



**General Certificate of Education
Advanced Subsidiary/Advanced**

473/05

**HISTORY – HI3
UNIT 3
IN-DEPTH STUDY 5
BRITAIN, c. 1929-1939**

P.M. FRIDAY, 11 January 2008
(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. British Foreign Policy, 1929-1939.

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

5 ‘When the House met last Wednesday, we were all under the shadow of a great and imminent menace. War, in a form more stark and terrible than ever before, seemed to be staring us in the face. Before I sat down, a message had come which gave us new hope that peace might yet be saved, and today, only a few days later, we all meet in joy and thankfulness that the prayers of millions have been answered, and a cloud has been lifted from our hearts. My main purpose has been to work for the pacification of Europe and to remove the poison of suspicion from the air. The path which leads to appeasement is long and full of obstacles. The question of Czechoslovakia is the latest and perhaps most dangerous. Now that we have got past it, I feel that it may be possible to make further progress along the road to sanity.’

[Neville Chamberlain, British Prime Minister, in a speech to the House of Commons (October 1938)]

- (a) Explain **briefly** the meaning of the phrase ‘The question of Czechoslovakia’ (line 7). [4]
- (b) What does the source suggest about Britain’s appeasement policy? [8]
- (c) How useful is the source to an understanding of British foreign policy, 1929-1939? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source).

2. Political change, 1929-1939.

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

‘The country awakens this morning to find Mr MacDonald still Prime Minister, with the prospect of a small Cabinet, representative of all three parties, forming the new Government. The former Cabinet resigned yesterday afternoon, and a statement issued last night announced that considerable progress had been made towards settling the composition of its successor, which
5 would be a government of co-operation formed with the specific purposes of carrying through a very large reduction in expenditure and raising funds required to balance the budget. All concerned are to be congratulated on this result. The Prime Minister and his colleagues who have followed him deserve in particular, unqualified credit, both for the manner in which they took their political
10 decision to translate courage in the cabinet into courage in the country. Their readiness and honour adds enormously to the prospect of success.’

[From an editorial comment in *The Times*, an establishment newspaper (August 1931)]

- (a) Explain **briefly** the meaning of the phrase “the new Government” (line 2). [4]
- (b) What does the source suggest about the political situation in Britain in 1931? [8]
- (c) How useful is the source to an understanding of political change 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

‘Going to the cinema was never a universal pastime – a significant number of older married men resisted the lure of the cinema in favour of the more traditional masculine pursuits of drinking, gambling and sport. There was also a substantial number of working-class women who could not find the time or the money to visit the cinema.’

[Sue Bowden, an academic historian, writing in her general history book, *Twentieth Century Britain* (1994)]

Source B

‘The cinema is a very popular pastime. It meets the desire for new experiences and a glimpse of other worlds away from the present environment. It does not surprise me that the cinema remained universally popular during the severest seasons of the depression.’

[E W Bakke, an American social investigator, who spent six weeks investigating poverty in London, writing in his social survey, *The Unemployed Man* (1933)]

Source C

‘At home we spoke Welsh, of course, but outside the village we had to have English. Because of the cinema and radio we heard English all the time but in chapel and at home it was Welsh all the time. We lived in two different worlds. The only place we used both languages at the same time was in the pub or club.’

[John Davies, an ex-miner from the Rhondda, recalling his life in the 1930s, in a television interview for the BBC (1998)]

Source D

‘The factors promoting the anglicization of Wales in the thirties were much the same as they had always been. English was the language of business and commerce, of learning and the arts. Welshmen who wanted to “get on” had to adopt the predominant language.’

[K O Morgan, an academic historian specializing in the history of Wales, writing in his general history book, *Wales - Rebirth of a Nation 1880-1980* (1981)]

Source E

[An advertisement poster for smoking which appeared in London (1938)]

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

4. Economic and Social change 1929-1939.

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

Source A

‘It was impossible not to be struck by the physical decline of modern England. What a set they looked. Puny limbs, sickly faces, hardly a well-built man or a decent looking woman, not a fresh complexion anywhere. Where have all the healthy people gone?’

[George Orwell, an author and social commentator, describes a crowd in Sheffield in his book, *The Road to Wigan Pier* (1937)]

Source B

‘There has been a gradual improvement in the health of the people. The national diet has improved and as a result there has been a corresponding improvement in the nation’s health.’

[John Boyd Orr, one of the first official investigators of diet and lifestyle, in his publication, *Food, Health and Income* (1937)]

Source C

‘Government action is not working. We must set up immediately an Economic Council with the sole purpose of co-ordinating government policies in the area of industrial organisation, finance and foreign trade. This will lead to full employment if it is implemented and administered in the right way.’

[Harold MacMillan, a backbench Conservative M.P from Stockton, a constituency where the shipbuilding industry had collapsed, writing in his political pamphlet, *The Middle Way* (1938)]

Source D

‘The cause of the economic problems lay outside Britain, principally in the general reliance on American loans and American prosperity. When the Wall Street Crash happened there was simply nothing the Government could do but ride out the storm.’

[A J P Taylor, an academic historian, writing in a general history book, *English History 1914-1945* (1965)]

Source E

[A photograph of the Jarrow Marchers, as they made their way to London (1936)]

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