



GCE AS/A level

1232/05

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

A.M. TUESDAY, 22 January 2013

1½ hours

1232
05/0001

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or black 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

‘One day in 1934 I decided to take a bus and visit the Rhondda area. It was the worst of times in the Rhondda since most of the mines were not working and it had the feel of a dismal occupied territory. Many of the shops had gone out of business and the people were shabby and resentful. Groups of ragged men hung about the street playing pitch and toss with buttons because they had no halfpennies.’

[George Woodcock, a left-wing political commentator, writing in his book on political history, *The Crystal Spirit* (1966)]

Source B

‘The combination of an increasing number of people having paid holidays, falling prices and rising standards of living has led to many regions prospering. Millions are being spent in seaside resorts, with promenades and seafronts being extended and entertainment facilities being built. Rhyl in North Wales has already acquired a new theatre, three cinemas, an open air swimming pool and a bowls pavilion.’

[From an official government report on the effects of the depression on the seaside towns of North Wales (1937)]

Source C

‘There is a strong link between poverty and crime because of the shortage of reliable employment for men in the area. Many men are on the look-out for any opportunities to earn extra money by hook or by crook. Theft, being a bookies runner, acting as lookout, doing favours for friends, storing stolen goods and stealing seem to be the main employment in many areas. Crime is now a career choice, forced upon many by the mere desire to survive. It is the career choice of many.’

[From an editorial comment in the *Daily Mail*, a right-wing newspaper, calling for the need for tougher criminal punishments (1934)]

Source D

‘Despite the violence of the British Union of Fascists and the frequent clashes between police and hunger marchers, Britain for the most part remained an ordered, cultured society that set itself apart from the rowdiness associated with other parts of Europe. Crime rates, especially murder rates, decreased rapidly during the 1930s and there is no compelling evidence that poverty led to increased theft and robbery. For the most part, although petty crime was a nuisance, there was no mass decrease in law and order.’

[Martin Pugh, an historian and specialist in British history, writing in his general history book, *We danced all night - Britain between the Wars* (2009)]

Source E

‘My generation learned how to be adults from films. You learned how to smoke from films. You learned how to hold a cigarette and play it cool. In a sense everything we learned about adult behaviour came from films.’

[Denis Norden, a writer and broadcaster, recalling his life as a child in London, in his autobiography, *Clips from a Life* (2007)]

- (a) Study Source D. Use the source **and your own knowledge** to explain the meaning of the phrase “British Union of Fascists”. [4]
- (b) Study Sources B and E. Use these sources **and your own knowledge** to explain the importance of leisure and entertainment during the 1930s. [8]
- (c) Study Sources A and B. How reliable are these sources in explaining regional differences in the 1930s? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of law and order seen in Source D? [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 in-depth study, as well as information derived from the sources and the attributions.)

Source D: Published by the Bodley Head. Reprinted by permission of the Random House Group Ltd.

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

Source A

‘Sunday has become a day not unlike Saturday. People drive their Austins to the beach where they thoroughly enjoy their religious ‘day of rest’ and others venture out to watch the cricket or enjoy a pint or three in the local pub. Now the cinema has been allowed to open on a Sunday, it too, has become a popular haunt, a place people can go to learn about how to live in the new modern age.’

[From an editorial comment in *The Spectator*, a conservative magazine generally opposed to modernisation of society (1938)]

Source B

‘In Wales, the Sunday School and the chapels are the focal point of community activity and spirit. The power of the Welsh minister over his flock is as strong now as ever, and in these meagre times the spirit of Christ is the one thing that keeps the spirit of the poor and the destitute in check. The power of religion is surely a wonderful and popular force in these terrible times.’

[The Reverend James Norton, a minister of religion, writing in a letter to the religious magazine, *The Church Times* (1935)]

Source C

‘If I am asked how these unemployed people make up the deficit in the minimum diet required for a normal family after the relief allowance has run out, my answer is: I do not know. All I can say is that unemployed families are facing difficulties beyond that which employed people can understand. They face poverty and in turn sickness, depression, hopelessness and despair. The Royal Commission would do well to keep this in mind.’

[Fenner Brockway, editor of a socialist newspaper, writing in his survey of life in England, *Hungry England* (1932)]

Source D

‘For the most part the dole enabled the unemployed to afford the necessities of life and thus helped to alleviate many of the problems that would otherwise have affected these families. Provision for the unemployed in the 1930s was more generous than in other countries.’

[Derrick Murphy, an academic historian and teacher, writing in his general history book, *Britain 1914-2000* (2000)]

Source E

‘A golf demonstration was the first sporting event to be televised on the BBC in 1936, and the next year Wimbledon and the FA Cup final were shown as an experiment. By 1938 the Derby and the Boat race could also be watched but only by the handful of households that owned televisions and lived near enough to the actual studios at Alexandra Palace to pick up a signal. The radio was much more popular and by 1939 nine million households were listening to sporting events on the wireless.’

[Julie Gardiner, a social historian, writing in her specialist book, *The Thirties* (2010)]

- (a) Study Source D. Use the source **and your own knowledge** to explain the meaning of the phrase “the dole”. [4]
- (b) Study Sources A and E. Use these sources **and your own knowledge** to explain the importance of leisure developments in the 1930s. [8]
- (c) Study Sources A and B. How reliable are these sources in explaining the influence of religion in Britain? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the lives of the unemployed seen in Source D? [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 in-depth study, as well as information derived from the sources and the attributions.*)