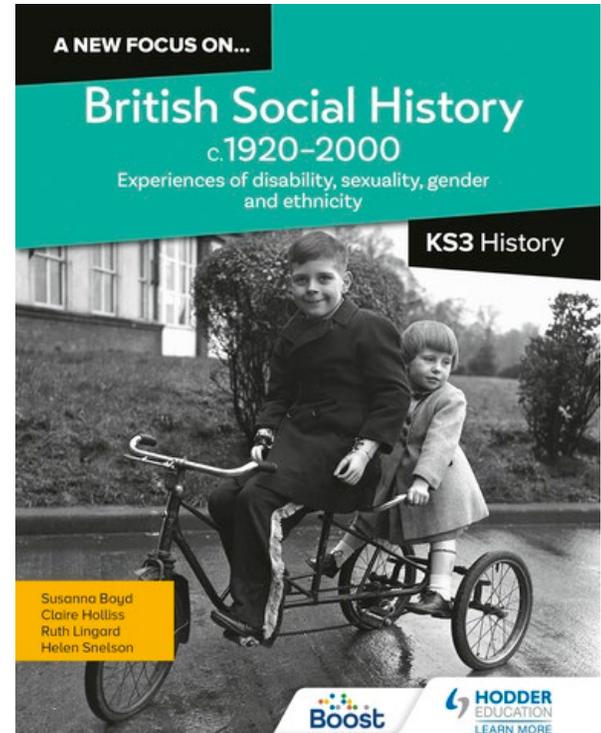


This booklet is a guide to some of the questions we pose in the textbook and some suggested answers. These come in three forms:

- big and reflect questions that frame chapters and Making History sections
- little questions within chapters
- questions that accompany sources.

We have not provided answers for every question. The answers that we have provided below are for those questions that require more complex inference and the drawing of conclusions by synthesising and evaluating the material from the text. We have not provided answers where the focus of the question is on comprehension and simple inference or where the focus is on generating ideas from your students.

We have given the features of a typically strong answer. Where topics may be very unfamiliar to most colleagues, we have gone beyond what one would expect students to achieve in order to support teachers to draw out the big thinking. The detailed historical knowledge a student would demonstrate is simply in the text we have provided in each chapter. We have suggested some misconceptions to avoid and have also added some 'big picture' knowledge for teachers via these downloads, where topics may be unfamiliar to most colleagues.



Making History: Why do we need many stories to make better history?

Pages 8–9

Big question:

Why do we need many stories to make better history?

A strong answer will:

- Explain that more stories reveal the impact of events and changes.
- Explain that people are less likely to be left out of the historical narrative.
- Keep history complex and avoid unacceptable generalisations.

Misconceptions to avoid:

- That we can simply add more stories without also thinking about the questions we ask of the past (about change, consequences, etc.)

1.1 What was life like for people in Britain in the Roaring Twenties?

Pages 10–11

Big question:

What was life like for people in Britain in the Roaring Twenties?

A strong answer will:

- Acknowledge that there was a wide range of experiences in the 1920s.
- Include knowledge that this question varied depending on different factors. For example, where you were in Britain, your economic status, your gender and if you were from a minority group.
- Recognise that the publicity grabbing ‘Bright Young Things’ are what was noticed and support the title ‘Roaring Twenties’.

Misconceptions to avoid:

- That life improved for everyone during the 1920s.

Reflect questions:

What events and changes shaped life in Britain?

Would you argue people lived quite similar or very different lives? Why?

Strong answers will:

- Recognise that political power is beginning to change. Women over 21 had the vote after 1928 and the first Labour government was elected in 1924 representing working-class people. This was creating opportunities for some.
- Explain that the end of the war created hardship and tension over access to jobs and housing.
- Explain that popular culture was changing with new fashions and music. This was enjoyed more by the rich than the poor.
- Suggest that the huge general strike in 1926 meant people wanted change and were not seeing it.
- Acknowledge that people led quite different lives shaped by factors such as wealth, location, ethnicity, gender.

Misconceptions to avoid:

- That it is easy to generalise about the 1920s in Britain.

1.2 How was disability experienced in Britain, 1919–30?

Pages 12–19

Big question:

How would you describe the experience of being disabled in Britain in the 1920s?

A strong answer will:

- Recognise that this is a big question and that ‘disability’ is a term that covers many people and ways of being.
- Explain that experience depended on various factors, including the nature of disability, if a person was a war veteran and a person’s age and gender.
- Recognise that the society and culture of the 1920s was different from that of today and this shaped experiences of disability.
- Identify that there was a great deal of debate about how best to care for disabled people.
- Recognise that the language used at the time to describe disability is not language we would use today.

Misconceptions to avoid:

- There was no debate about how best to support disabled people.
- That there are simple answers to this question.

Source questions:

What does the advert suggest about what it was like to work making poppies?

How do you think this work will have helped disabled ex-servicemen? (page 13)

Strong answers will:

- Focus on the purposeful nature of the work and the sociability of working together outside of the home.
- Suggest that men working had dignity, could feel connected to lost comrades, had a sense of worth and that it supported mental health.

Misconceptions to avoid:

- That all disabled men had the opportunity for employment like this, or were physically able to take it up.
- That work solved all the problems faced by disabled war veterans.

Little question:

Who provided help for war disabled people? (page 14)

A strong answer will:

Consider **who** was providing support – government or charities?

- Recognise the important role of charities such as the Star and Garter Home and the British Legion in providing support.

Misconceptions to avoid:

- That only the government and men provided help to the war disabled.

1.2 How was disability experienced in Britain, 1919–30?

Pages 12–19

	<ul style="list-style-type: none"> ● Recognise the important role many women had in running charities, fundraising and covering gaps in government support for injured servicemen. ● Recognise that women who had been injured as a result of the war, in bombing on the home front or as a nurse, were given no government support and had to rely on family. 	
<p>Little question: In what ways did the war continue to affect people in Britain in the 1920s? (page 15)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain that although there was an attempt by the government to re-train the war disabled to do new jobs they still struggled to find work. This impacted families and the sense of worth of these men in a society where men were expected to be the breadwinners. ● Understand that many millions of people and their families were permanently affected by injuries sustained during the war. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all war wounded were able to find work as a result of the King’s National Roll Scheme. ● That the impact of the First World War on individuals ended soon after the fighting stopped.
<p>Little questions: What support was provided for disabled people? Who provided this support? (page 17)</p>	<p>Strong answers will:</p> <ul style="list-style-type: none"> ● Recognise that, just as today, many people were born with disability or suffered a disability as a result of an injury or illness. ● Understand that while the 1918 law stated disabled children had to be educated, it did not provide funding or direction for practical change – disabled people were still regarded as different and required to fit into society if they could. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the ideas of the time were simply cruel and uncaring. We might disagree now, but the care ideas and provision were products of the culture and society of their time.

1.2 How was disability experienced in Britain, 1919–30?

Pages 12–19

- Recognise that many people had to rely on charities and family support.
- Recognise that the government did not provide the same support for disabled people as it did the war disabled.
- Recognise that the experiences of treating so many war disabled did bring general improvements, such as developing better artificial limbs.

1.3 What opportunities did women in Britain take in the 1920s?

Pages 21–25

Big question:

What opportunities did women in Britain take in the 1920s?

A strong answer will:

- Categorise the opportunities as political, social, economic, etc.
- Explain that women with money and family support were more likely to be able to take up opportunities.
- Explain how women created opportunities by working together.
- Recognise that there were a wide variety of ways in which women were seeking to express who they were.

Misconceptions to avoid:

- That ‘getting the vote’ was the end of the story.
- That other identities that people had were insignificant in their lives.

End question:

How did some people face opposition in the 1920s? (Page 25)

A strong answer will:

- Explain that there was powerful opposition to the way some people wanted to live that was framed as a moral problem.
- Recognise that attempts to outlaw female homosexuality failed, but that there were still strong social taboos that meant many people had to lead secretive

Misconceptions to avoid

- That everyone shared the same beliefs.
- That we should not apply categories and descriptions we use today without recognising that we do not usually know how people would have

1.3 What opportunities did women in Britain take in the 1920s?

Pages 21–25

	<p>lives and cases in court became ‘cause celebre’.</p> <ul style="list-style-type: none"> • Understand that there was some sympathy for people, although this was conflicted. 	<p>wanted to describe themselves.</p>
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2.2 How did Britain face the challenges of the period, 1930–45?

Pages 34–41

<p>Big question: How did people in Britain face the challenges of the period, 1930–45?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Understand the different challenges faced by people at the time, such as the barriers created by disability or the attitudes of society. • Draw out the similarities in their experiences, for example the resilience they show when faced with obstacles. • Recognise that war brought out examples of tolerance to people who were different, but also entrenched prejudice (East Grinstead vs Belvedere Marshes). 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That change happened without obstacles or challenges. • That change happened quickly. • That people were all facing the same challenges between 1930 and 1945. <p>That the Second World War was the only challenge people faced in this period.</p> <ul style="list-style-type: none"> • That war can never offer opportunity, e.g. Douglas’ story.
<p>Little question: What were the consequences of Douglas’ determination? (page 34)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Understand how Douglas was able to show that a disability did not prevent him doing his job. • Understand how Douglas became a role model to others who had a physical disability. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That Douglas’ experience was typical of the time. • That the only way to be a disabled person is to be in some way heroic – this is exhausting!
<p>Little question: What kind of challenges did marginalised people</p>	<p>Strong answers will:</p>	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That places like the Shim Sham club were ‘gay bars’ in the

2.2 How did Britain face the challenges of the period, 1930–45?

Pages 34–41

<p>face when trying to express themselves?</p> <p>How did they respond to these challenges? (page 35)</p>	<ul style="list-style-type: none"> ● Identify how the police used different laws to control social spaces used by marginalised people. ● Infer the lack of freedom that came with being watched. ● Identify hostility from neighbours and reporting to the police. ● Identify how marginalised groups set up and went to places like the Shim Sham Club in the face of opposition, and that this is a form of resistance to pressure to conform. ● Describe how places like the Shim Sham Club were used by a range of different groups. 	<p>contemporary sense. Many were used by a multitude of different groups, which included LGBTQ+ people.</p> <ul style="list-style-type: none"> ● That these kinds of places could only be found in London. ● That only wealthy or upper-class people could go to them.
<p>Little question:</p> <p>How did Ellen’s beliefs and background influence her actions? (page 36)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise the impact of growing up relatively under-privileged, her faith, her family and her education on her political views. ● That her personality traits also influenced her actions. ● Explain that she overcame her own struggles with hardship and ill health. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That Ellen was the usual profile of an MP of her times.
<p>Little question:</p> <p>What hardships did the Depression and war bring Mary? (page 37)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise the combination of the combined stresses of economic hardship, worry for her absent husband, the caring burden of being a single parent, the fear of death by bombing and the adjustments she had to make as change happened to her. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That war experience was the same for everyone. ● That this story would be written in this way if Mary’s own record of events had survived.

2.2 How did Britain face the challenges of the period, 1930–45?

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<p>Little question: How does the story of the Belvedere Marsh community challenge the idea that all people in Britain were united in the face of the challenges in this period? (page 38)</p>	<p>A strong answer will: Recognise that these people were marginalised in the 1930s and that war did not change that.</p> <ul style="list-style-type: none"> ● Perceive the double-standard that tried to evict land owners and then refused them shelters ‘as they were nomads’. ● Notice how national government was less hostile than local government. <p>Notice how the lack of local support continued to deprive people of their rights.</p>	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the community were unlawfully on the land. They owned it!
<p>Little question: How was Lillian’s life shaped by challenges between 1935 and 1945? (page 39)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that Lillian faced considerable disadvantages and that it was her determination and disposition that was a major factor in enabling her to achieve what she did. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● To assess her leaving of the WAAF as we might in the twenty-first century. Her life had moved on. We have no evidence that she was unhappy to leave.
<p>Little question: How were the Lascars’ wartime experiences similar to and different from those of other merchant navy men? (page 40)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that all merchant seamen did work vital to the British economy and that this was extremely dangerous in war time. ● Recognise that before the war the Lascars received substantially lower wages and poorer working conditions than their white European counterparts and that this continued, despite the war. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That a large number of black and Asian people only moved to British cities and towns in the second half of the twentieth century.
<p>Little question: How and why did the impact of war lead to a greater acceptance of people who looked</p>	<p>A strong answer will: Explain that strong leadership encouraged the people of the town of East Grinstead to change their approach to those who looked different.</p>	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● All people who looked different had the same positive experience as the members of

2.2 How did Britain face the challenges of the period, 1930–45?

Pages 34–41

different?
(page 41)

- Recognise that the war enabled the Guinea Pig Club to be seen as heroes.
- Explain that the quantity of injuries helped to change opinions.

the Guinea Pig Club of East Grinstead.

Making History: Where do we find evidence of past lives?

Pages 42–43

Little question:

What can we learn about the lives of LGBTQ+ people from this police record?
(page 42)

A strong answer will:

- Go beyond inferences about who people were and what they were doing to comment on how the record is a judgement from other people (the police) about people's lives, and that this shapes what we can learn.

Misconceptions to avoid:

- That some of the descriptions used are ones that would be used today.

Little questions:

What can we learn about the lives of LGBTQ+ people in the past from these sources?

How is the evidence in the Hall-Carpenter Archive sources different from the evidence we find in The National Archives' source?
(page 43)

Strong answers will:

- Go beyond inferences about who people were and what they were doing, to comment on how they were organising themselves, what they were resisting and who was in support.
- Acknowledge that the National Archives hold records held by the state and these therefore tend to see LGBTQ+ people as a 'problem' in this period.
- Acknowledge that the Hall-Carpenter archive material was created by LGBTQ+ people and their allies.

Misconceptions to avoid:

- That because some of these sources are from London, all the protests were also in London.

3.4 What was life like for Gypsy and Traveller people in welfare state Britain?

Pages 54–57

<p>Big question: What was life like for Gypsy and Traveller people in welfare state Britain?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain that, while in theory the welfare state provided for everyone, the culture and attitudes of the time meant that GRT people were prejudiced against in a variety of ways and that this took place countrywide. ● Recognise that the prejudice GRT people faced was long-standing. ● Explain that GRT people actually faced greater prejudice and intolerance in the post-war period as there was greater social pressure to conform to what others perceived as an acceptable way of life. ● Explain that greater state intervention in people’s lives was accompanied by more judgement about their lives. ● Recognise that it can be hard to trace this history as the government did not collect official data relating to GRT identity. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the post-war welfare state benefited everyone (equally).
<p>Little question: How can you argue that public opinion was wrong? (page 54)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Draw out the lack of quantitative data upon which to draw conclusions, and give the qualitative example of Henry Sheriff to suggest why generalisation is inaccurate. ● Suggest that the long-standing prejudices against GRT people were shaping opinion. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That Henry Sheriff is an exception. There are other known GRT veterans and others will have served, but not be recognisable from the data as part of the GRT community.

3.5 How was it hard to be different in Britain in the post-war years?

Pages 58–61

Big question:

How was it hard to be different in Britain in the post-war years?

A strong answer will:

- Use evidence from the case histories presented and evaluate the problems faced by different groups.
- Understand that the welfare state was set up to meet the needs of white, heterosexual, settled, employed people. This was considered to be the norm and people who lived differently were told how they should live by those in power.
- Identify the common threat of arrest and need for secrecy that affected gay men.
- Identify that men had to find secret places to meet and risk losing friends and family if they sought support.
- Mention the context of the Cold War and increasing paranoia about difference, including suspecting gay men of being traitors and the uptick in prosecutions.
- Discuss the prevailing idea of ‘normality’ only applying to heterosexual people.
- Identify changing attitudes as the 1950s ended and increasing support for a change in the law that criminalised male homosexuality.
- Show an understanding that children who were being given medical treatment were deprived of home lives and treated differently from other children.
- Recognise that children with physical disabilities were often assumed, wrongly, to be unable to cope with academic school work.

Misconceptions to avoid:

- That John Alcock and Brian Epstein’s stories reflect the experience of all gay and bisexual men in this period.
- That Brian Epstein’s story shows that things were improving for all gay and bisexual men by the start of the 1960s.
- That the defection of the British spies was actually to do with their sexuality rather than their beliefs.
- That support for changing the law that criminalised gay men necessarily meant that people were becoming more accepting of homosexuality.
- That special schools always gave a ‘better’ education.
- That the treatment of disabled children aimed to be cruel. Medical professionals at the time believed they were offering advanced, specialised treatment.

4.2 How did people struggle for change in 1960s and 1970s Britain?

Pages 70–75

<p>Big question: How did people struggle for change in 1960s and 1970s Britain?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Draw evidence from across the examples in the book. ● Recognise the examples given show that people were influenced by the factors given in 4.1, and that they were influenced in different ways and to different degrees. ● Recognise the resilience and determination that protesters and campaigners shared as a common trait. ● Show an understanding that campaign groups worked hard to raise awareness with the public of the issues people faced. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That improvement in the rights of GRT, LGBTQ+ and disabled people were immediate. ● That law change brought about an immediate change in attitudes.
<p>Little question: What sort of protest did Ernest make? (page 70)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that this was strong passive resistance to assert identity. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That passive resistance is ineffective. Ernest made a stand and then stopped complying with the Council when they would not meet his ‘red line’ – keeping his pony.
<p>Little question: How did Paul work for independence for disabled people? (page 71)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Appreciate how Paul was inspired by the methods of the US civil rights movement to change his own situation and that of his fellow residents. ● Explain how he was a leader who worked with other people. ● Show an understanding of how UPIAS shows that Paul extended his work to include disabled people that he did not know. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That life changed quickly for all people in residential care.

4.2 How did people struggle for change in 1960s and 1970s Britain?

Pages 70–75

<p>Little question: What opposition did the Headscarf Revolutionaries overcome to achieve their aims? (page 72)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that the women had to resist the norms of the community in which they grew up to then practically organise and fund a campaign to achieve their aims. ● Recognise the solidarity among the women. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● Lillian was not regarded as a hero by her community. Some people shunned her, she died in obscurity and her story was only rediscovered after her death.
<p>Little question: How did the Gypsy Council organise their campaign? (page 73)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Draw out the courage required to meet on hostile ground. ● Make a connection with, for example, the US civil rights movement. ● Identify the strong unifying statement, internationalism and dispersed local leadership. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the process of gaining rights happened at the same time for each group in the book and that the process was linear and always heading in a positive direction.
<p>Little question: How did the members of the MPU gain publicity for their cause? (page 74)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Understand the importance of a voice for mentally ill people on a flagship BBC programme. ● Recognise that publishing demands started discussion and debate that changed minds. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That mental health issues were as ‘talked about’ as they are today.
<p>Little question: What motivated the women of the Brixton group? (page 75)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● A strong answer will: ● Recognise the intersectional nature of this campaign – as women and as Black people. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That women can be spoken of as a homogenous group.