



GCE AS/A level

1232/05

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 5

Britain, c. 1929-1939

P.M. WEDNESDAY, 22 May 2013

1 hour 20 minutes

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 **either** question 1 **or** question 2.

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 **either** question 1 or question 2.

QUESTION 1

Study the sources below and answer the questions that follow.

Source A

Many Welsh workers made the long trek to look for work down in Cornwall and it took them over a month to get here. They were desperate men who slept rough en route, but they had to make it for the sake of their families back home in the valleys who depended on them. Their families came later on lorries paid for by various British charities. They were like refugees.

[F.R.Clymo, recalling his life as a boy in a Cornish village in the 1930s, in his autobiography, *My Memories of St Day* (1987)]

Source B

There is no reason why these people come to Cornwall. Cornwall is worse off than Wales. St Day in Cornwall has three hundred and twenty inhabitants who are excused rates, and 50% of school children are entitled to free milk, which is provided when weekly family income falls below 6 shillings per head. In contrast, Merthyr Tydfil in Wales is only handing out milk to 25% of its children.

[Richard Blewett, a social investigator writing in his survey into life in regions of Britain (1937)]

Source C

The most important point about the recent demonstrations and hunger marches is this. Other minorities have the ability to protest but the unemployed, who have the most to complain about, have the least ability to do so. They lack the leadership and communication skills but most of all they are silenced by a government desperate to keep them out of the news. They are muzzled and suppressed and unable to voice their opinions to Parliament or the local Public Assistance Committee. Nothing is being done to help them.

[Storm Jameson and Vera Brittain, leading female authors, writing in an open letter to the magazine *Time and Tide* (1935)]

Source D

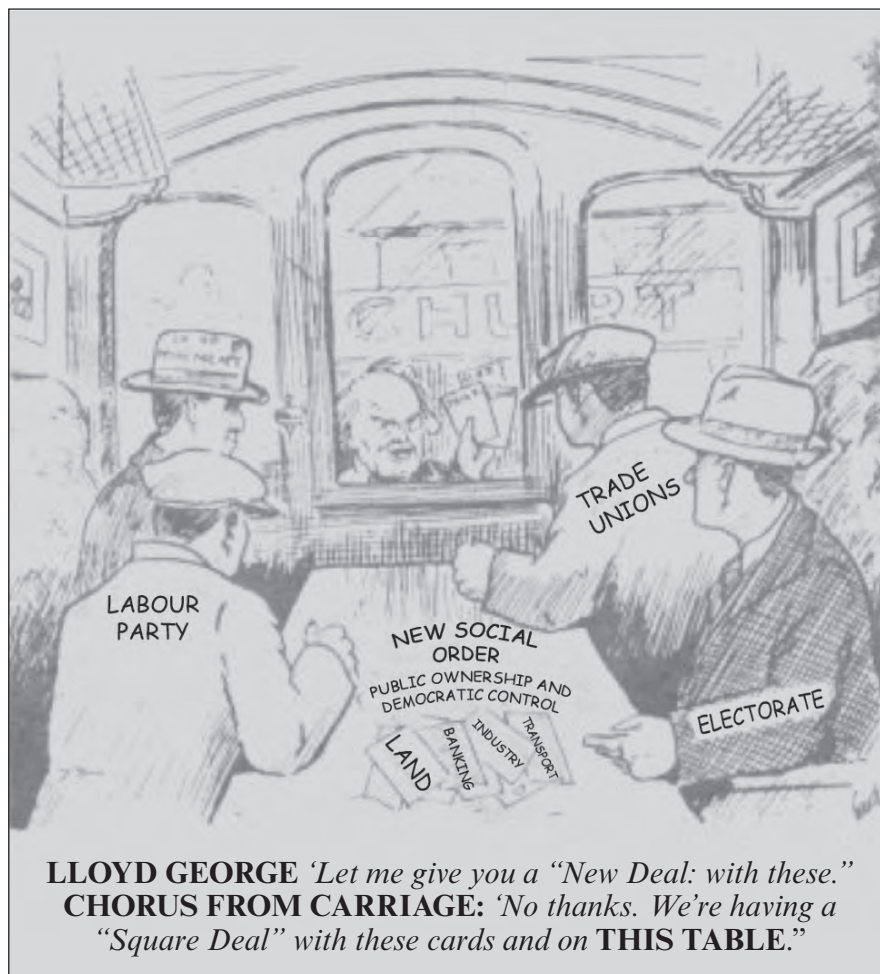
I am told by my right wing fellows, that these hunger marchers are members of minority and extremist parties and we should not listen to them. But let us see the reality. There is not here any deliberate plan or attempt to overturn society. Their marches are no more than a bitter cry, a cry for help. They say to us ‘Hear us, see us, help us’. It is that and nothing more.

[Sir Herbert Samuel, leader of the Liberal Party, in a speech in the House of Commons (1934)]

Source E

So desperate were the government to keep news about unemployment and poverty out of the public eye that Ramsay MacDonald summoned the BBC Director General to Number 10 Downing Street and told him to stop broadcasting programmes highlighting the plight of the unemployed. Subsequently the request of the leaders of the National Unemployed Workers Movement for broadcast time was refused.

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

Source F

[A cartoon referring to a plan for economic reform proposed by Lloyd George in February 1935. It was published in *The Record*, a newspaper that supported the Labour Party]

- (a) What does the author of Source D mean by the phrase ‘I am told by my right-wing fellows that these hunger marchers are members of minority and extremist parties’? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant was regional unemployment in Britain in this period? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the government did little to help the unemployed in this period? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources A, E and F in understanding Britain 1929-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

QUESTION 2

Study the sources below and answer the questions that follow.

Source A

Work every day, constant struggle to pay the rent and to buy sufficient food and clothing, no time for anything that is bright or beautiful. All we see are dull, depressing streets, mile after mile of them, never-ending. Our houses are designed by the devil himself for our special punishment. This is not life. We see nothing of the so-called new entertainments and opportunities, and luxuries which are meant for all.

[Walter Greenwood, a left wing political activist and author, writing in his novel,
Love on the Dole (1933)]

Source B

The unemployed suffered terrible mental tortures that made them question themselves and life. Endless days of nothing, no work, no leisure and nothing to take their minds away from a pointless existence. No reason to stay in damp houses, lingering away the day, no reason to go out, to stand on empty streets, with hands in pocket. No point in anything.

[Max Cohen, recalling his life as an unemployed man in the 1930s in his autobiography,
I was one of the Unemployed (1945)]

Source C

The age of miracles is past. You cannot feed people and solve the problems of this country with two Commissioners and a few helpers. These two Commissioners are being sent on their holy mission with pennies in their hands. You cannot throw a little bit of cash at a problem which costs over a hundred million pounds a year.

[David Lloyd George, ex-British PM and Liberal politician, in a speech in the House of Commons commenting on the passing of the Special Areas Act (1934)]

Source D

The Special Areas Act will provide the country with an effective remedy for its current ills. The Commissioners will seek out poverty, and they will attack it, they will seek out bad housing and they will tackle it, they will root out suffering and hardship, and they will eliminate it. This Government is fully committed to the fight against poverty.

[Ramsay MacDonald, the British Prime Minister, in a speech to National Government supporters at an official fundraising dinner (1934)]

Source E

There have been vast improvements in the health of the London population during the early 1930s. There have been many positives due to people being able to buy more products, more cleanliness, improved drainage, medical and surgical services and improvements in life expectancy.

[H. Smith, a social investigator who looked at the health of people in London, writing in a social survey, *The new survey of London life and labour* (1934)]

Source F



[A cartoon by David Low, published in the *Evening Standard* newspaper in 1930. The image shows government ministers stuck in a lifeboat and is captioned 'The lifeboat that stayed ashore'.]

- (a) What does the author of Source A mean by the phrase ‘we see nothing of the so-called new entertainments and opportunities, and luxuries which are meant for all’? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant were the effects of unemployment in this period? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the government’s attempts to deal with the depression were largely ineffective? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources B, E and F in understanding Britain 1929-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.