



GCE AS/A level

1232/05



S15-1232-05

**HISTORY – HY2
UNIT 2
IN-DEPTH STUDY 5
Britain, c. 1929-1939**

P.M. WEDNESDAY, 20 May 2015

1 hour 20 minutes

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ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.
Answer **either** question 1 **or** question 2.

INFORMATION FOR CANDIDATES

The number of marks is given in square brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

You are reminded that marking will take into account the quality of written communication used in your answers.

UNIT 2**IN-DEPTH STUDY 5****Britain, c. 1929-1939**

Answer either question 1 or question 2.

QUESTION 1

Study the sources below and answer the questions that follow.

Source A

When I visited South Wales it had the feeling of a community living inside an occupied territory. Many of the shops had gone out of business, the mines had slowed down and the depression had delivered a mortal blow to the local community. The people were shabby and resentful. Groups of ragged men sat on dusty floors playing pitch-and-toss with buttons; they had no money to gamble with and nowhere to go. This was not living, this was just existing. In this climate it is no wonder that the people took to the streets to show their contempt for a government that was largely ignoring them.

[George Woodcock, a social commentator from Canada, writing in his survey on poverty in South Wales, *A View from Afar* (1935)]

Source B

Despite the depression, community life in South Wales has continued largely intact and is mainly focused on sporting and leisure activities rather than the workplace. Sporting successes have become the topic of discussion as well as what is showing at the local picture houses. Rather than destroy communities, the depression has succeeded in bringing communities together in the face of hardship and decline.

[From a report in *The Times*, an establishment supporting newspaper, commenting on the effects of the depression in Wales (1936)]

Source C

The Means Test bloke arrived with a van to take the best of our furniture. How I hated him with his smart clothes and the smirk on his face. I watched as he walked over to two large brass lions standing either side of the hearth, telling my mother they had to take them. It didn't matter to him that they had belonged to her grandmother, long since dead. The poor weren't allowed sentiment. We had very little left by the time he left.

[Kenneth Maher, recalling his days as a child in London, in his autobiography, *The Worst of Times* (1975)]

Source D

Given the lack of money and resources available to the Government at the time, administering the means test was in itself a real achievement, in a necessary battle to combat over-spending. It is true, in some areas the means test was applied in an insensitive manner, but for the most part people accepted the principle that what little money there was should be given to those in genuine need. There were very few assaults on means test administrators and, for the most part, people accepted the situation as a necessary step to combat the depression.

[R.M. Hutt, an academic historian and specialist in social history, writing in his A level text book, *Social Recovery and Britain* (1980)]

Source E

Today, Oswald Mosley is the most formidable mob orator in Great Britain. He is the only politician with the exception of the Prime Minister who can attract large audiences. 'Mosley is coming' announce the posters and that is enough to fill the largest halls. His speeches are designed to aggravate and inflame the general unhappiness of the people. He blames the bankers and crafty politicians and in doing so gives his audience something to hate. Unhappily, hatred is a very powerful recruiting agent.

[Robert Bernays, a National Liberal MP, speaking in the House of Commons (1936)]

Source F



AND THEY SAY THERE'S PRACTICALLY NO OPPOSITION!

[A satirical cartoon by David Low printed in the *Evening Standard*. It shows members of the newly formed National Government confronting an opposition made up of serious problems (1931)]

- (a) What does the author of Source A mean by the phrase 'In this climate it is no wonder that the people took to the streets'? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant were the effects of the depression on life in Britain in this period? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the Means Test was widely accepted? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources A, E and F in understanding Britain 1929-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

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QUESTION 2

Study the sources below and answer the questions that follow.

Source A

We tried to live an honest life, we really tried, but the Government were making honest people dishonest because of recently introduced financial rules. The trouble was that my brother could not be seen to be living in our house because he was not supposed to be living there. My mother did not like what we were doing but it was the only way we could survive because the Government had no interest in helping us. They only wanted to save money.

[Beatrice Wood, the wife of an unemployed miner in the 1930s, recalling her life in a BBC interview (1955)]

Source B

It was clear that any assistance was to be kept to the bare minimum – the smallest of sums that would keep the unemployed from dying or becoming unduly troublesome. Relatives, as far as possible, were to bear the cost of maintaining them in order to save the pockets of the taxpayers. Behind this lay the belief that unemployment was somehow the fault of the individual and deterrence had to be put in place. An attempt was being made to persuade relatives to help deter them from being unemployed, because they were going to be made to contribute to their support.

[G.D.H. Cole, an academic historian specialising in the social history of Britain, writing in his general history book, *The Condition of Britain* (1950)]

Source C

When I went to live in Wales I could see for myself how being unemployed belittled and degraded people. Men would stand idly on street corners, not knowing what to do with themselves and people were starving. Streets would be deserted, no noise of workers trampling home from their daily shifts, no clanging of pots and pans as wives prepared food for their families. It was a desolate scene, with little sign of life.

[Mrs Dora Cox recalling her life in the South Wales Valleys in the 1930s, in a television interview for the BBC (1985)]

Source D

Wales during the 1930s is often painted as a wretched place to live but our common sense tells us that it could not possibly have been like this for every person or every part of Britain. By the end of the 1930s there were more radios per head of population in Cardiff than in Slough, more cars than in Luton, and if one studies the local press reports of the time it appears that life during this period was really not that bad at all for many.

[Deian Hopkin, an academic historian and specialist in Welsh history, writing in a short article in a specialist book, *Wales Between The Wars* (1988)]

Source E

A few hours ago I discharged my last duty as King. You all know the reasons which have impelled me to renounce the throne. But I want you to understand that in making up my mind I did not forget the country or the Empire which, as Prince of Wales and lately as King, I have tried to serve. But you must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the support of the woman I love.

[The former King Edward VIII, speaking in a live BBC radio broadcast to the nation (1936)]

Source F



[A cartoon from the *Morning Post*, a conservative supporting newspaper, published in 1936.]

- (a) What does the author of Source A mean by the phrase, 'the Government were making honest people dishonest because of the recently introduced financial rules'? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant was the effect of Government regulation on the lives of the people of Britain in this period? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the 1930s in Britain was a period of relative prosperity? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources A, E and F in understanding Britain 1929-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

END OF PAPER