



**GCE AS/A level**

1232/04

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 4**

**CHANGE AND CONFLICT IN WALES, c. 1900-1918**

P.M. MONDAY, 23 January 2012

1½ hours

1232  
040001

### **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 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 4

## CHANGE AND CONFLICT IN WALES, c. 1900-1918

*Answer one question.*

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

**Source A**

‘There was some strong feeling growing in Wales towards the football fields and other like places. They seemed to be drawn to places of play rather than towards religion. Those who hope that sport is secondary to work and duty to God must be indeed worried that sport has become the be-all and end-all of life for so many in Wales. Sunday is kept like any other day and the day of worship means nothing.’

[An editorial comment in a local newspaper,  
*The Aberdare Leader* (September 1902)]

**Source B**

‘At 7.30 I went to meet the workers in the colliery chapel. To my surprise the chapel was filled with people. I preached about God and more and more came in as time went by. By the time I finished preaching over twenty of the congregation had turned to Christ. There is a wonderful religious fire burning in Wales. The ground is very well prepared for a revival.’

[Reverend Seth Joshua, a minister of religion, recalling his visit to a coal mine in Ammanford, in West Wales in 1902, in his book, *The Revivalists and the Revival* (1906)]

**Source C**

‘The Tonypany riots were localised disturbances against the Welsh middle classes that ruled the area. However, the whole disturbance took a turn for the worse after Churchill’s decision to send in the troops. Their mere presence turned the whole affair into a wholesale riot and the level of violence escalated to a scale never before seen in industrial Britain.’

[Gwyn A. Williams, a left-wing academic historian, speaking in the television documentary, *The Dragon has Two Tongues* (1985)]

**Source D**

‘The effect of the presence of the cavalry in Tonypandy – the scene of five hours of continuing rioting and looting last night – has been to restore relative peace and order to the Rhondda Valley. Tonight soldiers patrol the streets, as do members of the London police. Their presence has brought order to the town and restored the peace.’

[An article in the *Daily Mail*, an English based newspaper, reporting on the rioting in Tonypandy (10 November 1910)]

**Source E**

‘Despite it being ten months since their last game, Wales thrashed England by an astonishing seven tries to nil. Wing-forward Harry Watkins scored the best try, running half the length of the field. The team was well skippered again by the mercurial Willie Llywelyn. The 30,000 strong crowd went wild and there were scenes of jubilation across Wales.’

[C.D. Jones, a sports writer, writing in an article for the *Western Mail* (1910)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term “revival”. [4]
- (b) Study Sources A and E. Use these sources **and your own knowledge** to explain the significance of sport in Wales. [8]
- (c) Study Sources A and B. How reliable are Sources A and B in explaining the popularity of religion in Wales? [16]
- (d) Study Sources C and D. How far does Source D support or contradict the interpretation of the role of the military in the Tonypandy Riots as given in Source C? [20]
- (e) How useful are these sources to an understanding of Wales 1900-1918? [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 that follow.

**Source A**

‘I have given money to men to pay for food and clothes for themselves and their families. I have contributed more to the happiness and welfare of Welsh miners than all the miner’s leaders put together. The only reason for power and wealth is to give the owner the tools necessary to make life better for those who are in need. The riots we witnessed in Tonypany are no more than an attempt by a minor faction of trouble-makers to give the area a bad name in their desire for personal profit.’

[D.A. Thomas, a South Wales coal-owner and Liberal M.P., writing in a letter to a newspaper sympathetic to his workers, *South Wales Daily News* (December 1910)]

**Source B**

‘I have no doubt that the conduct of D.A. Thomas during this dispute has not done much to dampen and quell the disquiet felt in the area. From the dealings I have had with him, he seems to be under the impression that his position as a Member of Parliament gives him the right to lay down the law on any matter that pleases him.’

[General Macready, the military commander during the Tonypany riots, writing in his autobiography, *Annals of an Active Life* (1924)]

**Source C**

‘When my father was dealing with disputes like the Education Act of 1902, he used to talk to the people concerned, and listen to their point of view. In the end, when the settlement came, he used to make them believe that it had come from them. This made him a very popular politician, because he could get people on his side and make them feel important.’

[Olwen Carey Evans, David Lloyd-George’s daughter, in her autobiographical account, *Lloyd George was my father* (1985)]

**Source D**

‘Lloyd George’s personal behaviour and way of doing business generated mistrust, and his style of political negotiation generated suspicion because of the deception often involved. He would manipulate people and was quite ruthless in the way he dealt with those who did not share his views.’

[Stephen Constantine, a political historian specialising in British history, writing in his A level textbook, *Lloyd George* (1992)]

**Source E**

‘Although the scale of the disturbances in Wales was striking, it’s easy to over-estimate the significance of these events. If one considers day to day life in Welsh industrial societies at the time, too much attention is awarded to matters of riots, ideology and unionism. There were more people present in a boxing match held in Tonypanyd on the 8th of November than at the riots that occurred in the town that evening.’

[John Davies, an historian and specialist in Welsh history, writing in his general historical survey, *History of Wales* (1990)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the phrase ‘the Education Act of 1902’. [4]
- (b) Study Sources A and E. Use these sources **and your own knowledge** to explain the significance of the Tonypanyd Riots. [8]
- (c) Study Sources A and B. How reliable are Sources A and B in explaining the conduct of D.A. Thomas in Wales? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of Lloyd George seen in Source D? [20]
- (e) How useful are these sources in understanding Wales 1900-1918? [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.)