

473/05

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

P.M. FRIDAY, 12 January 2007

(1 hour 30 minutes)

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **one** question in Section A and **one** question in Section B.

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 or 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 3
IN-DEPTH STUDY 5
BRITAIN, c. 1929-1939

Answer one question in Section A and one question in Section B.

SECTION A

Answer one question.

1. Political change, 1929-1939.

Study the source below carefully, and then answer the questions based upon it.

5 ‘As a result of the split in 1931 the Labour Party as we now stand comprises in the majority new and undisciplined members who would expect any future Labour Government to do all sorts of impossible things. There would be two courses open to us. We might use the opportunity for a demonstration and introduce some bold socialist measures, knowing, of course, that we would be defeated in any vote in the House. Then we could go the country and show them what we could do if we had a socialist majority. This is the course advocated by the extreme wing of the party, but it is not a course of action which is suitable for reasonable people to follow. I urge that we go to the people with measures that we are likely to be able to carry out. We must show the country that we are not under the domination of wild men.’

[Phillip Snowden, a former Labour Minister, in an extract from his memoirs,
An Autobiography (1934)]

- (a) Explain **briefly** the meaning of the phrase ‘the split in 1931’ (line 1). [4]
- (b) What does the source suggest about the Labour Party in 1934? [8]
- (c) How useful is the source to an understanding of political change from 1929-1939? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source).

2. Economic and social change, 1929-1939.

Study the source below carefully, and then answer the questions based upon it.

‘The unemployed man must register twice a week at the Exchange and draw his money there on Fridays. Each Friday he will have a sickening anxiety in case the clerk tells him that he is to be sent to the Court of Referees. Then he will spend a few days of dread lest his benefits should be stopped and he and his family be cast on to the poor law and have to do task work for his money,
5 and take home less money to his family for doing it.

The visits to the Exchange, at most take up part of two half days in the week. For the rest, some men stand aimlessly on the Market Square or at the street corners, content apparently with a passive animal existence, or with the hours-long observation of passers-by, varied by the occasional whiff at a cigarette. Others work on allotments or gardens, tend fowl or pigs, or do
10 carpentry in their backyard or kitchen, making sideboards or such things. Their wives cook and tend the children in a restricted space around the fireplace uncomplaining because they realise the necessity of providing some occupation for their husbands in order to keep them even moderately content.’

[Hilda Jennings, writing a personal account of life in South Wales, in her book, *Brynmawr* (1934)]

- (a) Explain **briefly** the meaning of the phrase “the Exchange” (line 1). [4]
- (b) What does the source suggest about the effects of the depression? [8]
- (c) How useful is the source to an understanding of economic and social change in Britain 1929-1939? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

SECTION B

Answer one question.

3. Cultural and Technological change, 1929-1939.

Study the sources below carefully, and then answer the questions based upon them.

Source A

‘The reason for the decline in Britain is that women have been allowed to forget their roles as wives and mothers. We cannot risk further decline by granting women equality in work and education.’

[James Douglas, editor of the *Sunday Express*, a traditional right wing newspaper, in an editorial comment (1932)]

Source B

‘There were six and a half million women in work in 1931 and it led to a reduction in family size and thus solved many of the problems of the depression. It also developed Britain as a society as men and women got involved in each others’ lives – housework, home improvement, shopping, cinema-going, excursions and nights out.’

[John Stevenson, an historian specialising in social and economic history, in his general history book, *British Society 1914-1945* (1984)]

Source C

‘We went to bed much earlier than children do today, about half past seven. You listened to what your elders told you, you never thought of arguing and saying, “I don’t want to go to bed”. There was never time for anything except school, home, eating, homework, bed.’

[George Hollow recalling his life as a child in the 1930s, in an interview for a television documentary for the BBC (1985)]

Source D

‘In the twenty years following the Great War, the street and public house was the main scope for recreation outside the house. On fine days the whole family would sit outside or on the pavement. It was difficult however, as families would often quarrel with other families, the rougher children “ran the streets”, and rival gangs would fight very often.’

[Winifred Gill, a social researcher and writer, in her social survey *Broadcasting in everyday life* (1939)]

Source E

[A photograph showing young women celebrating voting for the first time in 1929]

- (a) Compare Sources A and B. How do the two sources give contrasting views about women in this period? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying life in the 1930s? [16]
- (c) How useful are the sources for an understanding of cultural and technological change from 1929-1939? [24]
(*You are advised to use in your answer relevant background knowledge as well as information derived from the sources.*)

4. Foreign Policy 1929-1939.

Study the sources below carefully, and then answer the questions based upon them.

Source A

‘My good friends, this is the second time in our history that there has come back from Germany to Downing Street peace with honour. I believe it is peace for our time. We thank you from the bottom of our hearts. And now I recommend you to go home and sleep quietly in your beds.’

[Neville Chamberlain, in a speech to cheering crowds outside No 10 Downing Street on his return from Munich, (September 30th 1938)]

Source B

‘All is over. Silent, mournful, abandoned, broken, Czechoslovakia recedes into the darkness. We have been reduced from a position of safety and power, power to do good, into the sorry state in which we now stand as a result of our actions.’

[Winston Churchill, a prominent anti-appeaser, in a speech in the House of Commons on the Munich agreement (October 5th 1938)]

Source C

‘It was clear by now that Britain and France should take a firmer line with Germany. Before 1939 Germany was not ready for war and she had no allies. Hitler would have had to capitulate and the corner-stone of the great prestige that he built up in the minds of his fellow country men would not have been laid.’

[Duff Cooper, a Government minister who resigned in protest against the appeasement policies, in his autobiography, *Old Men Forget* (1954)]

Source D

‘Chamberlain was quite right to seek to avoid war and to try to appease Hitler. There was simply nothing Britain could do to help Hitler’s victims.’

[John Charmley, an academic historian, specialising in British foreign policy, writing in *Chamberlain and the lost peace* (1989)]

Source E



[A satirical cartoon by David Low, published in the *Evening Standard* newspaper (June 1939)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views about the Munich Conference? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying British foreign policy in the 1930s? [16]
- (c) How useful are the sources for an understanding of British foreign policy, 1929-1939? (You are advised to use in your answer relevant background knowledge as well as information derived from the source.) [24]