

General Certificate of Education
June 2006
Advanced Level Examination



HISTORY
Unit 5

HS5S

**Alternative S: Maturity, Change and Crisis in the British
Economy and Society, c1830–1914**

Monday 19 June 2006 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 HS5S.
- 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 are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

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 upon 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

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 From a statement by Millicent Fawcett, president of the National Union of Women's Suffrage Societies, 1897.

With regard to the differences between men and women, those who advocate the right to vote for women have no wish to disregard these differences or make little of them. On the contrary, we base our claim to representation to a large extent upon these differences. Women, because
5 they are good and efficient in their domestic duties, if they become voters, will bring these excellent qualities to bear upon public affairs.

Source B By 1900, there had been a number of small but significant changes in the status of women. They were generally better educated, their legal position had improved and there was a wider range of employment opportunities. Such was the impact of these changes that many spoke of the 'new
5 woman'. She generally came from the middle classes, was well educated and sought to develop a career, instead of placing a good marriage as the height of ambition. Women were working as teachers, doctors and journalists. She would feel less bound by the prison of domestic life. Such
10 an image was based in reality, but this was not so for the majority of women. The campaign for votes for women took place against a background of continuing economic inequality and lack of social status.

Adapted from B WHITFIELD, *The Extension of the Franchise 1832–1931*, 2001

Source C Adapted from the writings of Emmeline Pankhurst, 1914.

By the turn of the century, I had begun to think about the vote in women's hands not only as a right but as a desperate necessity. Women have a special contribution to make on social and educational issues. Our task would be to show the Government that it was advantageous to yield to
5 women's just demands. In order to do that, we had to make every part of English life insecure and unsafe. We had to make English law a failure, make a farce of the courts and discredit Parliament. We had to spoil sport, hurt business, destroy valuable property and upset the whole orderly
10 conduct of life. We had to do as much of this as the people of England would tolerate.

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

To what extent do **Sources A** and **B** agree on the reasons why women ought to have been given the vote in the years from 1860 to 1914? *(10 marks)*

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

‘The campaign for women’s suffrage before 1914 was a hopeless cause, but the changing social status of women did give it a chance of success.’
Assess the validity of this view. *(20 marks)*

Turn over for the next question

SECTION B

Answer **one** question from this section.

- 2 ‘An economic solution to what was essentially a social problem.’
How valid is this assessment of the Poor Law Amendment Act in the years to 1870?
(20 marks)
- 3 To what extent was the economic prosperity which existed in the years 1850 to 1875
due to the strengths in British industry rather than a lack of foreign competition?
(20 marks)
- 4 ‘Despite a growth in numbers, trade unions made little impact on politics or the
economy in the years 1870 to 1914.’
How far do you agree with this view? (20 marks)
- 5 To what extent is the phrase ‘The Great Depression’ an accurate assessment of the state
of Britain’s economy and society in the years 1873 to 1896? (20 marks)
- 6 ‘The lack of government support, rather than the limitations of local funding, was the
main reason for the uneven growth of educational opportunities for the working class
in the years 1870 to 1914.’
How valid is this view? (20 marks)
- 7 ‘The work of Booth and Rowntree had little political or social impact in the years to
1914.’
To what extent do you agree with this view? (20 marks)

END OF QUESTIONS

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Question 1 Source B: B WHITFIELD, *The Extension of the Franchise 1832–1931*, Heinemann, 2001. Reproduced by permission of Harcourt Education.

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