



GCE AS/A level

1232/05

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

A.M. THURSDAY, 20 January 2011

1½ hours

1232
05/001

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or ball-point pen.

Answer **one** question.

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 one question.

1. *Study the sources below and answer the questions that follow.*

Source A

‘South Wales has seen a rise in disease, malnutrition and general poverty associated with a severe and prolonged economic and social decline. The area has again seen a continued epidemic of scarlet fever, the majority of the cases being of the most severe type and complications were common. The general lack of resistance to attack and the severity of the symptoms were, in my opinion, due to general malnutrition among the children, the result of the unfortunate economic conditions throughout South Wales.’

[Dr J H Rankin, the medical officer for South Wales, writing in the annual Health Report to the local council of Gelligaer (1933)]

Source B

‘By 1939 not only had there been a significant increase in real incomes and real wages but, partly as a result of the improvement and the extension of community services, the nation was generally better fed and clothed, and was housed in better conditions than those which existed earlier in the century. There was an improvement in the national health and physical well-being of the population. Death rates declined, children were, on average, fitter and healthier than their parents, and the worst forms of malnutrition and diseases had all but disappeared.’

[D H Aldcroft, an academic historian and specialist in economic history, writing in his general history book, *The Inter-war Years 1919-1939* (1970)]

Source C

‘How long is London going to be subjected to the indignity of having its police forces mobilised to deal with the Communists marching like hooligans? Ninety per cent of the marchers are mere pawns in a Communist game directed by their masters in Moscow. The abolition of the Means Test is nothing more than an excuse to cause incalculable damage in an hour or two of mob excitement, which is bound to result in bloodshed.’

[An editorial in the *Daily Telegraph*, a conservative newspaper generally supportive of the establishment and government policies (1932)]

Source D

‘The march throughout the Metropolitan Police district was well organised and the men well disciplined. The general public were sympathetic and generous, and the demonstration was kept free from any political propaganda. We saw no sign of Communist or Fascist trouble-makers. During the marchers’ stay in London their conduct was exemplary and no incident occurred necessitating police action.’

[A secret Special Branch police report about the Jarrow march, written for the Home Secretary (1936)]

Source E

‘If only he had work. Just imagine what it would be like. On the whole, my husband has worked about one year out of twelve and a half. His face was lovely when I married him, but now he’s skin and bones. When I married him he was robust and had a good job earning eight to ten pounds as a ship builder in Cardiff. He fell out of work about four months after we married, so I’ve hardly known what a week’s wage was. Through all the struggling I’ve still not lost my respectability. We don’t waste nothing but there’s no enjoyment comes out of our money – no pictures, no papers, no sport. Everything’s patched and mended in our house.’

[Mrs Pallas, a woman from South Wales commenting on her life in a BBC Radio interview (1934)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the term “Means Test”. [4]
- (b) Study Sources A and E. Use these sources **and your own knowledge** to explain the significance of unemployment. [8]
- (c) Compare Sources C and D. How reliable are Sources C and D in explaining the conduct of protestors? [16]
- (d) Study Sources A and B. How far does Source A support or contradict the interpretation of Britain during the depression given in Source B? [20]
- (e) How useful are these sources in understanding Britain 1929-1939? [32]

(You are advised to use in your answer relevant background knowledge from the depth study, as well as information derived from the sources and the attributions.)

2. Study the sources below and answer the questions which follow.

Source A

‘Arthur Henderson, who knew less of finance than he did of economics, insisted that cuts in unemployment benefit, whatever the circumstances, would be regarded as a betrayal of trust by Labour voters. The unemployed were “their people”. Instead he called for the government to resign : if reductions in the standard of living of the unemployed were necessary, other parties and not Labour should impose them.’

[Robert Pearce, an academic historian and specialist in British history, writing in his A-level student text book, *Britain: Domestic Politics 1918-1939* (1992)]

Source B

‘In the formation of the National Government no attempt was made by the King to ask the views of the great bulk of the Labour Party who transferred their support from MacDonalld to Arthur Henderson. It appears the impetus to form this peculiar form of a new administration came wholly from the King. All were expecting a Baldwin administration so it is not unreasonable to call Mr MacDonalld’s appearance at the head of a National Government nothing less than a Palace Revolution.’

[Harold Laski, a member of the Labour Government of 1929-1931, writing in his book of recollections, *Parliamentary Government* (1938)]

Source C

‘MacDonalld, faced with a split in his government over the cuts proposed in the May Report, left his Cabinet colleagues to go to Buckingham Palace with the intention, as they understood it, of resigning. The King’s Secretary, Sir Clive Wigram spoke of him arriving ‘scared and unbalanced’. Instead MacDonalld returned from the Palace to tell his colleagues that he had undertaken, supported by Baldwin and Samuel, to lead a National Government.’

[Harry Boardman, a political historian, writing in a history of Parliament, *The Glory of Parliament* (1960)]

Source D

‘There was not the slightest mention in any of the newsreels of the hunger marchers or of the tremendous London demonstrations. I have been looking out for them in London cinemas but cannot find a trace and I suppose the same is true of all the provincial cinemas. The distortion and the suppression of the newsreels goes on in order to mould public opinion along lines favourable to the capitalists and suppress working-class action. Hunger marchers being subjected to baton charges by the police is not considered newsworthy but trivial matters concerning the royal family are.’

[From a report in *The Daily Worker*, a newspaper with communist sympathies, known for its support for the workers and hunger marchers (1932)]

Source E

‘The newsreels of the time succeeded in educating the people of Britain that things were not as they should be in these once proud islands. Scenes of destitution, hardship, poverty, hunger and the sheer frustration of the workers as depicted in the hunger marches, did their part in encouraging changing attitudes towards the social evils which blighted the land. The thirties was a time of social and political awakening, and this was due in no small measure to the appeal of the cinema and the social conscience shown by filmmakers and documentary makers of the time.’

[Cyril Hawthorne, an historian and specialist in film history, writing in his specialist history book, *A half-century of Film* (1968)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the term ‘the May Report’. [4]
- (b) Study Sources B and C. Use these sources **and your own knowledge** to explain the significance of the formation of the National Government in 1931. [8]
- (c) Study Sources A and B. How reliable are Sources A and B in explaining the political crisis of 1931? [16]
- (d) Study Sources D and E. How far does Source D support or contradict the interpretation of the role of the cinema given in Source E? [20]
- (e) How useful are these sources in understanding Britain, 1929-1939? [32]

(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions).