

473/05

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

P.M. WEDNESDAY, 6 June 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 and quotations used in the 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. Economic and social change, 1929-1939.

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

5 ‘I used to go every Saturday morning to the magistrates court in Pontypool, South Wales, where I listened to the most extraordinary cases. Man after man would shuffle into the dock, to hear the charge – “Stealing a quantity of coal to the value of one shilling”. The “criminal” was an unemployed miner who had gone to a railway siding where hundreds of rusting trucks were standing, piled high with coal for which there was no market. He had taken a quantity of coal, and was running home with it, to light a fire in his empty grate for his wife and children, when he had been arrested. Ridiculous fines would be imposed on these unhappy men, which of course they could not pay because of the effects of the means testing. In default they trooped off to Cardiff prison week after week. It was in revolt against this state of things that I turned to Fascism, which 10 was to me, as to many others, basically an economic belief.’

[Jeffrey Hamm, a leading member of the British Union of Fascists, writing in his autobiography, *Action Replay* (1983)]

- (a) Explain **briefly** the meaning of the phrase ‘means testing’ (line 8). [4]
- (b) What does the source suggest about the economy of South Wales? [8]
- (c) How useful is the source to an understanding of economic and social change, 1929-1939? [20]

(You are advised to use in your answer relevant background information as well as information derived from the source.)

2. Cultural and Technological change, 1929-1939.

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

‘There was, first, old England, the country of cathedrals and manor houses and inns, of parson and squire; guide books and quaint highways and byways. We all know this England, which at its best cannot be improved upon in this world. Then I decided, there is the industrial England of coal, iron, steel, cotton, wool, railways, of thousands of rows of little houses all alike, and devastated
 5 countryside, sooty, dismal little towns, and still sootier grim fortress - like cities. Once the owners had accumulated a tidy fortune through their factories they could slip out of this mucky England of their making. The third England, I concluded, was the new post-war England, belonging far more to the age itself than to the particular island. America, I suppose, was its real birth place. This is the
 10 England of arterial and by-pass roads, of filling stations and factories that look like exhibition buildings, of giant new cinemas and dance halls and cafes, bungalows with tiny garages, cocktail bars, Woolworth's, motor coaches, wireless and hiking, factory girls looking like actresses, greyhound racing and dirt tracks, swimming pools and everything given away for cigarette coupons.’

[J.B. Priestly, an author and social commentator who toured England in the 1930s, in his book, *An English Journey* (1934)]

- (a) Explain **briefly** the meaning of the phrase ‘factory girls looking like actresses’ (line 11). [4]
- (b) What does the source suggest about England in this period? [8]
- (c) How useful is the source to an understanding of cultural and technological change in Britain 1929-1939? [20]
(You are advised to use in your answer relevant background information as well as information derived from the source.)

SECTION B

Answer one question.

3. Political change, 1929-1939.

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

Source A

‘It seemed quite certain that MacDonald intended to resign, and Stanley Baldwin returned from a meeting with MacDonald at Downing Street on the 23rd convinced that he himself would have to form a new Government.’

[From J.C. Davidson, a prominent Conservative minister and MP,
writing in his diary (August 23rd 1931)]

Source B

‘Following his two hour meeting with the King, Ramsay MacDonald, the Labour Prime Minister has again taken the reigns of office and will once more serve as British Prime Minister of the newly formed National Government.’

[From a newspaper report in *The Times*, on the appointment of MacDonald
as new Prime Minister (August 25th 1931)]

Source C

‘I marched with the anti-Fascists. The police were there in force to keep us apart from the Blackshirts who ran alongside us shouting. “We gonna get rid of the Jews.” I was glad the police were there. A week before, the Blackshirts had thrown a Jewish baby through a plate glass window.’

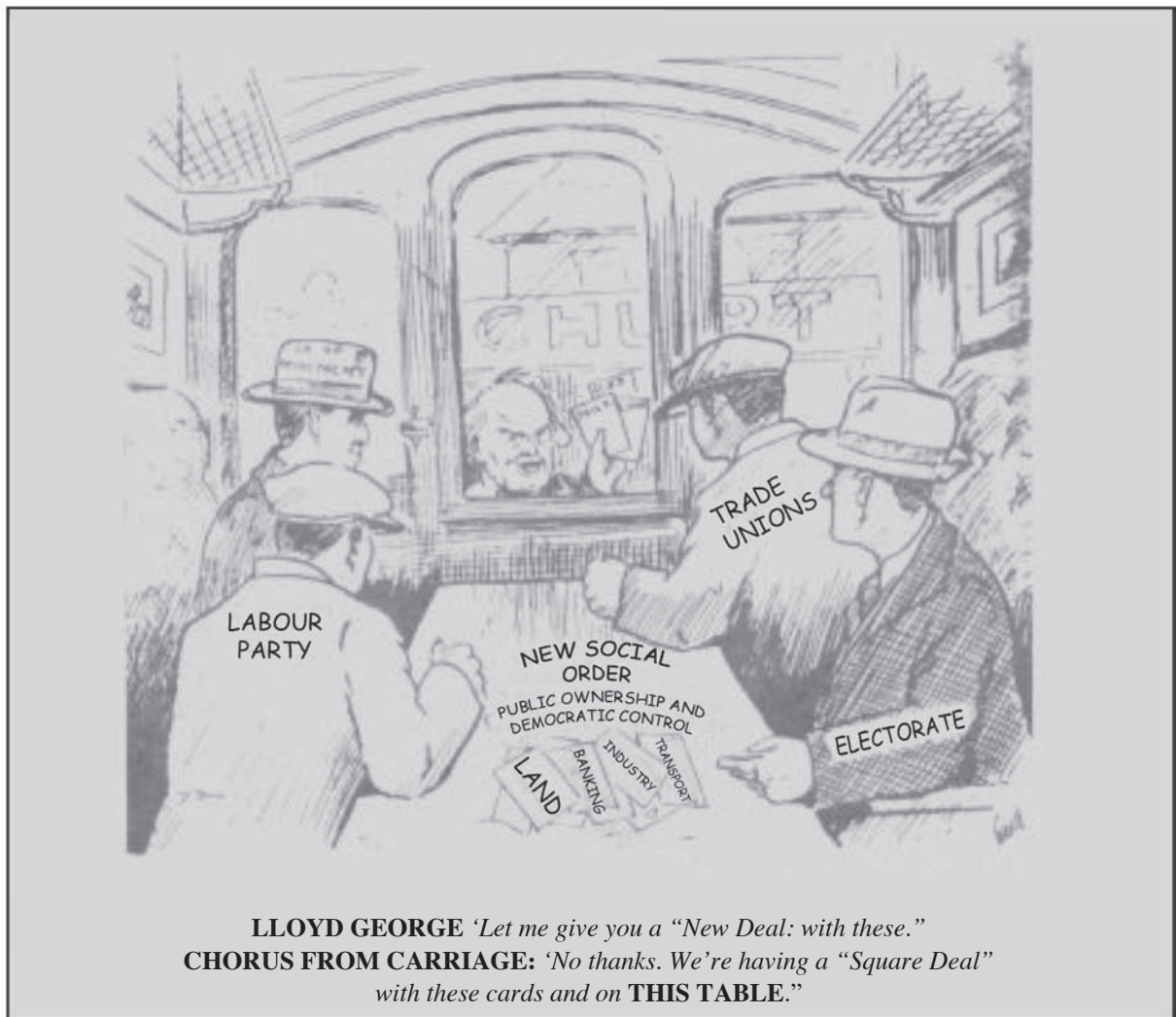
[Gladys Gibson, an investigator for the Unemployment Assistance Board in the 1930s,
in an interview for a book of recollections, *The Worst of Times* (1985)]

Source D

‘Fascism is a factor of immense value in our national affairs. A crusading spirit has come back to British politics. The new age requires new methods and new men, and a gigantic revival of national strength is upon us.’

[Viscount Rothermere, a Fascist sympathizer, in an article in
The Daily Mail, entitled “Hurrah for the Blackshirts” (January 1934)]

Source E



[A satirical cartoon from *The Record*, a trade union supporting journal (1935)]

- (a) Compare Sources A and B. How do Sources A and B give contrasting views about MacDonald's position in 1931? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the fascist movement in Britain? [16]
- (c) How useful are the sources to an understanding of political change, 1929-1939? [24]
 (You are advised to use in your answer relevant background information 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

‘We are living through the blackest days in recent times and Britain has lost much of its good name abroad. The French and the Italians have lost faith in us - they don’t believe in us and they don’t believe that we have the economic means to safeguard Europe.’

[From Sir Maurice Hankey, Secretary to the Cabinet, writing in his diary
(September 1931)]

Source B

‘We need not worry about a war - war is a distant image - we are committed to co-operation with our European allies to seek conciliation where confrontation once ruled. France, Italy and Britain are united in our belief in each other’s resolve.’

[Stanley Baldwin, the British Prime Minister, in an election address in 1935]

Source C

‘When Chamberlain said “peace in our time” it grated harshly on the ear. But when all has been said and done, the country was united and convinced that every effort had been made to secure peace. And that was the best thing Chamberlain did.’

[Lord Halifax, the British Foreign Secretary 1937-40, in his memoirs, *The Fullness of Days* (1957)]

Source D

‘The Munich Conference was regarded as a triumph rather than a defeat. President Roosevelt sent Chamberlain a telegram with the simple, words “good man.”

[Alan Farmer, an academic historian specialising in foreign affairs,
in his book, *Britain: Foreign and Imperial Affairs 1919-1939* (1992)]

Source E

[A cartoon from the satirical magazine *Punch*, commenting on the country's gratitude to Neville Chamberlain (1938)]

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