



GCE AS/A level

1232/05

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 5

BRITAIN, c. 1929-1939

P.M. MONDAY, 23 January 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 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

‘When MacDonald left the party in 1931 to form the new coalition, he left it knowing that although Labour had won the election of 1929 they had won fewer votes than the Conservatives, and had won many seats by the slenderest of majorities. Subsequent by-elections had gone against Labour, and MacDonald was fully aware that the electorate had shown its discontent with the second Labour Government. The chances of Labour doing well in the future looked very slim.’

[R. Stapley, an academic historian and specialist in British history, writing in his A-level text book, *Britain 1900-1945* (1992)]

Source B

‘The Liberals are fighting the 1931 election as three warring factions headed by the Simonite National Liberals, the Samuelite Liberals, and the Independent Liberals under Lloyd George. Never has a party been so obviously divided and any future they have is based on division and disharmony.’

[From an editorial comment in *The Times*, a Conservative supporting newspaper, published prior to the general election (1931)]

Source C

‘The extent of the present unemployment crisis has affected all parts of society. The well paid, skilled, artisans, tradesmen, those in the Special Areas, and all salaried classes are faced with the terror of unemployment. On these people the worry of unemployment and enforced idleness is causing mental strain and suffering unseen before in society. The scourge of unemployment will characterise this period more than any other.’

[Paul Eisenberg, a psychologist in the 1930s, writing in his essay “The Effects of Unemployment” published in the magazine, *Psychological Bulletin* (1938)]

Source D

‘Three million was the worst total of unemployed in Britain at any one time. This was not the normal average. All too often the worst has been depicted as 1930s normality when that just isn’t the case. It is all too easy to be told some of the truth and then to believe that it is the whole truth. Unemployment, misery and suffering is not the true story of the 1930s in Britain.’

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

Source E**THE MASTER CHEMIST.**

PROFESSOR MACDONALD: “*now if only these rather antagonistic elements will blend as I hope, we’ll have a real national elixir.*”

[A cartoon showing Ramsay MacDonald as a chemist, published in *Punch*, a satirical magazine known for its criticism of government policy (1931)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the phrase “Special Areas”. [4]
- (b) Study Sources A and B. Use these sources **and your own knowledge** to explain the significance of the 1931 election. [8]
- (c) Study Sources A and E. How reliable are Source A and E in explaining the role of Ramsay MacDonald in the early 1930s? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of unemployment in the 1930s given in Source D? [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 that follow.

Source A

‘This is an example of the workless hampering the workers. These evil hunger marches will grow if they are not checked. There are plenty of ways in which legitimate discontent may be rationally expressed. The government must seriously consider special restrictive measures before these marches wreck the confidence of financiers, both at home and abroad.’

[An editorial comment published in *The Times*, a government supporting newspaper (1932)]

Source B

‘It is the right of the workers to march and show their anger – what more can they do? They sit at home worrying about the future, the Means Test, and if anything can be done to alleviate the boredom that comes from unemployment. It is a desperate worry that forces them to march, a forlorn hope maybe, that in some way they are influencing those in power to act to save them. It’s march or die.’

[From an article published in *The Daily Worker*, a newspaper sympathetic to Communist ideals (1934)]

Source C

‘We didn’t have much and what we did have was made to last because we didn’t have enough money. During the 1930s we weren’t able to go to sports events or visit the cinema, or go to the seaside because that would have meant us going without food. It just wasn’t an option to choose between starvation and enjoyment.’

[Mary Stephens, the wife of an unemployed miner from South Wales in the 1930s, writing in her memoirs, *Living in Dole Queue Valley* (1955)]

Source D

'The general view of the hardship of the Depression must be countered by the fact that people had much more time on their hands to be able to visit the cinema houses and engage with leisure activities. One only has to look at the boom in cinema attendances and the gate receipts at sporting events to see that despite the hardship, opportunities were opening up for everyone.'

[S. Constantine, an historian and specialist in British history, writing in his A-level text book, *Unemployment in Britain between the wars* (1980)]

Source E



[A cartoon published in the *Daily Express*, a newspaper critical of government policies. The cartoon was titled 'Thinking Aloud' (November 1932)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term "Means Test". [4]
- (b) Study Sources A and B. Use these sources **and your own knowledge** to explain the significance of hunger marches. [8]
- (c) Study Sources B and E. How reliable are Sources B and E in explaining the effects of the depression? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of popular culture during the depression given in Source D? [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.)