



GCE AS/A level

473/05

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

P.M. MONDAY, 2 June 2008

1½ hours

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. Foreign Policy, 1929-1939.

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

5 “I went this morning for a walk with my historian friend Mr Arthur Toynbee. The others present were leading newspaper editors, politicians, bankers and academics who were socialising with us at the country estate of Lord and Lady Astor. Toynbee had just returned from a visit to Germany where he had a lengthy interview with Hitler. Toynbee is convinced, as we are, that Hitler desires peace in Europe. I have asked Toynbee to put his words down in an official paper to Stanley Baldwin and the Foreign Secretary first thing in the morning. We are trying to secure that Stanley Baldwin should have his mind made up on the Rhineland issue, and that he accepts Hitler at face value. We all want Stanley’s mind firmly made up before he enters the Cabinet where he will encounter all sorts of contradictory advice, which we do not desire him to follow.”

[Thomas Jones, a close friend and advisor to Prime Minister Stanley Baldwin,
writing in a diary extract (1936)]

- (a) Explain **briefly** the meaning of the phrase “the Rhineland issue” (line 7). [4]
- (b) What does the source suggest about how British foreign policy was formed in this period? [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 decision of the nation four years ago to put its trust in a National Government, formed from various parties in the state, was a turning point in the history of Britain and has been a profound influence upon the course of international events. Under this leadership we have emerged from the depths of depression to a condition of steadily returning prosperity, and the name ‘Britain’ stands
5 high in the councils of the world. The Opposition, on the other hand, offers nothing but a collapse of confidence. Changes will only happen if the country can rely on a period in which stability will be assured and confidence remains undisturbed. In foreign affairs, the influence of Britain could not be maintained under an Administration drawn from the Opposition Party whose leaders of
10 experience no longer co-operate, and which is hopelessly divided on the most important points. It is important therefore that the Government should be united and should be representative of the spirit of national co-operation which will best secure the confidence and respect of the world.”

[From a Joint Manifesto written by the leaders of the National Government, titled “*A Call to Arms*”, issued ahead of the General Election (1935)]

- (a) Explain **briefly** the meaning of the phrase “the Opposition Party” (line 8). [4]
- (b) What does the source suggest about the election of 1935? [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 answer the questions based upon them.

Source A

“We don’t waste any of our money but still we can’t manage. There’s no enjoyment comes out of our money - no pictures, no papers, no sport. Everything is patched and mended in our house. I haven’t had a holiday in thirteen years and my husband’s never been to a football match.”

[Muriel Smith, the wife of an unemployed worker from Sheffield, speaking in a radio interview for the BBC (1935)]

Source B

“The 1930s was a period when all Britons were able to expand their experiences and begin to live. The BBC gave people radio and then television, and by 1939 there were 80,000 television sets in London alone. The number of people going on holidays increased immensely – hotels and boarding houses, fish and chip shops, ice-cream stands, fairgrounds, dancehalls and shops all expanded. The holiday camps flourished, the most famous being Butlin’s in Skegness.”

[Josh Brooman, an historian, writing in his GCSE history text book, *People in change* (1994)]

Source C

“We introduce ourselves and our new weekly magazine for the modern young wife who loves her home. *Woman’s Own* will be a paper with a purpose - it will make every girl worth her salt want to be the best housewife ever - and then some more.”

[From *Woman’s Own*, a popular woman’s magazine, in its first front page story (15th October, 1932)]

Source D

“Unemployment causes more suffering to women than anyone else. On them lies the whole burden of home management, the feeding and clothing of children, the cheering of the man, the careful spending of the unemployment benefit - these are the major tasks of an unemployed home and it is to the woman they fall.”

[From the Annual Report of the Welsh Council for Social Services, a committee that reported on social conditions in Wales (1937)]

Source E



[A film poster advertising one of the most popular films shown in the cinema during 1937]

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

4. Economic and social change, 1929-1939.

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

Source A

“For most of the 1930s unemployment was a regional problem, which affected the general mass of public opinion only occasionally. People saw the unemployed when they took part in hunger marches - it was their only evidence of conditions in the special areas. People had no idea about the depressed regions of Britain.”

[John Stevenson, an academic historian specialising in economic and social history, writing in *Britain in the Depression, 1929-1939* (1977)]

Source B

“The people of Britain stand firm in their belief that the suffering and hardship endured by the people must come to an end. The vast majority of the people of Britain are appalled by the scenes of poverty, unemployment and hardship which prevail in society. It is a blight on all that is decent and acceptable and we call on Government action before the people rise up in the name of equality.”

[From the Communist Party manifesto, published for the General Election campaign of 1935]

Source C

“The country faces the grim spectacle of two million workless, with an army of well over a million and a half people on the Poor Law, and with the deepening tragedy of the distressed areas. The Government has robbed the unemployed of benefit and subjected them to a harsh and cruel household means test.”

[Clement Attlee, a leading Labour M.P., in a speech to a public meeting (1934)]

Source D

“In reality, by 1935 the economy was in good order, despite the decline in some of the older staple industries. By 1937 the record of economic and social recovery was considerable and these years witnessed the largest and most sustained growth in the whole of the inter-war period.”

[D.H. Alcroft, an historian specialising in economic history, writing in his book *The British Economy between the wars* (1983)]

Source E

[A photograph of women employed in making radio sets (1936)]

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