier during World War I, interviewed for a book made up of personal memories, *Voices and Images of the Great War* (1990)]

**SOURCE A6**

Earning high wages?  
Yus, Five quid a week.  
A woman, too, mind you,  
I calls it dim sweet.

Ye'are asking some questions –  
But bless yer, here goes:  
I spends the whole racket  
On good times and clothes.

Me saving? Elijah!  
Yer do think I'm mad.  
I'm acting the lady,  
But – I ain't living bad.

We're all here today, mate,  
Tomorrow – perhaps dead,  
If Fate tumbles on us  
and blows up our shed.

Afraid! Are yer kidding?  
With money to spend!  
Years back I wore tatters,  
Now – silk stockings, my friend!

I've bracelets and jewellery,  
Rings envied by friends;  
A sergeant to walk with,  
And something to lend.

I drive out in taxis,  
Do theatres in style.  
And this is my verdict –  
It is jolly worthwhile.

Worth while, for tomorrow  
If I'm blown to the sky,  
I'll have repaid my wages  
In death – and pass by.

[A poem called *Munition Wages* written in 1917 by Madeline Ida Bedford. Not much is known about the author, but it is likely that she was an educated upper-class woman]

### SOURCE A7

In July (1916) I was approached by women working at a London aircraft works. They were painting aircraft wings with dope varnish at a wage of 15s. a week, for which they had to work from 8 a.m. to 6.30 p.m. They were frequently expected to work on till 8 p.m. and were paid only bare time rates for this overtime. It was common, they told me, for six or more of the 30 women dope painters to be lying ill on the stones outside the workshop, for half an hour, or three-quarters, before being able to return to their toil.

[Sylvia Pankhurst, an author and campaigner for women's rights, writing in a history book, *The Home Front: A Mirror to Life in England during the First World War* (1932)]

### SOURCE A8

Miss X said that she had worked as a munitions worker during the war. She said 'I feel so pleased the war's over that I'll take any old job that comes along'. However, when she was offered work as a domestic servant she added: 'Anything but that.' She said that she would rather stay on the dole rather than go into domestic service. She knew that she would be criticised but she wanted a better job.

[From the records of a labour exchange in 1924]

### **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that British generals like Haig were incompetent leaders.

**How valid is this interpretation of British generals like Haig in World War I?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

Haig and other British generals must be blamed for wilful blunders and wicked butchery. However stupid they might have been, however much they were the product of a system which obstructed enterprise, they knew what they were doing. There can never be forgiveness for their sheer incompetence.

[John Laffin, a military historian, writing in his history book titled *British Butchers and Bunglers of World War One* (2003). Laffin earned his living taking people on battlefield tours and researched the war from the soldiers' viewpoint.]

### SOURCE B2

It was pure bloody murder. Douglas Haig should have been hung, drawn and quartered for what he did on the Somme. The cream of British manhood was shattered in less than six hours.

[P. Smith, a private in the 1<sup>st</sup> Border Regiment which fought on the Somme, writing in his diary in July 1916]

### SOURCE B3

The biggest murderer of the lot was Haig. I'm very bitter; always have been and always will be and so will everybody else that knew him. He lived almost 50 kilometres behind the line and that's about as near as he got. I don't think he knew what a trench was like. And they made him an Earl after the war and gave him £100,000. I know what I'd have given him.

[Fred Pearson, a private on the Western Front, writing a letter to a local newspaper in 1966. The newspaper had run a feature on the 50<sup>th</sup> anniversary of the Battle of the Somme.]

**SOURCE B4**

Haig was a second-rate Commander in unparalleled and unforeseen circumstances. He was not endowed with any of the elements of imagination and vision. He certainly had none of that personal magnetism which has enabled great leaders of men to inspire multitudes with courage, faith and a spirit of sacrifice. He was incapable of planning vast campaigns on the scale demanded on so immense a battlefield.

[David Lloyd George, British Prime Minister during the First World War, writing in a book about his war-time experiences, *War Memoirs* (1935)]

**SOURCE B5**

Reg. No	Rank	Name	Date of Death
12/288	Pte.	Bagshaw, William	1/7/16
12/289	Pte.	Bailey, Joseph	1/7/16
12/291	Pte.	Barlow, Wilfred	16/5/16
12/294	Pte.	Batley, Edward	1/7/16
12/296	Pte.	Baylis, Lawrence	1/7/16
12/307	Cpl.	Braham, George	1/7/16
12/310	Pte.	Bramham, George	13/10/18
12/314	C.S.M.	Bright, Arthur Willey	12/4/18
12/318	Pte.	Brookfield, Fredk. Harold	1/7/16
12/591	Pte.	Bedford, Norman	1/7/16
12/593	Pte.	Beniston, Aubrey	1/7/16
12/597	L/Cpl.	Blenkarn, William	10/9/16
12/600	Pte.	Bowes, Frank	1/7/16
12/604	Pte.	Bratley, Clifford William	1/4/18
12/606	Pte.	Brindley, Charles W.	14/3/17
12/607	Pte.	Brown, Arthur	1/7/16
12/608	Pte.	Brown, Samuel	6/12/17
12/611	Pte.	Busfield, Harry Craven	18/5/17
12/862	L/Cpl.	Barnsley, Frank	1/7/16
12/865	Pte.	Barrott, John Henry	1/7/16
12/867	Pte.	Barton, John Arthur	1/7/16
12/870	Pte.	Bennett, Joseph Arnold	1/7/16
12/871	L/Cpl.	Binder, Walter Bertram	1/7/16
12/874	L/Cpl.	Bland, Ernest	1/7/16
12/879	Pte.	Brammer, Archie	1/7/16
12/882	Pte.	Brown, Stanley	1/7/16
12/887	Pte.	Buttery, John Arnold	1/7/16

[A page from the official list of dead suffered by the Sheffield Pals Battalion during World War I. The Sheffield Pals suffered 548 deaths on the first day of the Battle of the Somme.]

## SOURCE B6



*Major-General (addressing the men before practising an attack behind the lines). "I want you to understand that there is a difference between a rehearsal and the real thing. There are three essential differences: first, the absence of the enemy. Now (turning to the Regimental Sergeant-Major) what is the second difference?"*  
*Sergeant-Major. "The absence of the General, Sir."*

[A cartoon about World War I leadership published in the British satirical magazine *Punch* (February 1917)]

## SOURCE B7

'Good morning, good morning!', the general said,  
When we met him last week on our way to the line.  
Now the soldiers he smiled at are most of 'em dead,  
And we're cursing his staff for incompetent swine.  
'He's a cheery old card', grunted Harry to Jack,  
As they slogged up to Arras with rifle and pack.  
But he did for them both by his plan of attack.

[A poem by Siegfried Sassoon called *The General* which was published in 1918. Sassoon served as a Captain in the Royal Welch Fusiliers on the Western Front, but later threw away the Military Cross which had been awarded to him for bravery.]

## SOURCE B8

Idealism perished on the Somme. The enthusiastic volunteers were enthusiastic no longer. They had lost faith in their cause, in their leaders, in everything except loyalty to their fighting comrades. The war ceased to have any purpose, it went on for its own sake, as a contest of endurance. The Somme set the picture by which future generations saw the First World War: brave, helpless soldiers; blundering, obstinate generals; nothing achieved. After the Somme men decided that the war would go on for ever.

[A. J. P. Taylor, an academic historian, commenting on First World War generals in a specialist history book, *The First World War* (1963)]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

The truth is that those ruddy-cheeked, bristling-moustached, heavy-jawed, frequently inarticulate generals rose to challenge after challenge, absorbed weapon after weapon into their battle-systems, adapted themselves to constant change with astonishing success. But no one cares to make a legend out of that.

[John Terraine, a military historian, writing in his study of the Battle of the Somme, *The Smoke and the Fire* (1980)]

### SOURCE B10

A considerable portion of the German soldiers are now practically beaten men, ready to surrender if they could, thoroughly tired of the war and expecting nothing but defeat. It is true that the amount of ground we have gained is not great. That's nothing. But we have proved our ability to force the enemy out of strong defensive positions and to defeat him. The German casualties have been greater than ours.

[Part of a report sent by Douglas Haig to the British cabinet following the Battle of the Somme (December 1916)]

### SOURCE B11

So far during the war, our leadership has been flawless – perfect. There was an obvious genius for pure generalship which has made General Haig fit to rank with any general of past or modern times.

[Basil Liddell Hart, a Lieutenant in the Yorkshire Light Infantry who was gassed on the Somme and invalided back to Britain, writing in a letter to the *Daily Express* (21<sup>st</sup> December, 1916)]

### SOURCE B12

The belief that the generals were responsible for the bloodshed quickly took root and has spread. There is a large literature of condemnation, including the scripts of plays – *Oh What a Lovely War!* – and films.

The British generals were no worse than those of any other combatant nation. All Great War generals faced an insoluble problem; how to break a strong front of trenches, barbed wire, machine-guns and artillery with the weak instrument of human flesh.

Blame Haig as we will, his soldiers proved ready to follow him to the end. They did so because the national will to sustain the war effort remained strong.

Britain was a different society at the time, a nation that was patriotic to a degree unimaginable today. The humblest Briton took pride in his country's possession of the history's greatest empire. Haig was, as he himself believed with religious intensity, actually doing the people's will in continuing to direct the war. We should remember that this November when we commemorate their suffering.

[John Keegan, a leading military historian writing in a feature in *The Daily Mail* on 7<sup>th</sup> November 1998. The newspaper was running a series of articles remembering the 80<sup>th</sup> anniversary of the armistice.]

### SOURCE B13

The men are in splendid spirits. Several have said that they have never before been so instructed and informed of the nature of the operation before them. The barbed wire has never been so well cut, not the artillery preparation so thorough. All the commanders are full of confidence. Very successful attack this morning... All went like clockwork... The battle is going very well for us and already the Germans are surrendering freely. The enemy is so short of men that he is collecting them from all parts of the line. Our troops are in wonderful spirits and full of confidence.

[Excerpts from the official diary kept by Sir Douglas Haig. The excerpts are dated 30<sup>th</sup> June and 1<sup>st</sup> July 1916. The official diary was used as a basis for his regular reports to the War Cabinet.]

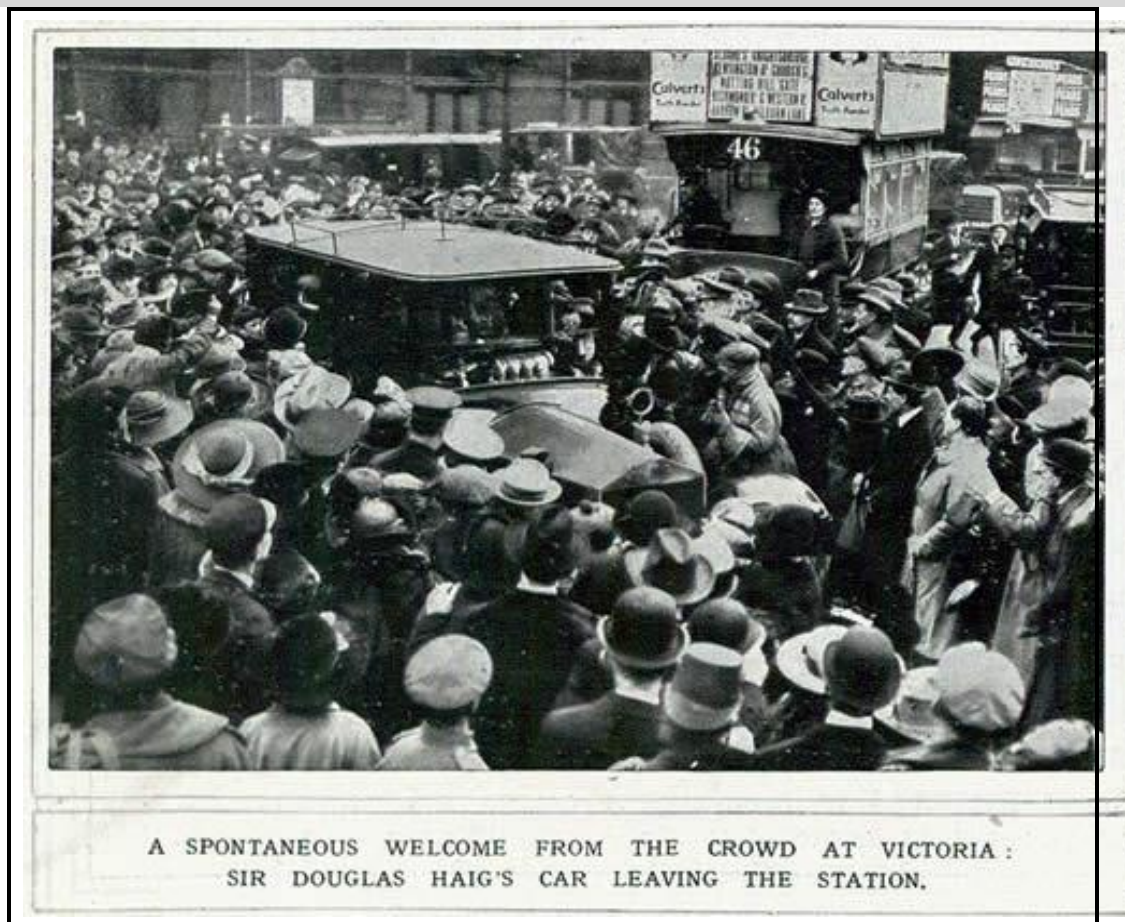
### SOURCE B14

As we read the history of the Great War and the mists created by prejudice, propaganda and false witness begin to scatter, the figure of Haig looms ever larger as that of the general who foresaw more accurately than most, who endured longer than most and who inspired most confidence amongst his soldiers.

Haig believed from the first that the German line could be broken and it was. In moral stature, Haig was a giant. It may be easy in history to find a more brilliant man, but it would be hard to find a better one.

[Alfred Duff Cooper, a soldier in the Grenadier Guards during the war, writing in his biography of Sir Douglas Haig. He was a friend to the Haig family and was officially invited to write Haig's biography by his family after Haig's death. He later became a Conservative MP and Secretary of War from 1935-1937]

### SOURCE B15



[A photograph showing crowds welcoming Haig home from France, (12<sup>th</sup> April 1919)]

### SOURCE B16

Blaming Haig the individual for the failings of the British war effort is putting too much of a burden of guilt on one man. Haig was the product of his time, of his upbringing, education, training and previous military experience. One argument goes that he was ultimately victorious and, even if he had been replaced, would there have been anyone better for the job? Even on the Somme a German officer called the battlefield 'the muddy grave of the German army'.

[S.Warburton, a teacher and historian, writing in an article on World War I generals in the history magazine, *Hindsight*. The magazine took a fresh look at controversial historical issues (1998)]

## Topic area 2

### The effects of war on Wales and England in the nineteenth century or the twentieth century

#### Task 2: World War I: Recruitment and Conscription/ The Sinking of the Lusitania

##### **Non-Examination Assessment Task part (a)**

The British Army needed to recruit many soldiers in World War I.

Select any FOUR sources from your pack.

**How useful and reliable are these sources** for finding out about recruitment in the First World War?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the Lusitania was sunk deliberately by the Germans in 1915 as a justifiable act of war.

**How valid is this interpretation of the sinking of the Lusitania?**

### **NON-EXAMINATION ASSESSMENT TASK part (a)**

The British Army needed to recruit many soldiers in World War I.

Select any FOUR sources from your pack.

**How useful and reliable are these sources** for finding out about recruitment in the First World War?

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of how women's lives were affected by World War I.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?

Does the source back up your knowledge about ...?

Who was the author/maker?

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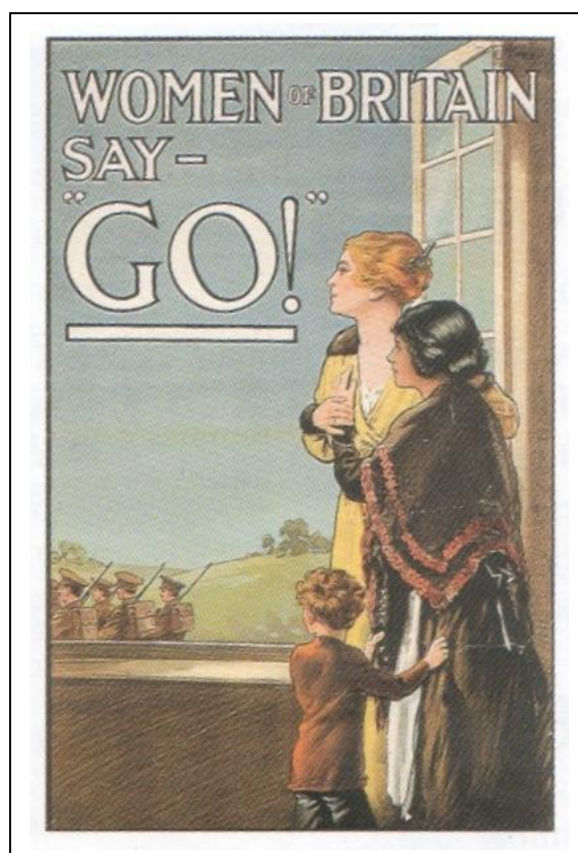
**It is recommended that the answer to part (a) should be about 1000 words in total.**

**SOURCE A1**



[A photograph taken outside an army recruiting office in 1915. This was typical of what happened across the country]

**SOURCE A2**



[A recruiting poster for the British army (1915)]

### SOURCE A3

Patting goodbye, doubtless they told the lad  
He'd always show the Hun a brave man's face;  
Father would sooner him dead than in disgrace,  
Was proud to see him going, aye, and glad.

[From a poem called *S/W* written by Wilfred Owen, an army officer and famous World War I poet (1914)]

### SOURCE A4

When war was declared I was at school. I joined the School Cadet Battalion in 1914 and was appointed corporal. At Whitsun, 1915, I told the Cadet leader that I was going to join up. "Good," he said. "How old do you want to be?" We fixed things between us, and armed with a letter from him, I presented myself to the colonel of an infantry battalion which was just being formed, and on the strength of the letter I was appointed a lance-corporal and told to get my hair cut. I did so and afterwards saw the regimental sergeant-major, who put me through my paces and told me to get my hair cut. In ten weeks I had been made sergeant.

[CJ Arthur, explaining how he was recruited to the army, in a book of soldiers experiences (1920)]

### SOURCE A5

A girlish figure wearing a badge of some sort on her breast sees a young man wearing tweed and a heavy overcoat. Her mother, seeing the young man's 'troubled look', tries to stop her but the girl says, "I don't care mother, I think it's a shame that any healthy young man should be lounging here while his countrymen are training themselves, ready to meet the enemy" and the white feather was thrust into his buttonhole. However, she did not know that – like many others – his heart was breaking because the medical officer had refused him the desire of his young heart to serve his country.

[A comment about recruitment written by a journalist and published in *Union Jack Comic*, a popular magazine (December 26<sup>th</sup> 1914)]

### SOURCE A6

At this grave moment in the struggle between my people and a highly-organised enemy, who has broken the laws of nations and changed the laws that bind civilised Europe together, I appeal to you.

I feel pride about my subjects all over the Empire, who have sacrificed home, fortune and life itself, so that another country will not take over the free Empire, which our ancestors have built.

I ask you to make good these sacrifices: more men are needed to secure victory and lasting peace.

I ask men of all classes to come forward voluntarily to share in the fight against the enemy and support our brothers, who have fought bravely to uphold Britain's past traditions and glories.

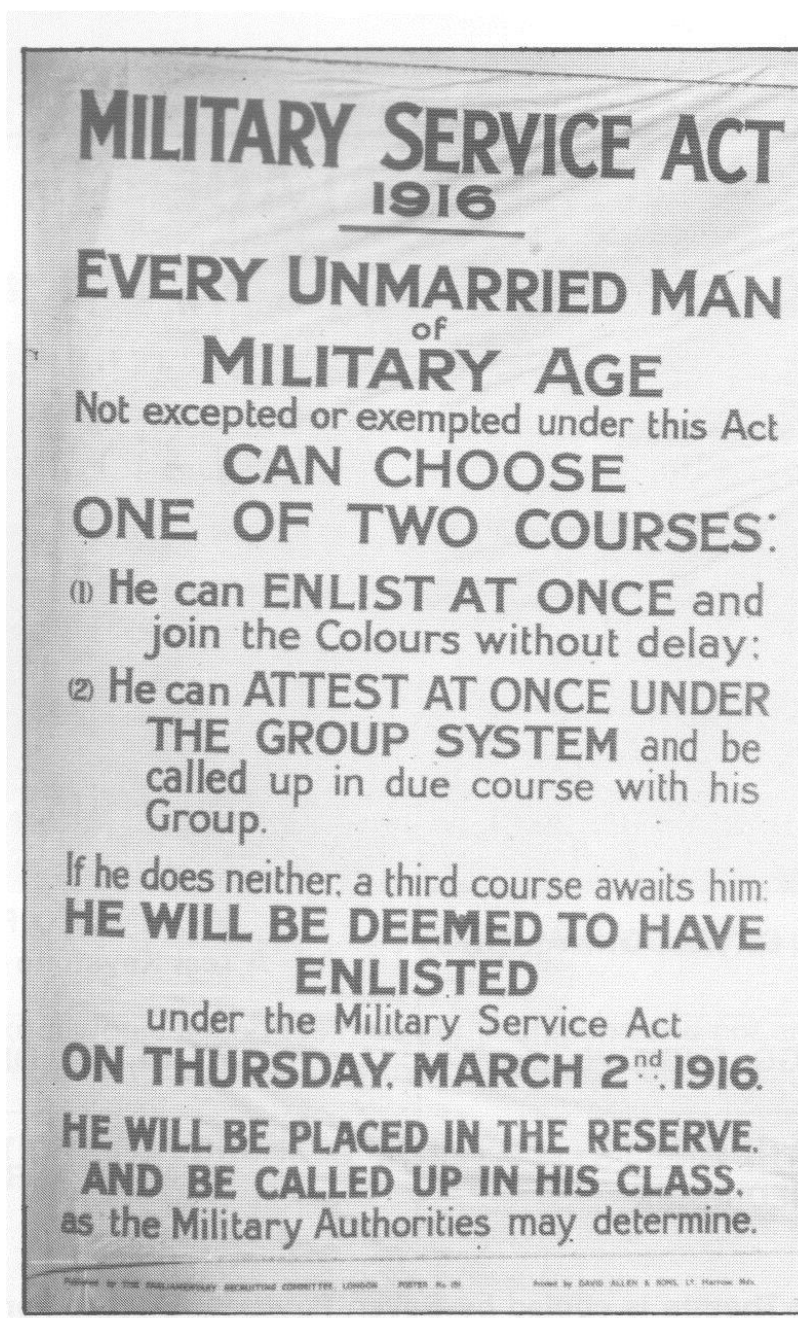
[From a public statement issued by King George V on 11<sup>th</sup> October 1915]

**SOURCE A7**



[A photograph of the 'Swansea Pals'. Around 1,200 from the town and surrounding area enlisted together in the 14<sup>th</sup> Battalion at the start of the war.]

**SOURCE A8**



[A public poster displaying the Military Service Act of 1916]

### **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the Lusitania was sunk deliberately by the Germans in 1915 as a justifiable act of war.

**How valid is this interpretation of the sinking of the Lusitania?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

In February 1915, the German government announced a campaign of unrestricted warfare. This meant that any ship taking goods to Allied countries was in danger of being attacked. This broke international agreements that stated commanders who suspected that a non-military vessel that was carrying war materials, were only allowed to stop and search it, rather than do anything that would endanger the lives of the occupants.

[From an article on a history website for use in schools (2012)]

### SOURCE B2

Saturday May 1<sup>st</sup> was the day on which the Lusitania was to sail. In order that there might be no mistake as to German intentions, the German Embassy at Washington issued a warning to passengers, which was printed in the New York morning papers directly under the notice of the sailing of the Lusitania. I believe that no British and scarcely any American passengers acted on the warning but most of us knew the risk that we were running. A number of people wrote farewell letters to their home folk and posted them in New York to follow on another vessel.

[Margaret Haig Thomas, a survivor of the Lusitania, writing in her memoirs, *This Was My World* (1933)]

### **SOURCE B3**

The Imperial Government must point out that on her last trip the Lusitania, as on earlier occasions, had Canadian troops and munitions on board, including no less than 5,400 cases of ammunition, destined for the destruction of brave German soldiers. The German government believes that it acts justifiably when it seeks to protect the lives of its soldiers by destroying ammunition destined for the enemy.

[From a statement issued by a German government official soon after the sinking of the Lusitania (May 1915)]

### **SOURCE B4**

In 1916, I interviewed the Kaiser and found that he believed that the Lusitania was going deliberately slowly in dangerous waters so that it could be easily destroyed and thus bring America into the war on the British side.

[From an official report written by the US ambassador to Germany in 1916]

### **SOURCE B5**

On May 5<sup>th</sup> and 6<sup>th</sup> 1915, U-boat 20 destroyed three small ships off the south-west coast of Ireland. Because his fuel was running low, the U-boat commander Schwieger decided to turn back for refuelling. This meant that the U-boat would cross the path of the Lusitania, which had slowed down to 15 knots because of fog in the Irish Channel. This was against orders to travel at full speed in the submarine war zone around Britain. Moreover, unlike the Juno, a cruiser that avoided the U-20 by zigzagging (which made it very difficult for a U-boat to fire at it) Captain Turner of the Lusitania risked taking a straight course to save wasting time and fuel.

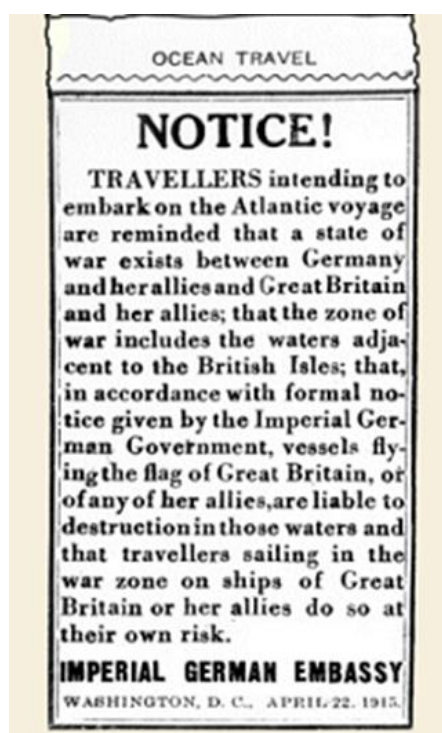
[Vincent Kan, an historian, contributing to an online article about the sinking of the Lusitania (2009)]

**SOURCE B6**



[A German medal to commemorate the sinking in 1915. It reads- 'No Contraband goods' 'The Great Liner Lusitania sunk by a German Submarine 1915']

**SOURCE B7**



[This notice appeared beside the Cunard advertisement for the Lusitania]

### **SOURCE B8**

Divers have now revealed a dark secret about the cargo carried by the Lusitania on its final journey in May 1915. Munitions that they found in the hold suggest that the Germans had been right all along in claiming that the ship was carrying war materials and was therefore a legitimate military target.

[From an article published in *The Daily Mail* newspaper (20<sup>th</sup> December 2008)]

### **SOURCES WHICH CHALLENGE THE INTERPRETATION**

### **SOURCE B9**

Lusitania was not carrying a secret, illegal cargo of explosives. She was carrying a legal consignment of rifle cartridges and shrapnel shell cases. In international law this did not affect her status as a merchant ship and entitled her to a full warning before any attack. Therefore, the German U-boat had no right to sink her.

[Keith Allen, an historian, writing in a magazine article about the Lusitania (1998)]

### **SOURCE B10**

The Germans claimed that Lusitania was a legitimate target because it was carrying Canadian troops. They were wrong. There were 360 Canadians on board on that fateful voyage. None of them were soldiers, although at least one of them was planning to enlist in the Canadian Expeditionary Force. But since he was not yet a soldier, he was still an innocent civilian.

[From a website dedicated to the history of World War I (2012)]

**SOURCE B11**



[A British government poster used to encourage enlistment after the sinking of the Lusitania (1915)]

## SOURCE B12

The death roll in the Lusitania disaster is still not certainly known. About 750 persons were rescued but 50 of these have died since they were landed. Over 2,150 men, women and children were on the liner when she left New York and since the living do not number more than 710, the dead cannot be fewer than 1,450. Throughout the world the news has been heard with horror. In Norway, Sweden, Holland, Spain and Italy, as well as the territories of the Allied Powers, the newspapers express an unhesitating condemnation of this deliberate act of war by Germany

[From an editorial in *The Manchester Guardian* newspaper (10th May 1915)]

## SOURCE B13

What caused the violent explosion that undoubtedly led the ship to sink so quickly? Some have argued that it was contraband munitions. There was no evidence of a second torpedo and there was no evidence of an explosion in the area of the ship's magazine, which is presumably where contraband munitions, if any, would have been stowed. On the other hand, there was evidence of a boiler explosion.

[From the initial report of the diving team who investigated the wreck of the Lusitania in 2009]

### SOURCE B14

Kapitänleutnant Walter Schwieger was ordered to take his U-boat-20 German submarine to the northern tip of Great Britain, then back down south on the Atlantic side and then east to the Irish Channel to destroy ships going to and from Liverpool, England. Then he was to go around Ireland and head back to Germany. Schwieger was known to frequently attack ships without warning them, and fired at any neutral ships he suspected may be British. In an earlier voyage, he narrowly missed hitting a hospital ship with a torpedo. His reputation made it more likely for him to destroy a British passenger liner, such as the Lusitania.

[From a website dedicated to the First World War]

### SOURCE B15



[A photograph showing the wreck of the Lusitania as visited by divers in 2008.]

## SOURCE B16

The torpedo ripped open the ship at one of the starboard coal bunkers, which had been deliberately left empty for the transatlantic crossing. The violent impact kicked up clouds of coal dust, which when mixed with oxygen and touched by fire becomes an explosive combination. The resulting blast, the reported second explosion, ripped open the starboard side of the hull and doomed the ship.

[Robert Ballard, one of the divers who investigated the wreck, giving his view on why the ship sank so quickly in his book, *Lusitania: Probing the mysteries of the sinking that changed history* (2009)]

## Topic area 2

### The effects of war on Wales and England in the nineteenth century or the twentieth century

#### Task 3: World War 1: Conditions in the Trenches/ Conscientious Objectors

##### **Non-Examination Assessment Task part (a)**

The First World War is associated strongly with trench warfare.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing what conditions in the trenches were like?**

##### **Non-Examination Assessment Task part (b)**

Some historians argue that conscientious objectors were nothing but cowards.

**How valid is the interpretation of conscientious objectors during World War I?**

### **NON-EXAMINATION ASSESSMENT TASK part (a)**

The First World War is associated strongly with trench warfare.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing what conditions in the trenches were like?**

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into a narrative of trench warfare.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

### Source A1

We slept in our clothes and cut our hair short so that it would tuck inside our caps. Dressing simply meant putting on our boots. Various ways were used to remove lice. A lighted candle was fairly effective but the skill of burning lice without burning your clothes was only learnt with practice. However, there were times when we had to resort to scraping the lice off with the blunt edge of a knife and our underclothes stuck to us.

[An extract from the diary of a nurse serving on the front line in the First World War (1915)]

### Source A2



[A photograph taken in the trenches in 1918]

### Source A3

I spend relatively little time in the front line trenches. Daily chores include the refilling of sandbags, the repair of the duckboards on the floor of the trench and the draining of trenches, repairing the trenches and preparing the latrines. For the rest of the day I catch up on some sleep, write letters and produce ornaments and useful items from used shell and bullet casings.

[Part of a letter sent during the First World War, by a soldier to his sister describing his daily routine]

### Source A4

We were among the first to arrive, and went immediately into the front-line trenches for twenty-four hours' instruction in trench fighting with a battalion of regulars. They welcomed us so kindly into all the mysteries of trench etiquette and trench tradition. In twenty-four hours they taught us more of the actual business of trench fighting than we had learned in nine months' training in England. One of them probably saved the life of an infantryman friend of mine before he had been in the trenches five minutes. Naturally, our first question was 'How far is it to the German lines?' And in his eagerness and ignorance, my fellow Tommy stood upon the firing bench for a look, with a lighted cigarette in his mouth. He was pulled down into the trench just as a bullet went zing-g-g from the parapet precisely where he had been standing.

[A soldier remembering his time in the trenches in an interview for a newspaper (1966)]

### Source A5



[A cartoon of a popular joke from the *Wipers* newspaper which was produced for soldiers in the First World War (1917)]

### Source A6

Rats came up from the canal, fed on the plentiful corpses, and multiplied exceedingly. While I stayed here with the Royal Welch Fusiliers, a new officer joined the company and, in token of welcome, was given a dug-out containing a spring-bed. When he turned in that night he heard a scuffling, shone his torch on the bed, and found two rats on his blanket tussling for the possession of a severed hand.

[Robert Graves, an officer in the First World War, a poet and an author, writing in his book, *Goodbye to All That* (1929)]

### Source A7

20 ounces of bread or 16 ounces of flour or 4 ounces of oatmeal instead of bread
3 ounces of cheese
5/8 ounces of tea
4 ounces of jam or 4 ounces of dried fruit
1/2 ounce of salt
1/36 ounce of pepper
1/20 ounce of mustard
8 ounces of fresh vegetables or 1/10 gill lime if vegetables not issued
1/2 gill of rum or 1 pint of porter
20 ounces of tobacco
1/3 ounces of chocolate - optional
4 ounces of butter/margarine
2 ounces of dried vegetables
There was meat available in the trenches, but only when a lull in the battle allowed it to be delivered from the field kitchens

[Taken from official British government information showing a typical day's rations in the trenches in 1916. For many soldiers it was the first time in their lives they were able to have three meals a day.]

### Source A8

The first thing that struck you when you got near to the front line was the smell. The stench was awful and came from the rotting carcasses of men and horses which lay around in their thousands. Then there were the latrines which were often overflowing. Then there was the smell of dried sweat from men who had not had a bath in weeks combined with the smell of sweaty feet which gave off the worst odour. Trenches would also smell of creosote or chloride of lime, which was used to stave off the constant threat of disease and infection. Add to this the smell of cordite, the lingering reek of poison gas, rotting sandbags, stagnant mud, cigarette smoke and cooking.

[A soldier remembering his first experience of the trenches in an interview given in a newspaper (1960)]

### **Non-Examination Assessment Task part (b)**

Some historians argue that conscientious objectors were nothing but cowards

**How valid is this interpretation of conscientious objectors during World War I?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

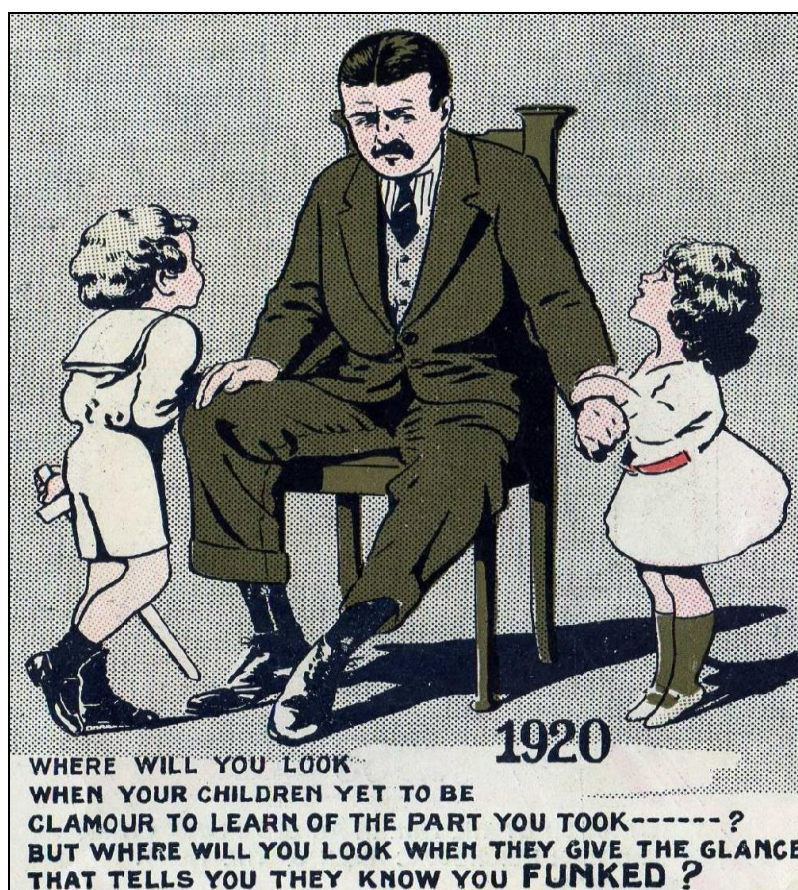
**SOURCES WHICH SUPPORT THE INTERPRETATION**

**Source B1**

A white feather – the symbol of cowardice and failing one’s country – was handed out scornfully to those who refused to fight during the First World War. An accepted view at the time of the ‘war to end all wars’ was that these men were cowards who went against an overwhelming tide of patriotism which swept the country.

[An historian, writing about the feelings of the general public towards conscientious objectors, in a history book published in 1928. The book was written after the release of some conscientious objectors from gaol]

**Source B2**



[An illustration in a recruiting pamphlet for the King’s Shropshire Light infantry produced in 1915]

### Source B3

I shall only consider the best means of making the path of these conscientious objectors a very hard one.

[David Lloyd George, the Prime Minister, responding to a question asked in the House of Commons on July 26 1916]

### Source B4

#### **DARTMOOR WORK CENTRE**

#### **PROTEST MEETING AT PLYMOUTH**

Plymouth Guildhall was crowded last night on the occasion of a meeting called by the Mayor to protest against the lenient treatment of conscientious objectors housed in Princetown convict prison, or the Dartmoor work centre, as it is now called. There was strong resentment to the liberties and privileges allowed to these law breakers, and it was declared that unless these persons were confined within the grounds of the prison there would be serious consequences.

Further views were expressed stating that it was a scandal that these men should be allowed to live pretty much as they pleased and buy what food they fancied. They are disloyal men and anarchists. They have rations on a higher scale than that laid down for the civil population and are allowed to buy as much as they like.

A Nonconformist minister tried to speak, but the audience refused to listen to him, and the proposal to pass on the meetings views to the governor of the prison was agreed with much enthusiasm and cheering, only two people being against it.

The conscientious objectors at Princetown had proposed to send delegates to the meeting, but this was not allowed.

[A report from a local newspaper of a public meeting giving views about conscientious objectors (1917)]

### Source B5

#### ***A Conscientious Objector***

Perhaps you wonder what I am,  
I will explain to you,  
My conscience is the only thing,  
That helps to pull me through.  
Objection is a thing that I  
Have studied thoroughly,  
I don't object to fighting Huns,  
But should hate them fighting me.

Send out the Army and The Navy,  
Send out the rank and file,  
Send out the brave old Territorials  
They'll face the danger with a smile.  
Send out the boys of the Old Brigade  
Who made Old England free  
Send out me brother, his sister and his mother  
But for Gawd's sake don't send me.

[A popular poem, whose author is unknown, published in a magazine in 1917]

### Source B6

In 1916 and 1917 police raids were carried out on the offices of such places as The National Council against Conscription, and the Independent Labour Party, when they confiscated all leaflets, newspapers and documents. This shows how seriously the government took the threat of men escaping the war machine! Apparently men also fled to Ireland to escape call-up ("shirkers"). Various "comb-outs" took place to winkle out these "shirkers". Others enrolled as war volunteer workers in order to avoid call-up.

It was also planned that Conchies would lose their voting rights for five years after the end of the war. The general public often took matters into their own hands and a meeting which supported Conchies organised by the National Council for Civil Liberties which was to be held at the Cory Hall in Cardiff, 10 November 1916 was prevented by violence.

[John Rae, an historian, writing in his book, *Conscience and Politics: The British government and the Conscientious Objector* (1970)]

Source B7



[A recruitment poster encouraging young women to urge their men to join the army (1916)]

## Source B8

Conscientious Objector (CO): I believe that God alone has the right to take life and that under no circumstances whatever has a man the right to kill another person. I believe that war is immoral.

Tribunal Member 1 (TM): You object to taking life; do you not think it is your duty to do all can to prevent our enemies from taking our lives?

CO: Not by organised murder, for that is what war is.

TM 2: Do you mean to say that my son, who has gone out to fight for such as you, is a murderer? You ought to be ashamed of yourself.

TM 1: Do you say force is un-Christian? Do you object to force being applied to criminals.

TM 2: When a policeman goes to arrest a man he does not first knock him down with his truncheon.

TM 1: Application for exemption is refused.

[A transcript of the Military Tribunal of a conscientious objector held on 28th October 1916. The whole Tribunal lasted no more than a few minutes in total]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### Source B9

- Some were pacifists who were against war in general.
- Some were political objectors who did not consider the government of Germany to be their enemy
- Some were religious objectors who believed that war and fighting was against their religion. Groups in this section were the Quakers and Jehovah Witnesses.
- A combination of any of the above groups.
- Some conscientious objectors did not want to fight but were keen to 'do their bit'. These people were willing to help in weapons factories and some went to the trenches to do jobs like stretcher-bearer, though not to fight.
- Other conscientious objectors refused to do anything that involved the war - these were known as 'absolutists'.

[From a website for schools about the First World War showing the different types of conscientious objectors (1999)]

### Source B10

I am speaking now as one who has seen war. I think that everybody who has seen war has one governing desire, and that is to see war abolished from the world. I am not at all sure that these people whom we propose to reject as the outcasts of the State, may not be the best people to help in the fight to make an end to war. There is one thing that nobody can deny them, and that is courage, the most difficult form of courage in the world, the courage of the individual against the crowd. That is a courage every State would do well to protect and guard. That is a courage which, above all others, makes for freedom.

[Captain Gwynne, an MP, giving a speech in Parliament in a debate on conscientious objectors on 26<sup>th</sup> June 1917. He was also a serving officer in the First World War]

**Source B11**



[A photograph of conscientious objectors working as stretcher bearers in the First World War in 1917]

**Source B12**

We were called names at school and people in our street wouldn't speak to us and the landlord said he wouldn't repair our house because father was a 'conchie' and wouldn't fight. But to me my father was one of the bravest men for standing up for his principles.

[From an interview with the daughter of a conscientious objector in the First World War (1940)]

**Source B13**



[The conscientious objector memorial in Tavistock Square Gardens in London which was erected by the Peace Pledge Union and dedicated on 15<sup>th</sup> May 1994]

***Around the left edge it reads: TO COMMEMORATE MEN & WOMEN***

***On the top it reads: CONSCIENTIOUS OBJECTORS TO MILITARY SERVICE***

***On the right edge it reads: ALL OVER THE WORLD & IN EVERY AGE***

***In the centre it reads: TO ALL THOSE WHO HAVE ESTABLISHED AND ARE MAINTAINING THE RIGHT TO REFUSE TO KILL. THEIR FORESIGHT AND COURAGE GIVE US HOPE***

***Along the bottom edge it reads: THIS STONE WAS DEDICATED ON 15 MAY 1994 INTERNATIONAL CONSCIENTIOUS OBJECTORS' DAY***

### Source B14

In this place, alone, you spend twenty-three hours and ten minutes out of the twenty-four in the first month of your sentence, hungry most of the time. You get little exercise, and probably suffer from indigestion, headache or sleeplessness. The entire weekend is solitary until you attend chapel. After the first month you have thirty minutes exercise on Sunday. You would go mad but for the work. You sit and stitch canvas for mailbags. Your fingers begin by being sore and inflamed, but they become used to it. At first your daily task can hardly be finished in a day. You struggle hard to get the reward of a large mug of sugarless cocoa and a piece of bread at eight o'clock. It will save you from hunger all night, for your previous food - I cannot call it a meal - had been at 4.15. However, this extra ration was cut off as a war economy in 1918. Except on monthly visits (15 minutes), or if he has to speak to the Chaplain or doctor, or if he has to accost a warder, the prisoner is not allowed to speak for two years the sentence usually given to a conscientious objector.

[A conscientious objector who was sent to Princetown prison on Dartmoor, interviewed for a book in 1922]

### Source B15

In many ways, the conscientious objectors of First World War can be considered courageous. Many of them were individuals who were confident that they must not employ violence or war, regardless of how it may put them in jeopardy; it was a principle that they held strongly. When they persevered against violence and killing with the possibility of friends and family turning against them, they were bold. When the leaders of their society were convinced that war, not peace, was the correct and gallant means forward, they stood their ground. Their efforts were seen as betrayals; many believed that the pacifists had failed to make a difference and a contribution for their country. The mass of public opinion ridiculed them, rejecting them from society.

[An historian's view of conscientious objectors posted on a website concerned with the First World War (2010)]

### Source B16

In 1921 the Ministry of Health ordered all records and papers relating to the treatment of conscientious objectors should be destroyed together with the records of every Tribunal held across the country. Middlesex and Lothian and Peebles were kept as examples, together with some central Tribunal documentation.

[A government memo found in the National Archives in 2010 following a review of information about conscientious objectors]

## Topic area 2

### The effects of war on Wales and England in the nineteenth century or the twentieth century

#### Task 4: World War II: evacuation/Dunkirk

##### **Non-Examination Assessment Task part (a)**

The lives of people on the Home Front were greatly changed by evacuation during World War II.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing how people's lives were changed by evacuation during World War II?**

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the events at Dunkirk in 1940 deserve to be remembered as a triumph for Britain and its people.

**How valid is the interpretation of the events at Dunkirk in 1940?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

The lives of people on the Home Front were greatly changed by evacuation during World War II

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing how people's lives on the Home Front were greatly changed by evacuation?**

#### **Notes for teachers/candidates about approaching this task**

##### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources. **Try to integrate the sources into a narrative of the impact of evacuation.**

##### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total**

### SOURCE A1

The government have made plans for the removal from what are called 'evacuable' areas to safer places called 'reception' areas, of school children, children below school age if accompanied by their mothers or other responsible persons, and expectant mothers and blind persons.

The scheme is entirely a voluntary one, but clearly the children will be much safer and happier away from the big cities where dangers will be greatest. There is room in the safer areas for these children; householders have volunteered to provide it. They have offered homes where children will be made welcome. The children have their school teachers and their helpers with them and their schooling will continue.

[From a Public Information leaflet issued by the government to all households in towns and cities (July 1939)]

### SOURCE A2

It was in September 1940 when I was nine years old that my life changed dramatically. We had been having a bad time in Birmingham my home town. It was a favourite place for the German bombers to unload their cargo of bombs. On that day hundreds of children from the Birmingham area assembled at Tyseley Station carrying luggage with a label attached to their clothing giving their name and address. It was very long and slow. I remember the train going up the Rhondda Valley stopping at each station to allow evacuees to alight.

The end of my train journey was Treorchy, the last station but one, continuing by bus to Park Hall, Cwmparc. There were not many of us left by this time, I would guess about 20-28. My travelling companions on the journey had been my friend Margaret Gardner and her brother Michael, we all hoped to be billeted together. Unfortunately no one seemed to have room for three evacuees and I think we were almost the last to find a home. In the end I went to the Bound family at 11 Vicarage Terrace and Margaret and Mike stayed with the Evans family at number 13, so we weren't too far apart. I can still see me now that first evening sitting in the armchair by the fire, a very quiet and shy nine year old with Floss the spaniel sitting at my feet. Aunty Poll, Uncle Sam and Cliff made me very welcome and I seem to remember having my favourite tinned fruit (a luxury at that time) for tea. The biggest problem was language. I could not understand a word that was said to me and they could not understand me.

[From the notes of a wartime evacuee interviewed for a HTV television programme on evacuation (September 2000)]

### SOURCE A3

I was separated from my close school friends and was billeted in a house with a girl who I didn't get on with. We were foisted on a middle aged childless couple. The wife had been a domestic servant and regarded the evacuees as domestic help. I can still remember doing lots of cooking and washing up! We were also very cold and as they believed in very low powered bulbs we lived in a sort of twilight. I fell downstairs one day and after a day in hospital we were allowed a dim light on the stairs.

[Mrs Beryl Preedy, who had been a wartime evacuee, writing in her book which was based on her diary kept during the war years (1992)]

### SOURCE A4



[A photograph showing mothers and children being evacuated from London in September 1939]

### SOURCE A5

Everything was so clean in the room. We were even given flannels and toothbrushes. We'd never cleaned our teeth up till then. And hot water came from the tap. And there was a lavatory upstairs. And carpets. And something called an eiderdown. And clean sheets. This was all very odd. And rather scaring.

[Bernard Kops, who was evacuated from Stepney in London to a village in Buckinghamshire. He wrote about his experiences in his autobiography in 1963]

### SOURCE A6

Except for a small number the children were filthy, and in this district we have never seen so many children lacking any knowledge of clean and hygienic habits. Furthermore, it appeared they were unbathed for months. One child was suffering from scabies and the majority had it in their hair and the others had dirty sores all over their bodies.

Many of the mothers and children were bed-wetters and were not in the habit of doing anything else. The appalling apathy of the mothers were terrible to see.

Their clothing was in a deplorable condition, some of the children being literally sewn into their ragged little garments. There was hardly a child with a whole pair of shoes and most of the children were walking on the ground - no soles, and just uppers hanging together.

The state of the children was such that the school had to be fumigated after the reception.

[Extracts from a report compiled by the National Federation of Women's Institutes. The report, called *Town Children Through Country Eyes*, was published in 1940]

**SOURCE A7**



*And what do you think about evacuation?* 'Well, it's been carried out alright. I've got two girls in our house and I've had a very nice time showing them around. I was a little bit disappointed when they brought two girls to the house because I'd expected two boys, but they're turning out alright anyway.'

[The opinion of a boy in a host family interviewed by a BBC radio journalist in September 1939. The boy interviewed is leading the donkey with one of the evacuees riding on it.]

## SOURCE A8

**29 May** – School will be closed tomorrow for VE celebrations. There will be a tea and sports which will also serve as a "Send-off" to the London and Surrey evacuees who very shortly, will be leaving for home.

**29 June** – The London and Epsom pupils are leaving by train this afternoon at 1.30. Some of these pupils have been here for 5 years, living in the homes of our pupils. To enable our pupils to see their little friends off, school will close this morning at 12 o'clock and we shall re-assemble at 1.15 pm.

We returned to school from the station at 1.45 pm.

[Extracts from the log-book of Talgarth Primary School, Breconshire in 1945. A log-book was an official record of a school, kept by the Headteacher.]

### **NON-EXAMINATION ASSESSMENT TASK 4 part (b)**

Some historians argue that the events at Dunkirk in 1940 deserve to be remembered as a triumph for Britain and its people.

**How valid is this interpretation of the events at Dunkirk in 1940?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue/topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is recommended that candidates use three sources in each section to explain how and why each interpretation has been arrived at.**

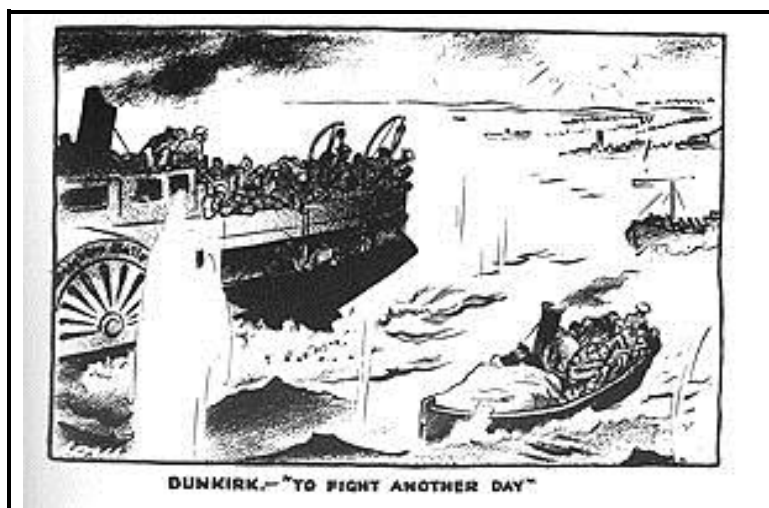
## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

A 'miracle' is the best description of what happened at Dunkirk in May and June 1940. Hundreds of thousands of troops were rescued from the German advance in the nick of time. The troops were desperately needed back on the British shores to help defend against a Nazi invasion. They were rescued from the harbour by a curious assembly of many different types of craft. Many of the little ships, such as motor yachts, fishing boats and all manner of other craft, were privately owned. They mainly ferried the troops from the beaches to the destroyers lying offshore – but thousands of troops came all the way back to England in some of these boats. The escape captured the minds and hearts of the British people at a time when it looked probable that we too would soon be invaded. It seemed like a victory in just getting the troops back to fight another day.

[David Knowles, a military historian, writing in his study of Dunkirk and its effects, *Escape from Catastrophe* (2002)]

### SOURCE B2



[A cartoon by British artist David Low. This was published in the London newspaper, *The Evening Standard*, on 8<sup>th</sup> June 1940]

### SOURCE B3

#### The importance of Dunkirk

- 340,000 men, 71 heavy guns and 595 vehicles were rescued.
- RAF fighter planes over Dunkirk shot down three German planes for every British plane lost
- Dunkirk inspired British civilians to make sacrifices and do their bit for the war effort
- The efficiency of the operation showed how powerful and effective the Royal Navy was.
- Britain's navy and air force remained intact.
- Winston Churchill came through as a powerful leader who could unite the country behind him.

[Ben Walsh, a history teacher and author, writing in a GCSE text book called *Essential Modern World History* (2003)]

### SOURCE B4



[An oil painting by Charles Cundall titled '*The evacuation from Dunkirk.*' Cundall was sent to France by the British government to produce an official painting of events on the beaches of Dunkirk. The painting was completed soon after the evacuation.]

**SOURCE B5**

**Through an inferno of bombs and shells the B.E.F. is crossing  
the Channel from Dunkirk - in history's strangest armada**

**TENS OF THOUSANDS  
SAFELY HOME ALREADY**

*Many more coming by day and night*

**SHIPS OF ALL SIZES DARE THE GERMAN GUNS**

**UNDER THE WINGS OF THE BRITISH FLEET, UNDER THE WINGS OF THE ROYAL AIR FORCE, A LARGE PROPORTION OF THE B.E.F., WHO FOR THREE DAYS HAD BEEN FIGHTING THEIR WAY BACK TO THE FLANDERS COAST, HAVE NOW BEEN BROUGHT SAFELY TO ENGLAND FROM DUNKIRK.**

First to return were the wounded. An armada of ships - all sizes, all shapes - were used for crossing the Channel. The weather which helped Hitler's tanks to advance has since helped the British evacuation.

Cost to the navy of carrying out, in an inferno of bombs and shells, one of the most magnificent operations in history, has been three destroyers, some auxiliary craft and a small steamer.

Cost to the enemy of the Fleet's intervention outside Dunkirk can be counted in the shattering of German advanced forces by naval guns and the survival of tens of thousands of British soldiers whom the Germans had hoped to capture or destroy.

*Tired, dirty, hungry, they came back -  
unbeatable*

[The front page of the British newspaper, *The Daily Express*, 31<sup>st</sup> May 1940]

### SOURCE B6

Immediately after Dunkirk, I visited a number of camps in different parts of the country in which the returned troops of the B.E.F. had been hurriedly quartered. I had half expected some questioning or complaint, for there was enough to criticize. Our infantry had had no armour to support them; even its equipment had revealed some woeful shortages. But the mood of the officers and men showed none of this.

On the contrary, their temper was that of victors, with no sign that they had had to retreat during days of continuous fighting before an overwhelmingly stronger enemy. I felt that having measured their opponent in these conditions, they were convinced that, given the weapons, they could match and outfight him. Even those brigades which had suffered the heaviest casualties, notably the 5th Brigade of the 2nd Division, were as confident and resolute as their more fortunate comrades. For me the hours I could spend among these men were a tonic, for there was in them the temper of those who knew they could not be beaten, whereas in Whitehall I had only too much reason to reckon how heavy must soon be the odds.

[Anthony Eden, a senior army officer and later British Prime Minister, writing in his book of memoirs about World War II, *The Reckoning* (1965)]

### SOURCE B7

Dunkirk was a miracle of deliverance, achieved by valour, by perseverance, by perfect discipline, by faultless service, by resource, by skill. The enemy was hurled back by the retreating British and French troops. He was so roughly handled that he did not hurry their departure seriously. We must be very careful not to assign to this deliverance the attributes of a victory. Wars are not won by evacuations, but there was a victory inside this deliverance for which we must rejoice.

[Winston Churchill, British Prime Minister, speaking to Parliament on June 4<sup>th</sup> 1940. His speech came on the day the last allied soldier arrived home from France at the end of a 10-day operation to bring back hundreds of thousands of British and Allied troops trapped by the German army at Dunkirk.]

## SOURCE B8

More cheering evidence of the success of this amazing military exploit is the presence in Britain of large numbers of French soldiers. They are showered with hospitality and find the tea of old England almost as refreshing as their familiar coffee. Enjoying an unexpected seaside holiday, they bask in the sun, awaiting orders to return to France.

The story of that epic withdrawal will live in history as a glorious example of discipline amongst our troops. Every kind of small craft – destroyers, paddle steamers, yachts, motor boats, rowing boats – have sped here to the burning ruins of Dunkirk to bring off the gallant British and French troops betrayed by the desertion of the Belgian king.

Here in these scenes off the beaches of Dunkirk you have one of the dramatic pictures of the war. Men wade to a vessel beached at low tide, its crew waiting to haul them aboard. Occasional German planes fleck the sky, but where was the German Navy? Of German sea power there was little trace.

[Part of a soundtrack from an American newsreel programme shown to American cinema audiences in June 1940. The visual images show Royal Navy warships and small boats rescuing soldiers from the Dunkirk beaches. The images were accompanied by rousing military music.]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

The evacuation of the British army from Dunkirk was a great defeat. Nearly 70,000 men were killed, wounded or taken prisoner. The survivors left 2,500 big guns, 90,000 rifles and 64,000 vehicles behind them. They also abandoned 150,000 of their French allies to become prisoners of the Germans. France was soon defeated and surrendered to the Germans. In private even Winston Churchill called Dunkirk, “the greatest military defeat for many centuries.”

[Josh Brooman, an author of school history text books, writing in a GCSE book, *Global War* (1999)]

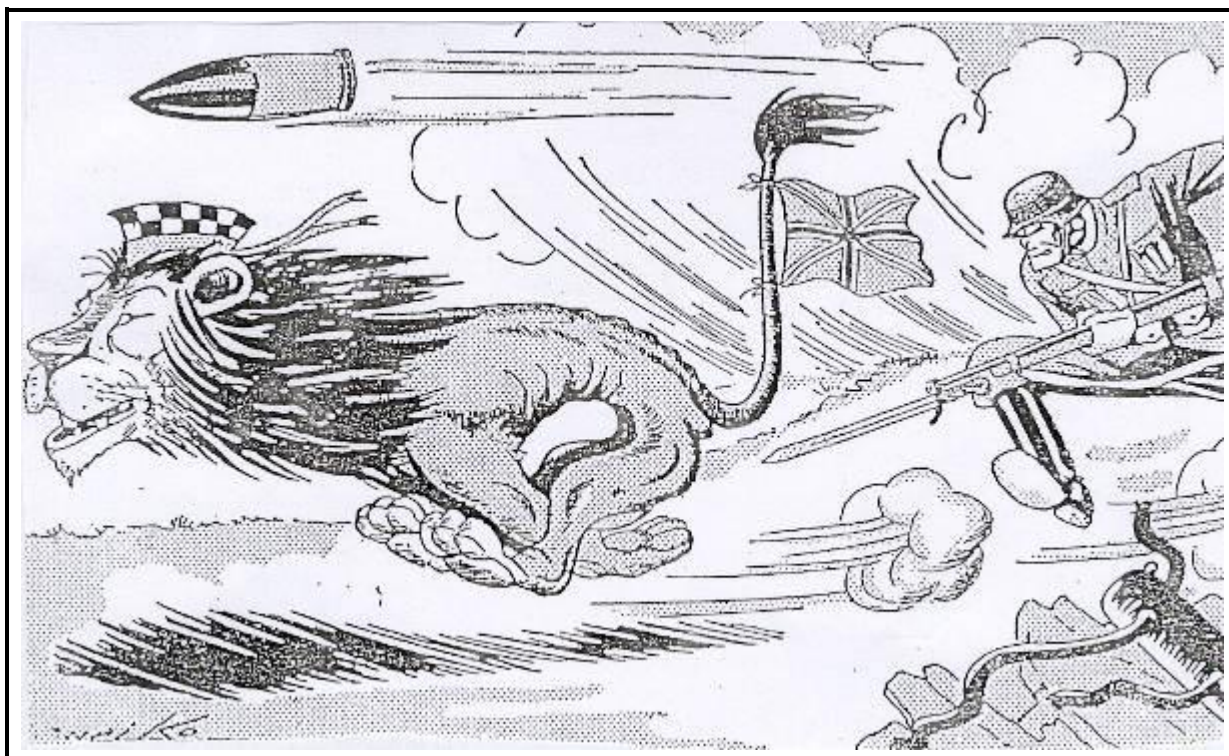
### SOURCE B10

The beaches were now packed with men who had been forced nearer to Dunkirk. A naval officer sent to embark 5,000 men, found on arrival they had swollen to 20,000. The sight of a queue of 1,000 waiting for a single dinghy was dreadfully depressing.

It was never easy anywhere. Some of the men trying to climb into the boats were often numb with shock, hunger or lack of sleep. For the men the water, despite the heat of the day, was cold and the current swift and many of the tired men were soon in difficulties. Along the tide-line were the rows of the dead, left there neatly by the receding sea, while among the crowds on the beaches were shell-shocked, dazed soldiers wandering about trying to find some shelter from the bombing. Some of the men were even bomb-happy and on the edge of hysteria, while dozens of abandoned horses, still on the sands, fell with packs of terrified starving dogs.

[John Harris, an historian, writing about Dunkirk in a book about great military battles, *The Storms of War* (1988)]

**SOURCE B11**



[An Italian cartoon called *The triumphant English retreat?* This cartoon was published just after the Dunkirk evacuation. Italy was soon to join the war on Germany's side.]

**SOURCE B12**

Dunkirk was a military disaster – and it took the British public by surprise. But, almost at once, victory was being plucked from defeat and the newspapers began to manufacture the Dunkirk myth. The government allowed it to flourish – and allowed nothing to be published which might damage morale. Dunkirk was a military defeat but a propaganda victory.

[A BBC news reporter commenting in a BBC television news broadcast on the 60th anniversary of Dunkirk (2000)]

**SOURCE B13**



[A French photograph taken in early June 1940 of the beaches at Dunkirk. The photograph shows abandoned tanks and dead bodies on the beaches. The photograph was never published in Britain]

### SOURCE B14

If you ask anybody what they remember most clearly about the retreat to Dunkirk they will all mention two things – shame and exhaustion. Shame – as we went back through those white-faced, silent crowds of Belgians, the people who had cheered us and waved to us as we came through their country only four days before, people who had vivid memories of a previous German occupation and whom we were now handing over to yet another. I felt very ashamed. We had driven up so jauntily and now, like whipped dogs, we were scurrying back with our tails between our legs. But the infuriating part was that we hadn't been whipped. It was no fault of ours. All I could do as I passed these groups of miserable people was to mutter "Don't worry – we will come back." Over and over again I said it. And I was one of the last British most of them were to see for four long years.

[Brian Horrocks, a senior army officer evacuated from Dunkirk, remembering the events in his autobiography, *A Full Life* (1960)]

### SOURCE B15

We were lost for words. I don't know how to put it. We were just so demoralised and humiliated.

The beaches were full of troops. We couldn't move, we just had to dig in and wait. We had no idea what was happening. There was no food and we thought we were going to starve.

I could not believe how well-equipped the Germans were. I had just a few months with a rifle and no proper field training and there they were with all this equipment and organisation

They were prepared for war and we weren't.

[Ivan Daunt, a soldier evacuated from Dunkirk, interviewed for a BBC project to capture memories of key events during the war (2004)]

## SOURCE B16

Mr. Churchill said tonight that Britain now stands alone. Did he tell you that on 3rd September 1939? On the contrary, then he said that Germany stood alone, to be throttled by the British blockade without even the sacrifice of a single British soldier. How many of the BEF, how many of the British Navy and the RAF were sacrificed on the beaches of Dunkirk so that your Prime Minister could tell you that you now stand alone? Was it worth it? Surely not. Surely the time has come to meet the bill, the bill that Mr. Churchill and his accomplices ran up for you, and which you will be called upon to meet if you do not force your Government to meet it soon.

[William Joyce, 'Lord Haw-Haw', in his radio broadcast, *Germany Calling*, on 17<sup>th</sup> June 1940. Joyce broadcast propaganda from Germany aimed at undermining British confidence. After the war he was captured and hanged as a traitor.]

## Topic area 2

### The effects of war on Wales and England in the nineteenth century or the twentieth century

#### Task 5: World War II: The Home Front / the 'Blitz Spirit'

##### **Non-Examination Assessment Task part (a)**

The lives of the people of Britain were greatly affected by World War II

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** how people's lives were affected by World War II?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the British people responded to the Second World War in a positive and optimistic way.

**How valid is this interpretation of the response of British people to the Second World War?**

### **NON-EXAMINATION ASSESSMENT TASK part (a)**

The lives of the people of Britain were greatly affected by World War II

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing how people's lives were affected by World War II?**

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of life in World War II.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1

The royal visit had been kept secret, but at the last minute, me and all the neighbours rushed out of our damaged houses to cheer the Royal party. The Queen enquired if anyone had been hurt or suffered damage to their home, adding that she too understood what they were going through as her own home had been hit by bombs just two months earlier.

[Mrs Gladys Fisher of Milton Terrace recalling, shortly after the war, the day the King and Queen visited to see the destruction inflicted on Swansea. Her account was later recorded in the book *Remembering the Swansea Blitz* (December 2005)]

## SOURCE A2



[A government propaganda poster to encourage people to wear gas masks (1940)]

**SOURCE A3**



[A photograph of a London tube station in December 1940, taken in secret by a professional photographer, but not shown until after the war had ended.]

**SOURCE A4**

I was sent to Aberdare to join other pupils from Ilford County High School in 1941 and I was to stay there until 1943. I didn't have much luggage to carry on the train, just a small suitcase, gas-mask and carrier-bag. When I arrived at the first place that I was allocated to, the people were rather formal and insisted on me having a hot bath immediately. I don't remember missing my parents much but my first foster parents soon moved me on to another childless couple, Mr and Mrs Stevens, probably because I had wet the bed a couple of times.

I found the Aberdare County School for boys exciting but because there were so many pupils from our school (the Ilford County High School) there as well, we had to stagger play-times. Marbles and football games were our favourite recreations in the playground. When I went to stay with Mr and Mrs Stevens their house was much warmer and more friendly than the house before had been, apart from the outside toilet, which was cold and wet in the winter! We listened to comedy programmes, 'Worker's Playtime' and 'ITMA' (It's That Man Again) on the wireless during the week. When Mr Stevens came home from the pits he had to have a bath in a tin bath in front of the fire to get rid of all the black coal dust!

I soon made friends with a Welsh boy called Jimmy and we sometimes played on a disused railway line at the top of the town. I also enjoyed singing in the school choir and music came to play a very important part in my life from then onwards.

[Douglas Cook, remembering his experiences as an evacuee in his local history article, *Memories of my evacuation to Aberdare* (2000)]

**SOURCE A5**

You bought thick black-out material at 2 shillings (10p) a yard and you prevented any gleam of light shining out from the windows. When the Blitz began people feared even to strike a match. Many things including pavement edges were painted white; pedestrians on the street wore something white at night. People lost their way, walked into canals, bumped into lampposts. Car headlights were shielded so only a thin beam of light pointed towards the road. I heard that more people died from traffic accidents than from Nazi bombs.

People said only criminals, lovers and astronomers loved the Blackout. Firewatchers and street wardens stayed awake all night listening for any attack. Things were not always as well organised as they might be; my mother was put on listening duty, even though she was deaf. When the sirens went off at night mothers grabbed their children and went out to their Anderson shelter in the garden.

We brightened up ours with flowers growing on the roof, and pictures and put wallpaper on the walls. We always took with us our birth certificates, Post Office books, First Aid kit and personal treasures. Some people I knew in Mardale preferred to shelter under the Morrison shelter in their sitting room, or in the cupboard under the stairs but people stopped doing this after one of the houses in Mardale took a direct hit. I knew the family that lived there. It was very sad.

[Olive Blore, a resident of Birmingham, recalling her life shortly after the war.]

## SOURCE A6

Mother made tea and served it in the parlour. "I'm really worried," she said, "sooner or later the bombs will hit us, and what will we do then? I've heard stories about whole streets being destroyed in the east end of London." Father leaned on the mantelpiece. He sucked on his pipe, and then tapped it on the back of his hand. This was always the start of one of his sermons. Julie glanced at Roland; he rolled his eyes as if to say we all know what is coming next. "That's exactly the sort of talk that will lose us this war," Father said. "Hitler knows that he will have to break us if he is going to succeed with his bombs. We can take this! True, we have to put up with a little inconvenience, going out into the Anderson shelter every night, rationing and the blackout. But that is no hardship!" "Dundee cake anyone?" Mother enquired. Father continued, ignoring Mother's offer. "This war will be won by all of us rallying together. No German bombs can destroy that! They can destroy bricks and mortar but there is nothing the Hun can do that will break our spirit. If London can take it then so can we!" "Scone anyone?" said Mother.

[Taken from the novel *The Avenue Goes to War* by R F Delderfield. The book is based on experiences of life in a city during World War 2 (1958)]

## SOURCE A7



[A photograph showing a bus that had fallen into a crater near Euston Station in London after the air raids on the night of 8<sup>th</sup>/9<sup>th</sup> September 1940]

**SOURCE A8**

	<b>German bombing campaign over Britain 1940-41</b>	<b>Allied bombing campaign over Germany 1942-45</b>
<b>Tons of bombs dropped</b>	70,000	1,350,000
<b>Estimated no. of civilian casualties</b>	45,000	635,000 (minimum)
<b>No. of cities that lost more than 400 acres of buildings</b>	2	31
<b>Examples of building destruction</b>	London lost 600 acres Plymouth lost 400 acres Coventry lost 100 acres	Berlin lost 6,427 acres Hamburg lost 6,200 acres Dusseldorf lost 2,000 acres

[Official statistics about bombing campaigns released by the British and German governments.]

### **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the British people responded to the Second World War in a positive and optimistic way.

**How valid is this interpretation of the response of the British people to the Second World War?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

The people in the East End and in many areas in the south, although living under terrible and almost impossible conditions, did everything in their power to keep up their morale. Under the circumstances, they were cheerful, did everything they could to comfort and encourage others, and always offered a helping hand wherever and whenever it was needed. Often people met in shelters as strangers, but in the morning they left as friends.

[George Emery, a Londoner who lived through the Blitz, remembering life during the Second World War. His memories were recorded on the BBC Education website in 1999]

### SOURCE B2

Fifty years ago during the blitz, the British people showed that they didn't have to be in uniform to be heroes. Out of terror and tragedy came courage and an unshakeable determination. Those at home in the most appalling circumstances kept their sense of humour. Their memories will break your heart and make you smile.

[Ben Wicks, an historian, writing in his history book, *Waiting for the All Clear* (1990)]

**SOURCE B3**

**IT'S HERE TO-DAY—**

THE MOST EAGERLY AWAITED AND  
MOST DISCUSSED OF ALL FILMS . . .

**GONE WITH  
THE WIND**

TO-DAY and DAILY  
2 Separate Performances at 1.30 & 6.0 p.m.

*N.B.—“G.W.T.W.” must start promptly at the stated times, because it is “THE LONGEST FILM EVER MADE, ALTHOUGH IT SEEMS THE SHORTEST—3 HOURS AND 40 MINUTES OF PERFECT ENTERTAINMENT.”*

PRICES: Afternoon, 3/6; Evening, 4/6  
(A few unreserved Stalls at 3/6).  
**IT IS WISER TO BOOK IN ADVANCE!**  
**BOX OFFICE OPEN 10.30 a.m. to 9.0 p.m.**  
Special MAIL ORDER DEPARTMENT will deal immediately with all postal applications enclosing remittance.

**PARK HALL CINEMA**

[A World War II cinema advertisement showing the popularity of cinema during the war.]

**SOURCE B4**



[A newspaper photograph published on 15<sup>th</sup> September 1940. The caption read: 'During raids on London last night some houses were bombed. Their houses are wrecked but the tenants of the building still showed true British "grit".']

## SOURCE B5

The people of the East End of London are a race apart. Taken as a whole, they were warm, affectionate, happy, rather reckless, and almost incredibly brave. One day I came across a small boy crying. I asked him what the matter was, and he said: "They burnt my mother yesterday." Thinking it was in an air-raid, I said: "Was she badly burned?" He looked up at me and said, through his tears: "Oh yes. They don't muck about in crematoriums." I loved them, and I am glad to have been close to them in their hour of supreme trial.

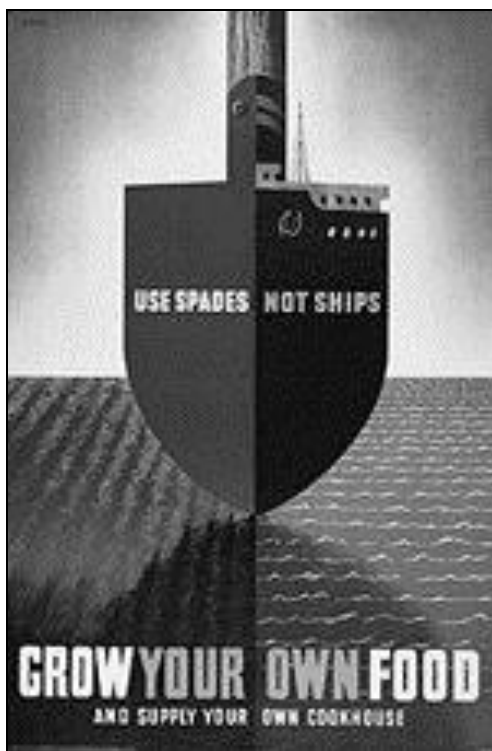
[Lord Robert Boothby, writing in his book, *Recollections of a Rebel* (1978) Boothby was a Conservative politician, broadcaster and author, who lived in central London during the war. His book is full of humorous stories giving the 'lighter' side of the war.]

## SOURCE B6

When it came to the role of the wireless in 'keeping spirits up' in wartime, there was no doubt over its effectiveness especially in making people laugh. The success of *It's That Man Again* (ITMA) lay in its quick humour and parody of officialdom. Tommy Handley was the Minister of Aggravation and Mysteries housed in the Office of Twerps, who had the power to confiscate and commandeer. New characters were regularly introduced: the German spy, Funf, played by Jack Train speaking into a glass tumbler; the office cleaner, Mrs Tickle (later Mrs Mopp); Mona Lott; Sir Short Supply; Ali Oops, the savvy postcard vendor; and the drunkard Colonel Chinstrap. By 1944, 16 million regularly tuned in to ITMA.

[Juliet Gardiner, an historian, writing in her book, *Wartime Britain 1939-1945* (2004)]

## SOURCE B7



[A government propaganda poster encouraging people to grow more food for the war effort (1942)]

## SOURCE B8

One reason British people didn't give up was because of how well Prime Minister Winston Churchill rallied their spirits and efforts. He inspired the people on to heroic efforts and "their finest hour" by his speeches. Churchill was the embodiment of the British people's determination to stay alive and not to give up.

The real wartime spirit was when the people came together and helped each other. Volunteers would help find people in bombed out houses, people would take a homeless family in to live with them, and strangers would help clean up around the city. People didn't give up because everybody helped each other which gave them a determination to survive.

[From *Triumph and Tragedy during the Blitz*, a website created by an American high school student in 2007.]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

Our heritage industry has encouraged the myth that we all pulled together during the war, which differs from the reality of wartime experience. This myth suggests that young and old, as well as upper and lower classes all worked together with high morale under the Nazi onslaught. But the 'Myth of Wartime Spirit' is just what it says – a myth. Whereas members of the establishment were able to take refuge in country houses, in comfort and away from the war, or in expensive basement clubs in the city, the lower-middle and working classes were forced to stay in the cities and face up to the deadly raids without sufficient shelter provided. It was a time of terror, confusion and anger. Government incompetence – almost criminal in its extent – displayed real contempt for ordinary people in this time of class war.

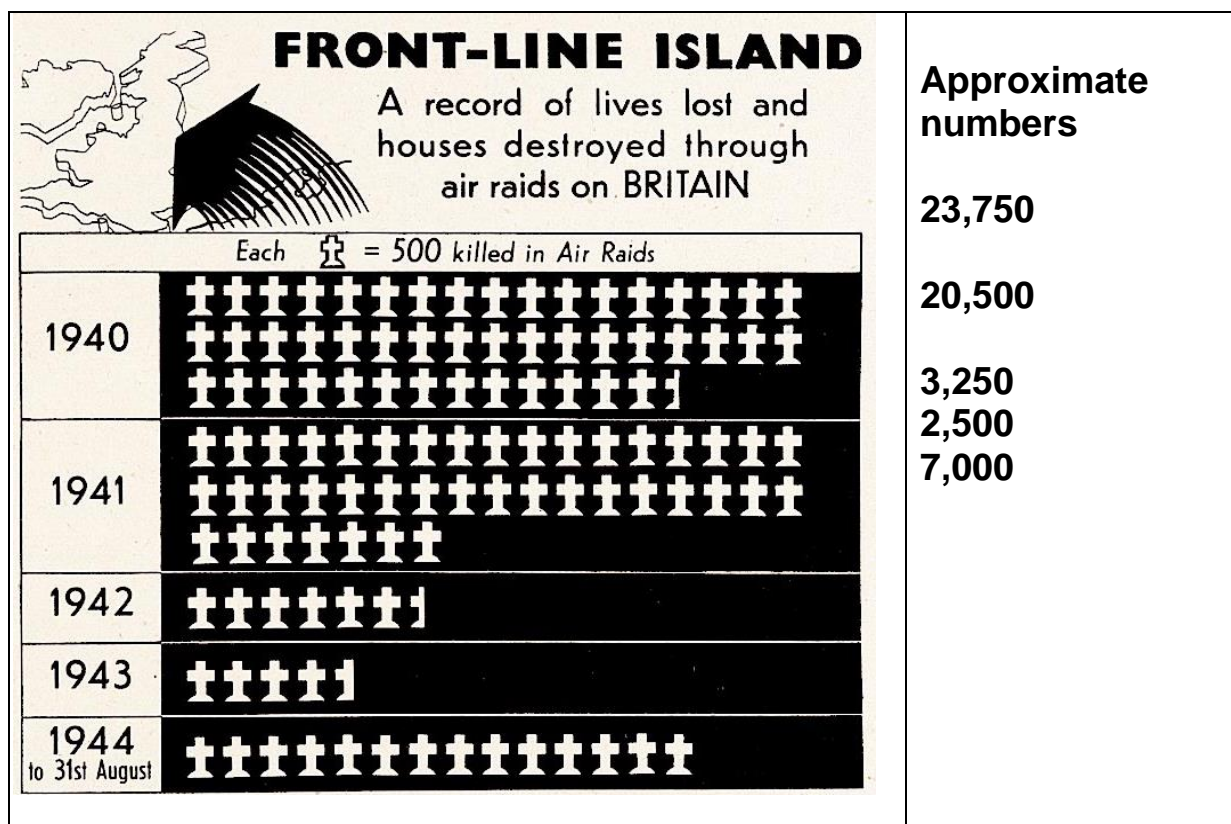
[From a introduction to a website set up by the BBC to discuss life in World War II (2004)]

### SOURCE B10

The worst sight that I saw was when we had to stop and take refuge in a tunnel that was on the Stratford - North Woolwich train line. I do not know how many people were down there, it was cold, the ground was wet with water and it was dark. I used my torch to find my way through, and I could see people huddled together, they seemed like tramps to me. They were unclean, and stank. I almost felt sick, and my stomach turned over. When did these people last wash? Men were urinating against the walls of the tunnel, and there were signs of human excrement everywhere. Where was the pride of these people, how could they live like this? I felt ashamed that these people were Londoners the same as I was.

[George Martin, an ARP warden in London during the Blitz, speaking on a television documentary about the Home Front in 1975.]

**SOURCE B11**



[A chart to show how many British people died as a result of German bombing raids between 1940 and 1944. It was published in a newspaper in 1944.]

**SOURCE B12**

When the air raid siren goes, people run madly for shelters. The Citizen's Advice Bureau is swamped with mothers and young children crying hysterically and asking to be removed from the district. The exodus from the East End is growing rapidly. Taxi drivers report taking group after group to Euston and Paddington stations with their belongings. Thousands are fleeing the towns, in a phenomenon known as 'trekking'. In the west they trek to Dartmoor, curling up on wet moorland to sleep. From London, they trek to Epping Forest, camping out as best they can.

[From a secret Ministry of Information report written on 10<sup>th</sup> September 1940 and only released in the 1990s.]

### SOURCE B13

Everyone is worried about the feelings in many areas across the country, where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited one of the bombed areas in the East End of London.

[Harold Nicolson, writing in his diary on 17<sup>th</sup> September 1940. Nicolson was Parliamentary Secretary and official Censor in control of government propaganda at the Ministry of Information.]

### SOURCE B14



[An unofficial photograph taken on 21<sup>st</sup> January 1943 showing bodies in bags the day after Catford Girls' School was hit during an air raid. The photograph was banned by censors and not allowed for publication until after the war.]

## SOURCE B15

After raids on Sheffield in December 1940, two full days of the Assize Court sitting had to be devoted to hearing charges of looting. The remarks of the presiding judge were quite clear: 'the task of guarding shattered houses from prowling thieves, especially during the blackout, is obviously beyond the capacity (ability) of any police force.' Later it was announced in the House of Commons that the final number of looting cases for 1940 was 4,584 in London alone.

Wartime crimes also included making false claims of having been bombed out to the national assistance office. By 1941 over 72,000 under seventeen year-olds were convicted in magistrates' courts, a rise of over 36 per cent on 1939. Furthermore, in Manchester alone in April 1941, it was estimated that 68,000 children were left to 'run wild' every day.

Finally by 1942 the number of days lost through industrial action was back to its peacetime high, despite the fact that strikes were illegal.

[Juliet Gardiner, writing in her book *Wartime Britain 1939-1945* (2004). This part of the book looks at some of the social problems in Britain during the war.]

## SOURCE B16



[A government propaganda poster against the Black Market (1943)]