



**GCE AS/A level**

1232/04



S15-1232-04

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 4**

**Change and Conflict in Wales, c. 1900-1918**

P.M. WEDNESDAY, 20 May 2015

1 hour 20 minutes

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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 **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 4****Change and Conflict in Wales, c. 1900-1918**

*Answer either question 1 or question 2.*

**QUESTION 1**

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

**Source A**

God's visitation in this village is like a moral earthquake shaking the neighbourhood to its foundations. Sinners tremble with fear at God's justice. All over Wales, thousands of people are now turning to the Lord. We are witnessing countless examples of His being which should lead to days of wonderment and amazement. All of Wales are in awe of His presence and change must ring out across the land.

[D.P. Williams, an evangelical minister, speaking in a sermon before his parish which was printed in a local religious pamphlet (1904)]

**Source B**

Carmarthenshire people do not feel moved beyond words by religious ideas or awakenings, but are sometimes moved by political or even sporting conflicts. There was more interest in the football match between Wales and New Zealand than in religion. Business was almost suspended to wait for the telegrams. The result of the match produced scenes as yet unrivalled by religious fervour.

[From an editorial in the *Carmarthen Weekly Reporter*, a local newspaper in Carmarthenshire known to be sceptical of the power of religion (1905)]

**Source C**

The owners of the mines do much for the benefit of the workers and their families and it is often for the benefit of the men themselves that they seek to reduce the influence of the unions. The beneficial effect is clear in Merthyr where it has been reported that a thousand men and boys are like a happy family in their relation with officials and their employer.

[From an article in *The London Gazette*, a Conservative supporting newspaper, reporting on industrial disputes in South Wales (1911)]

**Source D**

It was a rare thing for the coal-owners to use their wealth generously. Their way of life was different to that of their workers. It seems that the coal owners were very harsh employers, and miners were treated like a product rather than as human beings.

[David Egan, an historian specialising in social and industrial history, writing in his GCSE history textbook, *Coal Society* (1987)]

**Source E**

[A photograph published in *The Times*, an establishment newspaper showing a policeman outside a shop that was attacked during the Tonypany riots (1910)]

**Source F**

Cardiff, for all its pomp and ceremony, is still a city divided by racial intolerance and social divide. One only has to look at the recent riots in the docks, and the attacks on Chinese people there to appreciate that this is a city deeply divided by economic and cultural inequality.

[Ninian Crichton-Stuart, the Conservative MP for Cardiff 1910-1915, speaking in an election address to the people of Cardiff (1910)]

- (a) What does the author of Source A mean by the phrase “All over Wales, thousands of people are now turning to the Lord”? [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 the impact of religion on life in Wales 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 coal owners treated the workers badly in Wales 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 change in Wales, 1900-1914? [32]

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

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**QUESTION 2**

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

**Source A**

What a vindictive speech Lord Penrhyn delivered the other day. The strike must have cost him over £120,000 already. He took his son to the quarry so as to warn the strikers that they would gain nothing by killing him. It is one of the most desperate strikes on record and the whole community has suffered as a result.

[David Lloyd George, the Liberal MP for Caernarfon, writing in a private letter to his wife (March 1902)]

**Source B**

The workers have suffered injustice and oppression since the turn of the century. The capitalist treatment of the workers has been tyrannical, harsh and full of injustice. Unless they change their ways ill-feeling will continue to plague this land. In the current climate of conflict more must be done to ensure that justice and equality prevail.

[From an editorial in *The Merthyr Express*, a left-wing newspaper, supportive of workers' rights (1911)]

**Source C**

From now on the towns in South Wales will not be regarded as peaceful, but as the home of beggars, thieves and drunkards. It is a shame that such a name has been given to the towns because of the lies of the government-supporting newspapers and the coal-owners. They call the unemployed and the workers alike, hooligans and noisy layabouts who are bent on causing conflict.

[From an article in *Tarian y Gweithiwr (The Workers' Shield)*, a left-wing Welsh language magazine (1911)]

**Source D**

There was an explosion of industrial unrest, violence and crime in South Wales. The industrial areas were incomparable within Britain, in so far as industrial conflict and class bitterness were concerned. By 1908 it was apparent that there was class warfare on an unprecedented scale throughout the mining areas and this often led to violence and crime.

[K.O. Morgan, an academic historian and specialist in Welsh history, writing in his general history book, *Rebirth of a Nation* (1981)]

**Source E**

I only spoke Welsh with my parents, but I would play in the street with the children of incomers – Scott, Hartley, Ward and McGill were my friends. I became more accustomed to English. My father was very angry when I began to answer him in English but my mother said, “Leave him be, it doesn’t matter. Anyway, he needs to get ahead in life”.

[Jack Jones, an author and novelist, writing about his childhood life in the Rhondda between 1900 and 1914 in his autobiography, *Unfinished Journey* (1938)]

**Source F**

[A cartoon entitled *Baby Graves* by J.M Staniforth, referring to the high death rate amongst children in Merthyr Tydfil (1907)]

- (a) What does the author of Source B mean by the phrase ‘In the current climate of conflict’? [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 the impact of industrial disputes on Wales 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 Wales was characterised by social tensions 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 Wales, 1900-1914? [32]

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

**END OF PAPER**