

General Certificate of Education
June 2006
Advanced Level Examination



HISTORY
Unit 5
Alternative T: The Development of Democracies

HS5T

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 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 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 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 Although the parties had to adopt new forms of organisation to integrate working-class political activists into their structures and adjust their policies to attract working-class support, it is notable that these changes did not alter the fundamental nature of the Liberal and Conservative Parties.

5 Leadership, the control of policy and the social composition of MPs were all changed very little by the 1867 Reform Act.

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

Source B It had been the hope of many Liberals that the increasing number of working men who received the franchise as a result of the 1867 and 1884 parliamentary reform acts would regard the Liberal Party as able to speak for them. However, the longer the Liberals remained uncertain about

5 whether they should become a party committed to social reform, the stronger became the argument that the working classes needed an entirely separate political party to represent their interests. The outcome was the amalgamation in 1900 of a variety of radical groups into the Labour Representation Committee, which became the Labour Party in 1906.

Adapted from M LYNCH, *An Introduction to Nineteenth Century British History 1800–1914*, 1999

Source C The House of Lords, with its massive permanent Conservative majority, had wrecked a succession of bills sent up by the Liberals from 1906, notably the 1906 Education Bill and the 1908 Licensing Bill. Lloyd George's 1909 'people's budget' forced the Conservative majority in the

5 Lords to choose between accepting radical finance or rejecting the budget. When the Lords insisted upon rejection, the 'peers versus people' elections of 1910 left the Liberals with a working majority in the Commons committed to curtailing the power of the non-elected Lords. This enabled the Liberals to pass the 1911 Parliament Act which centred upon the

10 suspensory veto and deprived the Lords of all power over finance.

Adapted from D READ, *England 1868–1914*, 1979

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

To what extent do these two sources agree on the impact of parliamentary reform on the Liberal Party in the years 1867 to 1906? *(10 marks)*

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

‘The growth of democracy had little impact on Britain in the years 1867 to 1914.’
Assess the validity of this view with reference to **two** of the following: the Conservative Party, the Liberal Party, the Labour Party. *(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 Second Republic fell because it failed to solve France’s political and economic problems.’
How far do you agree with this view of the reason for the collapse of the Second Republic in 1852? (20 marks)
- 3 To what extent do you agree that the survival of the Third Republic in the years 1870 to 1905 was the result of its own strengths, rather than the weaknesses of its opponents? (20 marks)
- 4 ‘Government intervention in French citizens’ lives was minimal before 1870, but grew extensively during the Third Republic.’
Assess the validity of this view of the years 1852 to 1905. (20 marks)

Option B: The United States, 1840–1890

- 5 To what extent was the outbreak of civil war in America in April 1861 the consequence of long-term economic differences between states, rather than the result of the election of Lincoln as President in November 1860? (20 marks)
- 6 ‘Black Americans’ lives improved in theory, but in practice they were still discriminated against economically and politically.’
How far do you agree with this view of the years 1865 to 1890? (20 marks)
- 7 ‘Federal governments’ intervention in American citizens’ lives was minimal before 1865, but grew extensively following the civil war.’
Assess the validity of this view of the years 1840 to 1890. (20 marks)

END OF QUESTIONS

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