

General Certificate of Education
June 2007
Advanced Level Examination



HISTORY
Unit 5
Alternative T: The Development of Democracies

HS5T

Monday 18 June 2007 9.00 am to 10.30 am

For this paper you must have:

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS5T.
- Answer **two** questions.
Answer Question 1 and **one** other question.
- In answering the questions you must use your own knowledge and understanding of the period.

Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- You are advised to spend about 45 minutes on each question.
- In answering both Question 1(b) in Section A and your choice of question from Section B, you are advised to draw on an appropriate range of historical knowledge and skills, to demonstrate overall historical understanding for the synoptic assessment requirements for this question paper.

Answer Question 1 and **one** other question.

SECTION A: BRITAIN, 1867–1918

You must answer this question.

You are advised to spend about 45 minutes on this question.

1 Study the following source material and then answer the questions which follow.

Source A In 1906 Britain was still a restricted democracy, where property determined voting rights. Franchise inequality was widespread. At least seven different franchises existed such as the freeman, household, lodger and service franchises – and most of these voters had to be resident in one place for at
5 least eighteen months to get on the electoral register. This discriminated against those in temporary employment, with as many as one million potential voters disenfranchised as a result. Plural voting made the problem worse because it gave about seven per cent of the electorate the right to vote in more than one place. In addition, there was the continued
10 exclusion of women with the result that, in the census of 1911, only 29.7 per cent of the total adult population could vote.

Adapted from A MAYER, *The Growth of Democracy in Britain*, 1999

Source B The general election of January 1906, more than any other conducted under male household suffrage, illustrated the system's hidden democratic virtues. Power and wealth, the British landed elite and some of the new money in manufacturing were resoundingly beaten by a coalition of the discontented
5 poorer groups. All over the country the great names who had sat in Parliament for decades were thrown out and replaced by new men. Over 200 new MPs now sat in the House of Commons. There was even a sizeable Labour contingent. It was, in fact, a revolution of sorts. The number of Liberal MPs of landed background slumped to 6 per cent of
10 the total. The democratic transformation, the prospect of which had so depressed the Duke of Wellington in 1832, had come to pass 74 years later.

Adapted from G STEWART, *Government in late Victorian and Edwardian Britain was not 'by' but it was sometimes 'for' the people*, 2001

Source C The budget of 1909 represented the culmination of a long period of rethinking about national finances by both Liberals and Conservatives. Traditionally, Victorian governments regarded taxation as a necessary evil and used it to raise just enough to pay for basic services like the police, civil service, the armed forces and the civil list. Revenue was drawn more from indirect than from direct taxation. Throughout the nineteenth century Radicals criticised this on the grounds that vast wealth, notably landed, was scarcely taxed at all. By the turn of the century, many Liberals and Socialists had concluded that taxation was both inadequate and unfair. In a book called *Riches and Poverty* (1905) Leo C. Money, a Liberal MP, showed how the bias towards indirect taxation meant that poor people could pay as high a proportion of their income to the government as rich people.

Adapted from M PUGH, *The People's Budget: Causes and Consequences*, 1995

(a) Use **Sources A** and **B** and your own knowledge.

To what extent do these two sources agree on the limits to democracy in Britain in 1906? (10 marks)

(b) Use **Sources A**, **B** and **C** and your own knowledge.

‘Britain was neither a liberal nor a democratic country by 1914.’
Assess the validity of this view with reference to Britain in the years 1867 to 1914. (20 marks)

Turn over for the next question

SECTION B

Answer **one** question from this section, taken from **either** Option A **or** Option B.

Option A: France, 1848–1905

- 2 ‘The weaknesses of republicanism were of little importance. The key factor was the personality of Louis Napoleon.’
Assess the validity of these explanations of the reasons for the creation of the Second Empire in 1852. (20 marks)
- 3 ‘The survival of the Third Republic in the years 1870 to 1905 was the result of a lack of alternatives, rather than of any commitment to republicanism in France.’
Assess the validity of this verdict. (20 marks)
- 4 To what extent did the French state limit personal freedom and increase its control over the economy in the years 1871 to 1905? (20 marks)

Option B: The United States, 1840–1890

- 5 ‘The outbreak of Civil War in America in April 1861 was inevitable.’
‘The outbreak of Civil War in America in April 1861 was avoidable.’
Which of these statements provides the more convincing view of the outbreak of the Civil War? (20 marks)
- 6 ‘The political and economic gains made by Black Americans in the years 1865 to 1877 had been lost by 1890.’
How far do you agree with this view of the years 1865 to 1890? (20 marks)
- 7 To what extent was the western expansion of the United States in the years 1840 to 1890 achieved at the expense of freedom and democracy? (20 marks)

END OF QUESTIONS

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Question 1 Source A: Adapted from A MAYER, *The Growth of Democracy in Britain*, Hodder & Stoughton, 1999. Reproduced by permission of Hodder & Stoughton Ltd.

Source B: Sempringham – *new perspective/history-ontheweb.co.uk*

Source C: Sempringham – *new perspective/history-ontheweb.co.uk*

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