



GCE AS/A level

1232/05

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

P.M. TUESDAY, 22 May 2012

1½ hours

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 assessment 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

‘The unemployed man is ashamed of his fall from higher standards, but the shame of the Means Test depresses him even more. He wanders about with no end in view, more and more alone, accepting all the insults and rude remarks aimed at him, a ghost among living men, inhabiting a no-man’s land, without hope, without purpose, without human contact.’

[From an article in the *Birkenhead News*, a left wing newspaper known for its support to the unemployed (1934)]

Source B

‘Life was one long tiresome routine. Monday, then Tuesday, in poverty because I had no money at all and in a strange sense, nothing to worry about. When Friday came I got my 14 shillings dole. Six shillings went on rent. From then on I could spend nothing on replacing my clothes, or on minor luxuries of any kind. I had to pull my belt tighter, ignore the empty ache in my stomach and hang on till Friday when some deliverance came round again.’

[Max Cohen, an unemployed man during the 1930s, writing in his autobiography, *I was one of the unemployed* (1945)]

Source C

‘The 1930s has seen the onset of acute instability in British life, and a complete breakdown of parliamentary government. The growth of extremist parties, the spread of violent demonstrations, and the helplessness of politicians in the face of the world slump are signs of fundamental changes in the character of politics and society.’

[Harry Pollitt, the leader of the Communist Party of Great Britain, writing in his political pamphlet, *Forward* (1936)]

Source D

‘Prophecies about the end of British civilization were proved false by events. Britain by 1937, had seen remarkably little change in the nature of her political institutions and the day-to-day life of the general public remained much the same as before. There was no wholesale rejection of parliamentary democracy and no mass backing for extremist parties.’

[John Stevenson, an academic historian and specialist in social and economic history, writing in his specialist book, *Britain in the Depression 1929-1939* (1994)]

Source E



[A photograph published in *The Times* newspaper showing the Jarrow March (1936)]

- (a) Study Source A. Use Source A and **your own knowledge** to explain the meaning of the phrase “Means Test”. [4]
- (b) Study Sources A and E. Use these sources and **your own knowledge** to explain the significance of unemployment in the 1930s. [8]
- (c) Study Sources A and B. How reliable are these sources in explaining the lives of people in the 1930s? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of British politics given 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 depth study, as well as information derived from the sources and the attributions.)

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

Source A

‘Moseley is there to aggravate and inflame the general discontent of the population. He sets out to prove to his willing audience that their troubles are all due to the Jews, or international bankers, or the crafty politician on the make. He gives the people something to hate, he creates a climate of fear, and as a result he creates the most powerful recruiting agent in politics, hatred.’

[Robert Bernays, a National Liberal MP, writing in a letter to a close friend (1935)]

Source B

‘I was 12 years old in 1936 and living in the East End of London. There were political meetings on every corner but the people we feared the most were the Fascists. If you were a Jewish kid and you stood there listening to them belting out their message of hate, you learned to hate back, because you also knew about their violent attacks on people in the East End.’

[Joyce Goodman, recalling her life as a child in London in a lecture at the Institute of Contemporary British History (1986)]

Source C

‘Members of the newly formed National Government headed by Stanley Baldwin have begun the second phase of their attack on economic difficulties, to balance the budget and restore business confidence. They are the men to lead us, and it’s a terribly difficult job that faces them but already this new form of government has steered Britain through the harshest days of the depression with fortitude, resilience and hard work.’

[From an article in *The Southern Echo*, a regional newspaper, supportive of the National Government (1935)]

Source D

‘National Government members could be seen in newsreels, assembled for discussion, stern faces, teeth clenched, facing the crisis head on, hesitating at nothing to save the country. In reality they did nothing but set up the Unemployment Assistance Boards and as children went hungry, they sat in their comfortable homes and ate substantial meals.’

[A J P Taylor, an academic historian and specialist in British history, writing in his specialist book, *English History 1914-1945* (1970)]

Source E



[A cartoon published in *The Blackshirt*, a fascist magazine, proposing a remedy for unemployment. The cartoon was titled 'Britain for the British' (1936)]

- (a) Study Source D. Use Source D **and your own knowledge** to explain the meaning of the phrase "Unemployment Assistance Boards". [4]
- (b) Study Sources A and B. Use these sources **and your own knowledge** to explain the significance of extremist politics. [8]
- (c) Compare Sources B and E. How reliable are these sources in explaining the actions of the fascists in Britain? [16]
- (d) Compare Sources C and D. How far does Source C support or contradict the interpretation of the National Government given 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 depth study, as well as information derived from the sources and the attributions.)