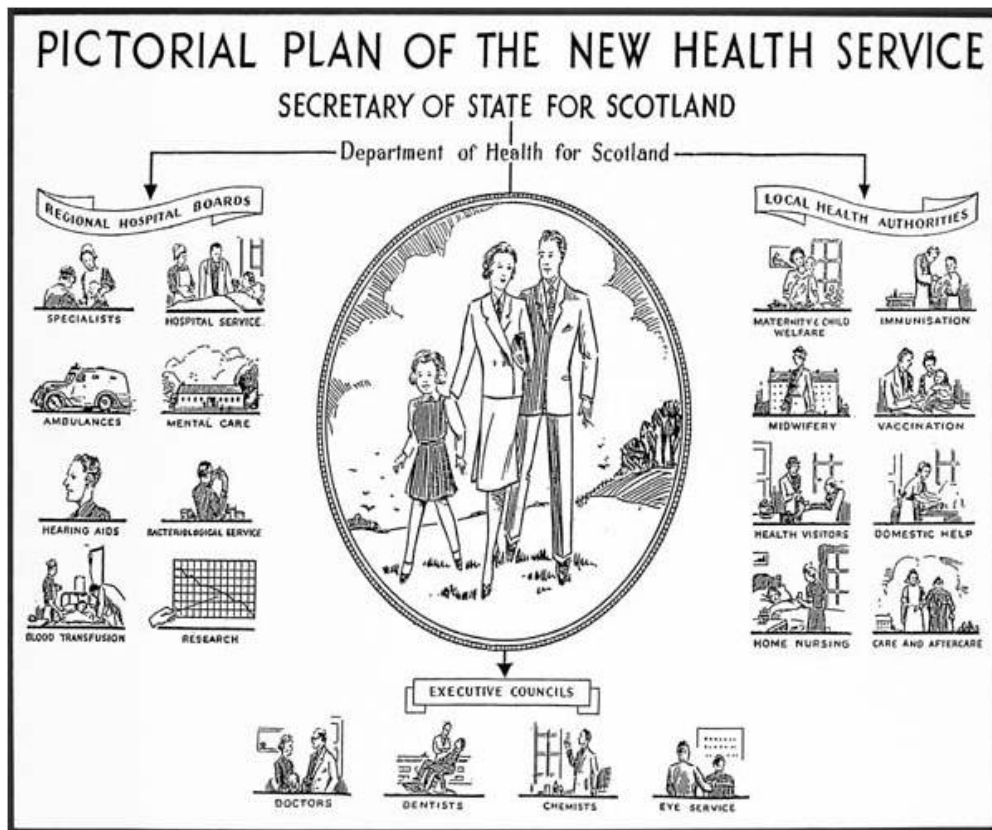


NATIONAL HISTORY HOMEWORK ANSWER FILES

SCHOOL



1. THE PROBLEM OF POVERTY
2. POOR RELIEF AND SELF HELP
3. ATTITUDES TO POVERTY
4. THE LIBERAL REFORMS
5. WARTIME BRITAIN
6. THE BEVERIDGE REPORT
7. THE WELFARE STATE
8. THE NATIONAL HEALTH SERVICE
9. HOUSING
10. EDUCATION

ANSWER 1 (Source – *Own Knowledge*)

There was no government help for the unemployed, the sick and those who were too old to work. (1)

Many people had very low wages and could not save for unemployment, illness or old age. (1)

Many people were made unemployed because of trade slumps or even bad weather. (1)

Poverty was widespread with around 30% of the population affected. (1)

Poverty led to poor health and many young men had to be rejected for army service. (1)

There was a growing opinion that Britain's position, as a great power would be threatened if the health and welfare of the population was not improved. (1)

Poverty led to crime, drunkenness, prostitution and other social problems. (1)

ANSWER 2 (Source – *Own Knowledge*)

Unemployed people had to go out in all weathers to search for work. (1)

Despite searching for work all day they often were unable to find any. (1)

They had no money coming in to provide food, clothes, fuel etc for their families. (1)

It was very difficult to get information on where jobs were available. (1)

Only better-paid workers could afford unemployment insurance – the rest got no unemployment pay. (1)

Unemployed people had to borrow/beg/sell their possessions or had to rely on charity. (1)

Unemployed people faced eviction from their homes if they could not pay the rent. (1)

The only help available to the unemployed was to go into a workhouse (1)

ANSWER 3 (1 mark for each developed point)

Many unskilled workers got very low wages and did not have enough to live on. (1)

Workers on low wages had no extra money to save for periods of unemployment or sickness. (1)

Many workers had seasonal jobs and were regularly unemployed from time to time. (1)

New technology and foreign competition in some industries caused unemployment and poverty. (1)

Sickness disability or an injury forced many people into poverty because they could not work. (1)

Most people could not afford doctors or medicines to help them recover. (1)

Old age was a major cause of poverty - most people did not have pensions or savings. (1)

Large families with young children suffered from poverty if the father was in a low paid job. (1)

Rents were high and took a large part of families' incomes. (1)

Drunkenness, gambling and careless money management could cause poverty. (1)

Laziness and an unwillingness to work was a cause of poverty for some people. (1)

ANSWER 1 (Source – *Own Knowledge*)

People had to save for emergencies and for when they were too old to work. (1)
Low wages prevented many people from saving. (1)
The government could not force employers to increase wages. (1)
Laissez-faire attitudes presumed that the government should not interfere in people's lives. (1)
Until the studies of Booth and Rowntree, the causes and extent of poverty were not understood. (1)
Many people believed the poor were to blame for their own problems – drunkenness, laziness etc. (1)
Taxes would have to be increased to provide help for the poor and many people were opposed to this. (1)
It was thought that helping the poor would simply encourage laziness and bad habits. (1)
The ideas of Adam Smith (free market) and Samuel Smiles (self-help) were very popular and they argued that markets and individuals should be free from government interference. (1)
There was very little contact between the upper and lower classes and very little interest or sympathy for the poor. (1)

ANSWER 2 (1 mark for each developed point)

People were ashamed if they had to go in to a workhouse. (1)
Many people who were unemployed through no fault of their own felt they were being punished. (1)
People in workhouses were cut off from their friends and families. (1)
Workhouse buildings were like prisons cold damp and with bars on the windows – conditions were often worse than prisons. (1)
Families were split up with separate dormitories for men, women and children. (1)
People had to wear course uncomfortable workhouse clothing. (1)
Every day was rigidly organised and discipline was very strict – no talking, no alcohol or tobacco. (1)
Food was very poor and consisted mainly of bread and gruel with only water to drink. (1)
People were forced to work long hours on hard boring tasks - picking oakum or grinding bones. (1)
It was difficult for people in the workhouse to get out and look for work. (1)
Old people who had worked all their lives felt degraded when they had to go into a workhouse. (1)

ANSWER 3

WHO – It is by a historian and will have been carefully researched. (1)

WHEN - It is a secondary source from 1965 written with the benefit of hindsight. (1)

WHY – Explain the ways in which workers adapted ideas of self-help. (1)

WHAT - Good detail - The working class had a tradition of collective self-help/ Trade unions had long provided sick pay and unemployment benefits to their members/ many workers were members of Friendly Societies and Cooperative Societies. (1)

WEAKNESS – The source is limited and does not mention:-

Some workers put money aside in local Savings Banks which were becoming popular. (1)

Some workers saved to buy their own houses with mutual Building Societies. (1)

Most self help schemes were only for skilled, well paid workers. (1)

Many workers could not afford to join self-help schemes and were destitute if they were sick or unemployed. (1)

The only help for many was to rely on charity or the workhouse. (1)

For many workers the only savings they made was to a burial plan to pay for funerals. (1)

ANSWER 1

WHO – It is from a magazine for upper and middle class women. (1)

WHEN - It is a primary source from 1904 when poverty was a serious problem

WHY - To discredit Booth's study of poverty and oppose government help for the poor. (1)

WHAT – Good detail - Do we want thousands of pounds spent on criminals, the unwashed - the very scum and dregs of society/ if the depraved and weak are helped to live longer, they may pass on their bodily and mental diseases. (1)

WEAKNESS – The source is limited and does not mention:-

As a result of the investigations by Booth and Rowntree attitudes to poverty were changing. (1)

Booth and Rowntree proved that poverty was much more widespread than anyone thought. (1)

Liberals like Lloyd George and Churchill believed poverty had to be reduced to make the country stronger. (1)

The army had difficulty getting recruits because many men were unfit for service. (1)

Many children would be weak and sick when they grew up because they came from poor families. (1)

If there was a war Britain might not have enough fit men to fight. (1)

The upper classes worried that poverty would increase support for socialism. (1)

Many social problems such as drunkenness, crime, prostitution, and disease were caused by poverty. (1)

British industry could not compete with Germany and the USA if the population was weak and sickly. (1)

ANSWER 2 (Source – *Own Knowledge*)

People who worked hard were prosperous – only drunken, careless people were poor. (1)

The taxes of hard working people should not be used to support the poor, (1)

The poor would not want to work if they got money from the government. (1)

Laissez faire - many people believed it was not the job of the government to tackle social problems. (1)

Self-help – people thought that the poor should escape poverty by their own efforts and that it was not good for people to become dependent on the government. (1)

Many people were opposed to increased taxation to help the poor. (1)

If the government provided for the, the old/ unemployed/ sick, people would not save money. (1)

Friendly Societies and insurance companies opposed help for the poor because they might lose business. (1)

Some saw the poor as drunks/ degenerates/ immoral etc – public money would be wasted on them. (1)

ANSWER 3 (1 mark for each developed point)

Booth and Rowntree proved that the causes of poverty were not simply the fault of individuals. (1)

Booth and Rowntree proved that poverty was much more widespread than anyone thought. (1)

Royal Commission reports on Housing, Employment and the Poor Law recommended improvements in these areas. (1)

The army had difficulty getting recruits for the Boer War because many men were unfit for service. (1)

If there was a European war Britain might not have enough fit men to fight. (1)

There were serious concerns about the health of large numbers of children from poor families. (1)

The upper classes worried that poverty would increase support for socialism. (1)

Many social problems such as drunkenness, crime, prostitution, and disease were caused by poverty. (1)

The Liberal Party worried that Labour would take votes from them if they did not help the poor. (1)

New Liberals like Lloyd George and Churchill believed action to reduce poverty would make the country stronger.

Britain was a very rich country and could afford to help the poor. (1)

British industry could not compete with Germany and the USA if the population was weak and sickly. (1)

The German insurance scheme to help the poor was very successful and people thought the government in Britain should copy it. (1)

ANSWER 1 (Source – *Own Knowledge*)

Laws were passed to stop cruelty and neglect of children. (1)

Special Juvenile Courts were set up to deal with for delinquent children. (1)

Children were no longer sent to the same prisons as adult criminals. (1)

A system of 'Borstals' and probation for young offenders was set up. (1)

A law to prevent the sale of alcohol and tobacco to children under 16 years of age was introduced. (1)

Action was taken to end baby farming (child minders looking after as many as twenty babies while their mothers were at work) (1)

Begging by children became an offence and their parents could be prosecuted. (1)

School Medical inspections for children were introduced in 1907. (1)

The School Meals Act of 1906 provided cheap school dinners for poor children. (1)

ANSWER 2 (1 mark for each developed point)

The Liberal government introduced Labour Exchanges in 1908. (1)

Labour Exchanges helped unemployed people to find jobs. (1)

Unemployed people could get information about jobs from other parts of the country. (1)

Labour exchanges tried to match the skills of the unemployed with the work available. (1)

Unemployed people no longer had to go from factory to factory etc, in search of work. (1)

Money or loans were given to the unemployed to help them get back to work. (1)

In 1911, the Liberal Government introduced Unemployment insurance trades. (1)

Workers paid 2.5 pence per week; employers paid 2.5 pence and the government 1.5 pence.

Unemployment insurance provided unemployment pay of 35 pence per week for 15 weeks. (1)

ANSWER 3

The Sources disagree about the success of the Liberal reforms and their effects on the poor. (1)

The sources disagree about the significance of the reforms. (1)

Source B - the reforms were in no sense a welfare state.

Source C - the reforms were the most important ever passed by any one government. (1)

The sources disagree about whether the reforms did enough to help the poor. (1)

Source B - provided only a small pension for over 70s and insured some workers against sickness and unemployment.

Source C - new plan of action to meet the most urgent needs of the working class (1)

The sources disagree about the ending of the workhouse system. (1)

Source B - it was necessary to keep the poor law and the workhouse.

Source C - reforms were a break from the workhouse system of poor relief. (1)

ANSWER 1 (1 mark for each developed point)

An Assistance Board was set up to help bombed out families. (1)
The Assistance Board helped wives and children of servicemen who were killed/wounded/missing. (1)
Extra money was paid to pensioners. (1)
The National Milk Scheme provided free milk for children under five. (1)
To make sure children got vitamins free cod liver oil and orange juice was given to under fives. (1)
Emergency medical care was provided free for everyone. (1)
Free nurseries were set up to look after children while their mothers were at work. (1)
Local councils provided cheap school meals and free milk for all pupils. (1)
All children were immunized against diseases like diphtheria. (1)
A fairer Determination of Needs test replaced the old means test. (1)

ANSWER 2 (Source – Own Knowledge)

The war brought people from different backgrounds together to work towards victory. (1)
Everyone was affected by the war – bombing raids, rationing etc. (1)
People wanted a fairer society after the war. (1)
During the war, the government provided help for everyone, not just the poor. (1)
The war gave people common experiences such as military service and there was contact between people of different social classes. (1)
People believed sharing and greater equality during the war led to victory. (1)
Evacuation led to increased awareness of poverty in cities. (1)
People became used to government intervention during the war. (1)
A number of social reforms had been planned/introduced during the war e.g. 1944 Education, Family Allowances. (1)
The Beveridge Report had a big influence and its recommendations had strong public support. (1)

ANSWER 3 ((Source – Own Knowledge)

The National Insurance scheme only applied to workers who paid a weekly contribution. (1)
Many women and children had no cover under the scheme. (1)
Uninsured people had to pay for doctors. (1)
Many poorer people could not afford to see a doctor or pay for medical treatment. (1)
Attitudes changed during the war – view that all citizens should have access to medical treatment. (1)
The insurance scheme did not include dentists, opticians, or hospitals. (1)
The Beveridge Report recommended an extension of the National Insurance scheme. (1)
The system had failed to tackle many of the problems of poverty in the 1930s. (1)
Means tests were seen by many people as unfair and humiliating. (1)
After the sacrifices of the war, people were determined to change the system. (1)

ANSWER 1 (1 mark for each developed point)

There was too much poverty in Britain and this was a serious problem. (1)

He wanted government action to deal with the five giants – want, ignorance, squalor, disease and idleness. (1)

Want – too many people were living below the poverty line. (1)

Ignorance – too many children left school at 14 without qualifications and went into low paid jobs. (1)

Idleness - unemployment was very high before the war and caused a lot of poverty. (1)

Squalor – many people lived in overcrowded slums and there was shortage of good houses. (1)

Disease – many people suffered from bad health because they could not afford medical treatment. (1)

ANSWER 2 (Source – Own Knowledge)

A new National Insurance system was proposed to cover everyone in Britain. (1)

A National Health Service to provide free medical treatment for all (1)

A new system of universal benefits was to be introduced to provide social security for all. (1)

The National insurance scheme would be paid for by weekly contributions from employees, employers and government. (1)

A system of welfare benefits including maternity grants, family allowances, sick pay, unemployment pay, widow's pensions, old age pensions for over 65s and funeral grants. (1)

A new education system with better schools for all and the abolition of fees should be introduced. (1)

A Ministry of Housing should be set up to build new houses and improve existing houses. (1)

Governments should introduce policies that would provide full employment. (1)

ANSWER 3

WHO – It is from 'Time' magazine an American publication – likely to be neutral on British political matters. (1)

WHEN – It a primary source from 1942 when the Beveridge Report was published. (1)

WHY - Provide information to American readers about life and political developments in wartime Britain. (1)

WHAT – Good detail - News of the war has been pushed from the pages of British newspapers/the big story is a document that looks to a better Britain after the war. /biggest domestic event for years/ it has given millions hope for the future. (1)

WEAKNESS – The source is limited and does not mention:-

People saw the Beveridge Report as offering a better life for all when the war was over. (1)

Over 1 million copies of the Beveridge Report were issued – a huge number for a government report. (1)

Both labour and Conservative Parties accepted the recommendations of the Beveridge Report. (1)

The Report was the main issue in the 1945 General Election. (1)

The Labour Party won the election because people trusted them to implement the report. (1)

ANSWER 1 (1 mark for each developed point)

The National Insurance system was extended to include all workers in Britain. (1)
Maternity benefits paid when women had to stop work and provide money for baby expenses. (1)
Family Allowances were introduced to help people with large families. (1)
Workers who were sick and unable to work received sick pay. (1)
Unemployment benefit was paid to people who were without work. (1)
Widows' pensions were paid to give women whose husbands had died an income. (1)
Old age pensions were paid to everyone aged over sixty five. (1)
Death grants were introduced to help with funeral expenses. (1)
The National Insurance (Industrial Injuries) Act provided compensation and pensions for people injured at work.
A National Assistance Board was set up to help people who were not part of the National Insurance scheme. (1)

ANSWER 2

WHO -It is from The Daily Mail a popular national newspaper. (1)

WHEN – It is a primary source from 1948 when the Welfare State was set up. (1)

WHY -Inform the public about the benefits and costs of the new National Insurance system and the National Health Service. (1)

WHAT - Good detail on the range of benefits and the costs to individuals - care and free services for their birth, early years, schooling, sickness, unemployment, widowhood and retirement/it looks after its citizens six months before they are born/ helps meet the cost of their burial. Free medical care. (1)

WEAKNESS – The source is limited and does not mention:-

The government and employers also had to contribute to the cost of the welfare state. (1)

There was opposition from some people who thought Britain could not afford the new welfare system. (1)

Any relevant point from Answer 1 on this page should also be given a mark.

ANSWER 3

The sources disagree about the costs and benefits of the welfare state. (1)

The sources disagree about whether the welfare state is free. (1)

Source A - claims' free services and free medical care will be available.

Source B - states that' the welfare state is not free'. (1)

The sources disagree about how the welfare state will be paid for. (1)

Source A - the cost will be met from' weekly national insurance payments of 4s.11d (25p)'. (1)

Source B - states' the welfare state has to be paid for by the taxpayer'. (1)

The sources disagree about whether the welfare state is good for Britain. (1)

Source A - talks up the benefits such as free services, doctors, dentists and medicine etc

Source B - 'the welfare state only provides the basic necessities.....is it worth the tremendous cost. (1)

The sources disagree because they were written at different times. (1)

Source A - was written in 1948 when the true costs of the welfare state were not yet known.

Source B - was written in 1953 when the welfare system had been running for five years and the costs were much greater than expected. (1)

ANSWER 1 (1 mark for each developed point)

Too many people were not covered by insurance schemes – workers families and old people. (1)
 Without insurance many could not afford doctor's fees or medicine. (1)
 Millions of people needed treatment for poor eyesight and bad teeth but could not afford it. (1)
 The Beveridge Report recommended free medical treatment for all. (1)
 The Labour Party won the election of 1945 and had promised to set up a National Health Service. (1)
 Free medical treatment was provided during the war and people wanted this to continue. (1)
 Evacuation of children showed how poverty caused disease and this shocked many people. (1)
 The sacrifices made during the war led to a belief that Britain needed to become a fairer society and access to medical treatment was seen as an important part of this. (1)
 The government needed to look after the health the people if Britain was to be an efficient country able to compete with the USA and Russia. (1)

ANSWER 2 (Source – Own Knowledge)

Doctors, dentists, opticians and hospitals were free to all when they were needed. (1)
 Ambulance services were set up to cope with emergencies and this saved many lives. (1)
 Maternity care and child welfare services led to big improvements in children's health. (1)
More people were treated and cured when the NHS was set up. (1)
Dental care and glasses provided free of charge – 17 million people got glasses/ 9 million false teeth. (1)
NHS treatments wiped out many diseases e.g. TB, Polio, and Diphtheria. (1)
Life expectancy increased after the NHS was set up (1)
The NHS saved many lives by providing free treatment when it was needed. (1)
The NHS prevented the spread of disease by vaccination programs etc.
The NHS helped prevent illness through campaigns and education, which encouraged people to look after their health. (1)
New hospitals with modern facilities and specialist services were built or planned. (1)
In 1950 costs were so high that charges had to be brought in for glasses and dental treatment. (1)

ANSWER 3

WHO -It is by a doctor who worked in Paisley when the NHS was set up. (1)

WHEN - It is a primary source based on first hand evidence of a doctor who worked for the NHS in 1948. (1).

WHY - Give an account of his personal experience when the NHS started. (1)

WHAT- Good detail - I could have worked in the surgery twenty-four hours a day seven days a week/ It was the same for dentists and opticians/ Many patients were women and children who had put off visiting a doctor to avoid the bills. (1)

WEAKNESS- The source is limited and does not mention:-

Before NHS many people could not afford doctors or hospital treatment.

NHS provided free medical treatment/dental care/opticians/prescription medicines. (1)

Maternity care and child welfare services led to big improvements in children's health.

Free NHS vaccinations wiped out many childhood killer diseases e.g. TB, Polio, and Diphtheria.

New hospitals with modern facilities and specialist services were built or planned.

The NHS helped prevent illness through campaigns and education, which encouraged people to look after their health.

Life expectancy increased after the NHS was set up.

ANSWER 1 (Source – *Own Knowledge*) (1 mark for each developed point)

There had been a shortage of housing before the war. (1)
German air raids made the problem worse - over 700,000 homes destroyed. (1)
Many of Britain's cities had a lot of slum housing and overcrowding. (1)
The wartime Beveridge Report had identified poor housing (squalor) as a serious problem. (1)
For almost six years during the war there had been no new houses built. (1)
Soldiers returning from the war and the post-war baby boom made the problem worse. (1)
The housing crisis was urgent and the government had promised action during the election of 1945. (1)
Many people were in temporary prefabs and thousands were squatting in old army camps. (1)
There was a shortage of money, building materials and skilled labour to build the houses needed. (1)

ANSWER 2 (1 mark for each developed point)

Council houses were built - four times as many as the private sector. (1)
The demolition of city slums and improvements to older houses began. (1)
Thousands of temporary prefabricated houses (prefabs) were built. (1)
Old army barracks were improved and the people who were squatting there were allowed to stay. (1)
The 1946 New Towns Act set out plans for 12 new towns (4 in Scotland) to take people from overcrowded cities. (1)
The 1947 Town and Country Planning Act gave local councils the power to buy land for housing.
The 1949 Housing Act led to the repair and modernization of existing houses. (1)
The cost of importing building materials was so high that the government had to cut back its building programme. (1)
Over 1 million houses were built but the 1951 Census showed the same homelessness as in 1931. (1)

ANSWER 3

WHO -It is by A Bevan the government minister responsible for housing 1945-51. (1)

WHEN – It is a primary source from 1946 when the government was trying to improve housing. (1)

WHY - Outline plans for New Towns and explain their advantages. (1)

WHAT – New Towns will provide good modern housing, a town centre/ each neighborhood will have shops, schools and a community hall/ safe areas for pedestrians and plenty of space for children to play. (1)

WEAKNESS – The source is limited and does not mention:-

The building of New Towns had not actually started at this time. (1)

In 1945 housing was a major problem and people looked to the government to provide solutions. (1)

There was a big expansion of good quality council housing under the Labour government. (1)

Prefabs and old army barracks were used to house many people. (1)

Millions still lived in overcrowded slum housing. (1)

The government did not have enough money to solve all housing problems. (1)

ANSWER 1 (1 mark for each developed point)

The 1944 Education Act was implemented.

Education became compulsory for all children aged 5 to 15 years old. (1)

Separate schools provided for nursery (non-compulsory) primary and secondary education. (1)

Primary school education would last until a child was eleven years old. (1)

Free secondary school education was provided for all children. (1)

Three types of secondary school were set up – grammar schools, technical schools and secondary modern schools. (1)

At the end of primary education, all children sat the 11+ exam (Qualifying exam in Scotland) to decide which type of secondary school they would go to. (1)

The school leaving age was raised from 14 years to 15 years. (1)

Local Authorities to provide free milk and school meals. (1)

Local Health Boards to provide a school medical service. (1)

ANSWER 2 (Source – Own Knowledge)

The three types of school, Secondary Modern, Technical and Grammar, were not equal (1)

Few Technical schools were built and this reduced opportunities for working class children. (1)

Grammar schools had more experience and resources to prepare pupils for public exams. (1)

Secondary Modern Schools were believed to be inferior to Grammar schools. (1)

Each type of school was for children of different abilities with selection based on the 11+ exams. (1)

Many people thought it was unfair to make decisions about a child's future based on the 11+ exams. (1)

The selection of children at age eleven cut many children off from educational opportunities. (1)

The 11+ exams took no account of the fact that some children developed later than others did. (1)

Only Grammar School pupils got to university and entered the professions. (1)

Grammar schools were better funded and could pay more to attract the best-qualified staff. (1)

Many grammar schools continued to charge fees and wealthy parents paid to get their children in. (1)

Grammar schools were dominated by middle class children and Secondary Modern schools by working class children. (1)

The system favoured middle class children and reinforced class divisions. (1)

ANSWER 3

WHO -It is by a woman whose son was selected for grammar school after the 11+ exam. (1)

WHEN - It is a primary source based on first hand evidence about the new education system. (1)

WHY - Give a personal account of her experience of the selective school system. (1)

WHAT - Good detail - there were a dozen children who had been friends since they were five/ All the parents hoped their child would get to grammar school/ only my son Eric and three or four other boys and girls went to the schools everyone wanted/ This upset many parents and children. (1)

WEAKNESS – The source is limited and does not mention;-

By 1950 the system had been operating for a few years and people were beginning to question its fairness. (1)

Many working class families could not afford the cost of grammar school uniforms and books. (1)

Few technical schools were set up because they were too expensive, (1)

It was clear that Secondary Modern Schools were not very good. (1)

Only Grammar School pupils got to university and entered the professions. (1)

Many grammar schools still charged fees and wealthy parents paid to get their children in. (1)

The system favoured middle class children and reinforced class divisions. (1)

Grammar schools were filled by middle class children and Secondary Modern schools by working class children. (1)