

GCE A level

476/17

HISTORY – HI6 UNIT 6 (Synoptic Assessment) IN-DEPTH STUDY 5 BRITAIN, c. 1929-1939

P.M. MONDAY, 16 June 200850 minutes(of a 1 hour 40 minutes examination)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need an 8 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer one question.

INFORMATION FOR CANDIDATES

The number of marks is given in square brackets at the end of each question.

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.

Candidates are reminded that marking will take into account the quality of written communication used in their answers.

UNIT 6

IN-DEPTH STUDY 5

BRITAIN, c.1929-1939

Answer one question.

Candidates are reminded that their answers should demonstrate a synoptic approach to the question and should draw together, where appropriate, the political, social, economic, religious and cultural aspects of the topic.

1. Wales, c. 1929-1939.

Study the two sources below and answer the question which follows.

Source A

'My father was unemployed, he despised the means test, and spent most of his time in the garden if anyone from the government called on us. He used to say how lucky us girls were, not having to achieve anything. My elder sisters had pleased him by getting married when they were eighteen. I remember that when they were courting, going for a walk was the favourite way of spending time with their boyfriends. One of my sisters had a boyfriend who had a motorbike, going for a ride on it was considered very daring.'

[Hannah Jenkins, the daughter of an unemployed miner, recalling her life in South Wales during the 1930s, in a television interview for the BBC (1986)]

Source B

'The enduring image of Wales in the inter-war years is one of depression, unemployment, decline and misery, a hollow-eyed nation in permanent procession to the soup kitchen. It is an image reinforced by the literature of the period and by the carefully nurtured nostalgia of politicians. It is also an image perpetuated by historians who readily marched side by side with the hungry. Common sense by now tells us that it cannot have been like that all the time for everyone.'

[Deian Hopkin, an academic historian and specialist in Welsh history, writing in his essay "Social reaction to economic change" which appeared in a book of essays entitled *Wales between the Wars* (1988)]

How valid are these two sources as evidence to an historian interpreting Wales 1929-1939? [80]

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2. Britain in transition, c. 1929-1939.

Study the two sources below and answer the question which follows.

Source A

'Twenty million people are underfed but literally everyone in England has access to a radio. What we have lost in food we have gained in electricity. Whole sections of the working class who have been deprived of all they really need are being compensated by cheap luxuries. It is likely that between them, fish and chips, stockings, sweets, tinned salmon, cut-price chocolate, the movies, radio, strong tea and football pools have prevented revolution.'

[George Orwell, a social commentator who travelled throughout Britain observing and interviewing people, writing in his book, *The Road to Wigan Pier* (1936)]

Source B

'Britain was close to boiling point. The hunger marches displayed the failure of government in a way that no literary figure like Orwell could. The marchers forced middle-class people to react to the call of conscience. They set up soup-kitchens for the marchers and accommodated them in local schools. The sympathy they received from their fellow man pacified a generation ripe for revolt.'

[A.J.P. Taylor, an academic historian and specialist in modern British history, writing in his general history book, *English History 1914-1945* (1965)]

How valid are these two sources as evidence to an historian interpreting Britain in transition 1929-1939? [80]

ACKNOWLEDGEMENT

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