

OCR – AS GCE  
British History Period  
Studies  
F 961

Unit 1 Domestic Issues, 1918–  
51

ESSAY

### Examiner's Specific Advice

The question demands an assessment of the economic and political consequences of the General Strike. Candidates should therefore come to some judgement about the nature and extent of effects, as well as the relative importance of each factor. They can also be expected to show how effects were linked. There is likely to be focus on some of the following: the impact on the financial position of miners, unions, the TUC and the Labour Party; splits in the Labour Party; a strengthening of the position of employers and Baldwin's Conservative government; the changing economic context. The response should display a cogent, well structured and sustained argument that avoids drift towards irrelevance.

### Exemplar Question

Assess the impact of the 1926 General Strike on the economy and politics.

[50 marks]

[Click Here for a Chronology Relating to this Topic](#)

## Examiner's Exemplar Plan and Essay 1

### Plan

1. Introduction: Background to the General Strike
2. Reasons for the strike; Black Friday, Red Friday, Samuel Report
3. Course of strike – 9 days in May
4. Economic effects of strike – lost business
5. Political effects – weakened unions and Labour Party

The General Strike occurred on the 3rd May 1926, and lasted for nine days. It involved all workers going on strike to support the miners over reduced pay and longer hours. The miners' leaders, the TUC and the government were to blame for the strike, but it was the mineworkers who suffered the most. The strike also had an adverse impact on trade unions and the Labour Party (1).

(1) A general introduction that sets the scene.

The miners had played an important role in helping Britain win the First World War. They had experienced high wages and better conditions as the government, not private owners, had controlled the industry. The Mine Workers Federation of Great Britain demanded that this should be carried on after the war, and generally workers became more militant. The number of strikes increased and Lloyd George reacted with the Emergency Powers Act. By March 1921 the mines had been decontrolled, and the employers planned to reduce wages and investment in the industry. The Triple Alliance collapsed, resulting in Black Friday, but things picked up, so that by July 1925 the miners were again in a strong position. Despite further attempts to reduce wages, the miners' leaders got the government to offer subsidies and set up the Samuel Commission to investigate problems in the industry. This happened on 31st July 1925, Red Friday. It reported in March 1926, but didn't give much hope to the miners. The government's wage subsidies ran out and they refused to carry on negotiations. The mine owners locked out the miners, so the TUC called for a general strike on the 3rd May (2).

(2) Although the material in this section is accurate, it is not relevant. The question demands an evaluation of the consequences of the strike, not causes.

The immediate effect of the strike was that about 2 million workers from different industries withdrew their labour. Baldwin's government coped with this very effectively, but the TUC were not so well organised. In particular, the Conservatives made good use of the press to persuade the public that the strike was wrong. The public and strikers were well behaved and showed that they were not revolutionary. As the TUC realised it couldn't cope with organising the strike, and because it was persuaded that it was illegal, it called it off on the 12th of May. Nothing was gained for the miners and they carried on striking (3).

(3) Again, a paragraph that isn't clearly focused on the question. It describes some features of the strike, but little else.

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The economic effects of the strike were not very obvious. Employers didn't lose much money through loss of business, as the strike didn't last very long. The mining industry lost the most, but made up lost profits by reducing miners' wages and increasing their hours when they came back to work. Competition from other countries and the Gold Standard made it difficult for employers to increase profits, therefore the miners and other workers suffered economically for many years. Another economic effect was that union membership declined, which meant fewer subscriptions and less money to operate. There was a similar impact on Labour, as Baldwin passed a law which limited unions paying money into their funds to help campaigns. Therefore, there were quite a few economic effects, but it is difficult to measure how important they were (4).

There were also political effects. The trade unions and miners union in particular suffered humiliation. They did not achieve their aims. In fact, the miners were worse off. The government knew that the unions were weak and unlikely to be much of a threat in the future. Over the next ten years or so, the number of strikes fell, and unions were more inclined to negotiate than take direct action. Baldwin reinforced the power of governments to deal with unions by passing the 1927 Trade Disputes Act and Trade Union Act. As mentioned before this Act reduced Labour Party funds, but also stopped some unions from joining the TUC. It was not repealed until 1946 (5).

The Labour Party had been associated with supporting the strike, and was therefore discredited to some extent. Some believed it was influenced by communists, who had encouraged workers to be revolutionary. The General Strike was a good example of how a revolution might have started. However, Labour couldn't have been that badly affected, as by 1929 it was in power (6).

Finally, there was the Mond-Turner Talks from 1927 to 1930. Sir Alfred Mond was Chairman of ICI, and he wanted to form better relations with the unions after the strike. He believed trade union expertise could be used to improve working conditions, which would lead to greater production. Other employers supported this and so did Turner and Bevin. It showed an important political effect, which was the willingness of employers and workers to co-operate with each other (7).

In conclusion, all sides were to blame for the strike, but the miners suffered the most. They were forced back to work after nearly starving, to face lower pay and worse conditions. The unions were also affected economically and politically, and so was the Labour Party. Not all the effects

(4) Much better – the answer has started to take shape! Some of the comments are rather vague, but there is a fair attempt to evaluate the economic impact of the strike on different groups. Also, there was an opportunity to link the economic factors with those of a political nature, (e.g. Baldwin's intervention in 1927), but this has been overlooked.

(5) Still a bit woolly, but there is sustained argument and some evaluation.

(6) An interesting point, although rather simplistically put. The comment about Labour regaining power, despite being associated with the strike, offers balance and deserves credit.

(7) Valid material and well understood. It would have been better to have integrated this section more carefully elsewhere, as it appears to be 'bolted on' to the main part of the answer.

(8) A reasonable conclusion, if a bit

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were negative, though, as relations between workers and business owners improved after 1926 (8).

bland. It offers a summary and some assessment but lacks the punch of a higher band response.

### Examiner's Assessment

There is a mixture of relevant and irrelevant knowledge, and some uneven organisation though a range of issues has been covered. However, the cardinal sin of not reading the question carefully seems to have been committed. The candidate has dealt with causes and effects. It could be argued that the causes of the General Strike are more interesting and easier to handle. These features merit a Level IV mark of 13 in the AO1a skills assessment.

In general, the response is reasonably successful in analysing several key issues though there is some drift to vague comment. This merits a Level III mark of 18 at AO1b. The total mark for the essay is 31, and worthy of a Grade C.

### Examiner's Exemplar Plan and Essay 2

#### Plan

1. Introduction – background to the General Strike; outline of argument
2. Macro-economic effect – coal industry and employers
3. Micro-economic effect – workers, trade unions, TUC and Labour Party
4. Political effect (1) – splits but quick recovery; Mond-Turner; Trade Disputes and Trade Union Act
5. Political effect (2) – 1929 election; role of Labour in National Government
6. General Strike as a turning point
7. Conclusion – economic and political effects were short-lived with no lasting damage

The General Strike of 1926 was a result of a dispute between the miners union and employers over wages and hours. The TUC organised workers from a range of occupations to support the miners, after government intervention and negotiations with employers failed to resolve the disagreement. This resulted in industrial action on a scale not witnessed before. The strike started on the 3rd May but lasted only nine days. The TUC called a halt to the strike, fearing its reputation as a moderate organisation would be tarnished. The miners continued to strike until November, only to then concede defeat. The economic repercussions were most serious for the miners, their leaders, and trade unions in general. They were linked to some extent with the political effects, in so far as a financially weakened Labour movement provided less of a threat to the ruling Conservative Party, and others who opposed socialism. However, this situation was short-lived and the Labour

(9) This is a very solid start. The lead-up to the strike is described, but linked to an outline of the argument to be pursued. It is a good example of how an introduction can be used to indicate that the candidate has a

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movement quickly regained momentum (9).

It is difficult to measure the impact of the strike on the economy as a whole, partly as it didn't last very long, but also due to other factors that caused fluctuations in economic activity. Obviously, there was some lost production and disruption of services. The coal mining industry was most affected, although output of coal never halted completely, due to the use of blackleg labour. Besides, employers may have experienced lost income, but this was balanced by lower operating costs (10).

The mine workers were the hardest hit. During the strike they suffered much hardship, and were forced back to work after they and their families began to starve. No concessions were made, and wages were reduced substantially from pre-strike levels. Under the Eight Hours Act of July 1926 shifts in mines were extended. The miners' predicament changed very little until the mid-1930s, but even then they remained at the mercy of employers who, in some regions, were quite ruthless in how they treated their workers (11).

The financial cost to the trade union movement as a whole was in the region of £4m. A reduction in membership, seemingly linked to the strike, also added to their woes. The number of members had equalled nearly 8.5m in 1921, but had slumped to just under 4.5m by 1934. Fewer members meant reduced funds from union dues. However, it is debatable as to whether this change was entirely due to the General Strike. Membership numbers notoriously fluctuated with booms and slumps in the economy, and from 1929 to 1932 Britain experienced one of the worst economic depressions in its history (12).

Needless to say, the TUC and the Labour Party also experienced reduced support, which affected their financial positions. Again, this was also dependent on other factors and besides, the political damage to both groups was probably more significant. By ending the strike and encouraging workers to behave responsibly the TUC maintained respectability. But, there were those on the left who were very critical. The Workers Weekly newspaper wrote that 'the response of the workers was beyond all praise', but 'the leadership was beyond contempt'. Thus, there were signs of the split in the labour movement. Despite this, the TUC seemed to go from strength to strength. The Mond-Turner Talks of 1928–30 between the TUC and employers aimed to devise ways of preventing further major conflicts through a strategy of negotiation and conciliation. The fact that the number of working days lost to industrial disputes fell from about 28 million between 1919 to 1925, to just over 3 million from 1927 to 1939, supports the idea of the Labour movement being more moderate and

sound knowledge of the topic as a whole, but is intent on focusing on the demands of the question.

(10) A general comment with little factual support, but, nonetheless, valid.

(11) A clearly stated point, displaying a good awareness of continuity. Mention could have been made of the fact that the industry was based on private enterprise.

(12) This is a well developed, balanced piece of evaluation. Of particular note is the use of contextual material to help the candidate assess the importance of falling union membership.

(13) This is a thrusting section which effectively links the economic and political effects. The negative impact on the Labour movement is highlighted (i.e.

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willing to discuss grievances. The impact of the depression years once again makes this misleading, as workers were less inclined to strike during times of economic deprivation (13).

The political power of the Labour Party was also affected, partly as it was seen as backing the strike, whilst the Conservative government fought against it. The position of the latter was enhanced by the fact that the strike was easily broken, and this was quickly exploited through legislation. In 1927 Baldwin's government passed the Trade Disputes and Trade Union Act. Most importantly, this forced individuals wishing to pay into political funds of the Labour party to 'contract in' rather than 'contract out'. Other features included the banning of striking by local council workers, mass picketing made illegal, the exclusion of the Civil Service Unions from the TUC, and the outlawing of 'sympathetic strikes'. This was quite a blow economically and politically for Labour, but also for the TUC and union movement (14).

Nevertheless, the effect appeared limited and short-term. The 1929 general election saw Labour victorious, only to be thrown off course by the downswing in the economy, following the Wall Street Crash (15). Labour politicians continued to play an important role in the ruling of Britain throughout the 1930s as part of the National Government. After the Second World War, it was clearly the Conservatives who were blamed for inter-war economic and social problems, and not Labour.

How much the General Strike was a turning point in industrial relations is very debatable. Some historians believe that in 1926 Britain was on the verge of a revolution. This was unlikely as the TUC was generally moderate, and the left, including the syndicalists and Communist Party, did not have a clear strategy to convert industrial action into something more dramatic. It is probably more accurate to see the General Strike as a part of the ongoing conflict between workers and employers that had started in the nineteenth century and continued well into the twentieth (16).

The General Strike certainly had a significant economic and political impact on the individuals and groups directly involved, although this was short-term. Due to the unique and dramatic changes in the state of the economy, especially from 1929 to 1934, it is very difficult to measure the long-term effects. Overall, though, the labour movement seemed to quickly recover from the adverse effects of the strike, and by 1939 the Labour Party had clearly replaced the Liberals as the 'other' major political force in Britain (17).

splits), although more could have been made of this. It may have been better if there was some comment about the nature of divisions beyond those between the unions and the TUC.

(14) This flows on nicely from the previous paragraph, showing how the Labour Party was politically affected. The answer continues to focus on effects, with no drift toward consideration of causes or course of the dispute.

(15) The argument that the impact of the strike was relatively short-lived and limited is sustained here. Again, there is good use of contextual material, although the final comments in the paragraph are a bit one-sided.

(16) Some slight lack of focus here, although it is relevant to consider the overall significance of the General Strike relative to other events during the period.

(17) A strong finish that emphasises the extent and nature of the economic and political impact of the General Strike. Thus,

### Examiner's Assessment

This essay uses accurate, detailed and relevant evidence. It is clearly structured and coherent. It is worthy of 23 marks at Level IA (AO1a).

A major strength of the essay is that it focuses on consequences throughout with an evenly balanced analysis of economic and political factors. Its judgements, however, are more patchy in depth and there is little evaluation of linkages between issues. These elements place it at Level II with 21 marks (AO1b).

The overall total of 44 marks is a clear Grade A.

the effects are assessed, although there is no obvious judgement about the relative importance of them. Maybe more needed to be said about the plight of the miners and other workers, who seemed to suffer more than their leaders.

[Click here for a Mark Scheme that accompanies the exemplar answers provided above](#)

[Click here for further sample Questions to test your skills](#)

### Mark Scheme

Examiners use Mark Schemes to determine how best to categorise a candidate's essay and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few essays fall neatly into the mark levels indicated below: some answers will be particularly well argued but offer little supporting detail; others may be factually full but poorly organised or contain few judgements. Examiners therefore try to find the 'best fit' when applying the scheme. Each essay has a final mark based on two Assessment Objectives (AO1a and AO1b) worth 24 + 26 = 50 marks. As the standard of the two essays lies between Level 1 and Level IV, only the descriptors and marks for these levels have been tabulated below.



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	<b>AO1a Mark Scheme for Levels I, II, III and IV</b>
<b>Assessment Objectives</b>	<b>Recall, select and use historical knowledge appropriately, and communicate knowledge and understanding clearly and effectively</b>
<b>Level IA</b> <b>21–24 marks</b>	Uses a wide range of accurate, detailed and relevant evidence. Accurate and confident use of appropriate historical terminology. Answer is clearly structured and coherent; communicates accurately and legibly.
<b>Level IB</b> <b>18–20 marks</b>	Uses accurate, detailed and relevant evidence. Accurate use of a range of appropriate historical terminology. Answer is clearly structured and mostly coherent; writes accurately and legibly.
<b>Level II</b> <b>16–17 marks</b>	Uses mostly accurate, detailed and relevant evidence, which demonstrates a competent command of the topic. Generally accurate use of historical terminology. Answer is structured and mostly coherent; writing is legible and communication is generally clear.
<b>Level III</b> <b>14–15 marks</b>	Uses accurate and relevant evidence, which demonstrates some command of the topic but there may be some inaccuracy. Answer includes relevant historical terminology but this may not be extensive or always accurately used. Most of the answer is organised and structured; the answer is mostly legible and clearly communicated.
<b>Level IV</b> <b>12–13 marks</b>	There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication.



<b>AO1b Mark Scheme for Levels I, II, III and IV</b>	
<b>Assessment Objectives</b>	<b>Demonstrate an understanding of the past through explanation and analysis, arriving at substantiated judgements of key concepts and of the relationships between key features of the period studied</b>
<b>Level IA</b>  <b>24–26 marks</b>	<p>Clear and accurate understanding of key concepts relevant to analysis and to the topic.</p> <p>Clear and accurate understanding of issues in their historical context. Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected.</p> <p>The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.</p>
<b>Level IB</b>  <b>22–23 marks</b>	<p>Clear and accurate understanding of most key concepts relevant to analysis and to the topic.</p> <p>Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations.</p> <p>Clear understanding of the significance of issues in their historical context.</p> <p>Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high.</p>
<b>Level II</b>  <b>19–21 marks</b>	<p>Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic.</p> <p>Clear understanding of the significance of most relevant issues in their historical context.</p> <p>Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description.</p> <p>The analysis of factors and/or issues provides some judgements about relative importance and/or linkages.</p>
<b>Level III</b>  <b>16–18 marks</b>	<p>Some uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context.</p> <p>Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin.</p> <p>Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues.</p> <p>Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions.</p>
<b>Level IV</b>  <b>13–15 marks</b>	<p>Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory.</p> <p>Limited and patchy understanding of a few relevant issues in their historical context.</p> <p>Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis.</p> <p>Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions.</p>

### Further sample questions

1. Assess the reasons for Lloyd George's fall from power in 1922.
2. To what extent were domestic problems the **main** reason for Lloyd George's fall from power in 1922?
3. To what extent was the 1926 General Strike mainly a result of the unwillingness of employers to co-operate with the coal miners' union?
4. 'The economic consequences of the General Strike were far more significant than the political.' How far do you agree?
5. How successfully did the Labour governments of 1924 and 1929-31 fulfil their aims?
6. 'Ramsey MacDonald was a complete failure as leader of the Labour Party during this period.' How far do you agree?
7. How effectively did the National Governments of 1931–39 deal with economic problems?
8. To what extent was social change in the 1930s simply a result of the population having more money to spend?
9. To what extent were the Labour Party's internal divisions the **main** reason for its defeat in the 1951 general election?
10. How much did the social reforms of the Labour governments of 1945–51 owe to wartime reports?

### Chronology: Key Events in *Inter-War Domestic Problems 1918–51*

1918 General election victory for coalition. 'Homes for heroes' (1).

1919 Housing Acts are passed.

1920–21 Unemployment Insurance Acts are passed (the beginning of 'the dole') (2).

1922 The end of the coalition. The 'Geddes axe' (3). First radio broadcasts are made.

1924 Election of the first Labour government. Wheatley Housing Act is passed.

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- 1925 The return to the Gold Standard (4).
- 1926 The General Strike.
- 1927 Trade Disputes Act is passed.
- 1929 Election of the second Labour government. The Wall Street Crash (5).  
Local Government Act is passed (6).
- 1931 The adoption of a National Government. 'Talkies' at the cinema are introduced.
- 1934 Special Areas Act is passed (7). Unemployment Act is passed.
- 1936 Publication of the 'General Theory' by J M Keynes (8). Rowntree's second study of York.
- 1938 Holidays with Pay Act is passed.
- 1939 Britain declares war on Germany.
- 1940 Churchill becomes PM.
- 1940–41 The Blitz.
- 1942 Beveridge Report is published (9).
- 1944 Education Act is passed (10).
- 1945 Labour wins the general election.
- 1946 National Insurance Act. Industries Injuries Act. Nationalisation begins (11).
- 1948 NHS is set up.
- 1949 Nationalisation of iron and steel.
- 1951 Labour loses the general election.

(1) In the last year of the war, Lloyd George promised 'Homes Fit for Heroes', i.e. more and better housing for those who had contributed to the war effort. No action was taken until 1919, when Christopher Addison (President of the Local Government Board) was given the job of implementing housing policy. He made a brave attempt to fulfil Lloyd George's promise, but his efforts were curtailed by the economic crisis of 1922.

(2) The 1921 Unemployment Insurance Act introduced the idea of 'extended benefit', which meant money was to be given (or doled out) to the unemployed for periods, way beyond which their contributions were calculated to cover. It was a reaction to a prolonged bout of unemployment of a type never witnessed before. It was extremely costly and was held in check by a 'genuinely seeking work clause'.

(3) In August 1921 Sir Eric Geddes was appointed to lead a Committee to investigate government expenditure. He reported in February 1922, and recommended severe cutbacks in spending on social policy.

(4) The Gold Standard was a monetary tool, designed to fix exchange rates, thus providing confidence to traders and stability to the economy as a whole. Britain returned to the standard at 'pre-war parity', i.e. £1 equal to \$4.86. There were some at the time who claimed this was too high a rate and they were proved correct. It made British goods relatively expensive and industries struggled to compete in world markets. It played an important role in determining economic performance until 1931, when it was suspended.

(5) The Stock Market, located in Wall Street (New York), USA, crashed in 1929. This had serious repercussions for foreign investors, including those in Britain. It also affected the demand from the USA for British goods and services.

(6) This Act disbanded Poor Law Unions and Boards of Guardians. It effectively put an end to the Poor Law.

(7) Under this legislation a grant of £2 million was to be used to rejuvenate 'depressed' or 'special' areas. Relative to need, it was a paltry sum and the Act was not a great success. It was amended in 1937 and had a more positive impact, especially in South Wales, Scotland and the North East.

(8) John Maynard Keynes was an extremely able economist, who argued in his *General Theory of Employment, Interest and Money* that controlled increases in government expenditure could stimulate consumer demand and investment, and in turn, reduce unemployment. This was radical, as orthodox thinking emphasised the necessity to maintain balanced budgets, keeping expenditure carefully in check.

(9) William Beveridge's main aims were to defeat the five giants of Want, Disease, Ignorance, Squalour and Idleness. This could best be achieved by introducing national insurance, a national health service, education and housing reforms, and full employment.

(10) Butler's Education Act provided compulsory free education, introduced an 11+ exam for primary children, and established a tripartite system of secondary modern, grammar and technical schools.

(11) Labour's decision to nationalise Britain's major industries, inland transport, cable and wireless, and the Bank of England, was intended to create greater productivity and efficiency. Strongly opposed by the Conservatives, it was a major factor in splitting the government, restoring the Tories' morale and bringing them eventual victory in the 1951 election.

## **Teaching Activities**

Try the following with your students:

1. Choose one of the sample questions. Design a template, which includes an introduction, conclusion and the first sentences of each paragraph of a potential answer to the question. Get your students to complete each paragraph, ensuring that they fully explain and develop the opening sentence using accurate, well researched supporting 'evidence'.
2. Get students to design their own templates, as in 1 above, which they can swap with other members of the group for completion.
3. Write a model answer to one of the sample questions, but design it so that the paragraphs are out of sequence. Get students to put the paragraphs in the right order. They should be able to justify/explain their work to the rest of the group.
4. Use the same model answer and create gaps in the text by extracting key pieces of factual/supporting material. Get students to fill in the gaps using textbooks/handouts. You may need to provide some clues by using the first letters of key words/terms and parts of dates.
5. Divide your students into groups of three to four. Provide each group with a sample essay title and a plan. Each member of the group takes one or two aspects of the plan and writes a paragraph for each aspect. Once completed, the group then decides on how the paragraphs can be edited and linked to form a model answer. Completed answers can be copied and swapped with other groups. This is a good activity for mixing students with different abilities but can equally be used for differentiating.

## Resources

- P. Clarke, *Hope and Glory: Britain 1900–1990* (Penguin, 1997)  
W. Greenwood, *Love on the Dole* (Vintage, 1993)  
D. Kynaston, *Austerity Britain 1945–51* (Bloomsbury, 2007)  
K. Laybourn, *Britain on the Breadline: A Social and Political History of Britain 1918–39* (Sutton, 1999)  
K. Laybourn, *The General Strike Day by Day* (Sutton, 1999)  
R. Pearce, *Britain: Domestic Politics, 1918–39* (Hodder Arnold, 2000)  
R. Pearce, *Industrial Relations and The Economy, 1900–39* (Hodder and Stoughton, 2002)  
J. Stevenson, *British Society, 1914–45* (Penguin, 1991)  
J. Stevenson & C. Cook, *Britain in the Depression: Society and Politics, 1929–39* (Longman, 1994)  
A. Thorpe, *Britain in the 1930s* (Blackwell, 1992)

## Weblinks

- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)  
[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)  
[www.number-10.gov.uk](http://www.number-10.gov.uk)  
[http://www.bbc.co.uk/history/historic\\_figures/](http://www.bbc.co.uk/history/historic_figures/)  
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