

General Certificate of Education
June 2008
Advanced Level Examination



HISTORY

HS5U

Unit 5

Alternative U: Britain, 1951–1997

Wednesday 4 June 2008 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 black ink or black 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 HS5U.
- 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 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

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 The post-war younger generation had enjoyed the benefits of a rising standard of living, growing consumerism, a media revolution and wider educational standards. It became increasingly experimental, non-conformist and challenging in its attitude towards the establishment. A trend which had begun in the 1950s

5 reached a peak in the 1960s with a period of optimistic popular culture, particularly centred on music and fashion. This visual revolution was matched by a deep change in social values and morals. Youth, perhaps now the vanguard of a social revolution, was prepared to question and challenge the social and political assumptions of parents.

Adapted from L PETHERAM, *Challenging History: Britain in the 20th Century*, 2001

Source B A ministerial committee in 1961 had looked at the immigration figures with deep concern but, in passing, noted with pride the tolerance of the British people as a whole. However, after the 1962 Commonwealth Immigrants Act was passed, Britain's sullen attitude to foreigners of colour, never far from the surface, came

5 barging to the forefront. In the 1964 general election the Conservative candidate for Smethwick in the West Midlands, Peter Griffiths, took the seat by brazenly playing what would soon become known as the 'race card'. Political analysts noted that such tactics, while disgraceful, were clear vote-winners. By now the term 'immigrants' was fast becoming a polite euphemism* for 'coloured people'

10 and a significant proportion of the electorate wanted fewer of them. The idea that the 'immigration problem' had anything to do with the powerful racial prejudices of the British people themselves was rarely allowed to influence conversation or action.

Adapted from R WINDER, *Bloody Foreigners*, 2004

*euphemism = a milder term used instead of one which people might find embarrassing or upsetting.

Source C During the late 1950s and the 1960s, British society exhibited many symptoms of outright rebellion or divergence from conventional social behaviour. This has often been explained in terms of a reaction amongst the younger generation, which had been cushioned by material prosperity and thus felt able to turn its
5 back on adult society by developing alternative ideals and cultures. However, the ‘permissive society’ was nothing like as liberal or as radical as its critics believed. Liberal attitudes were by no means as widespread in British society in the 1960s as might be suggested. For example, the reforms in the law relating to capital punishment, women’s equality, or homosexuality represented
10 the work of an educated, middle-class minority which succeeded in bringing its influence to bear upon Parliament but was never backed by a majority in the country.

Adapted from M PUGH, *State and Society, a Social and Political History of Britain 1870-1997*, 1999

(a) Use **Sources A** and **C** and your own knowledge

To what extent do these two sources agree on social trends in Britain in the 1960s?

(10 marks)

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

‘A time of protests rather than of social revolution.’

Assess the validity of this view of the 1960s in Britain.

(20 marks)

Turn over for the next question

SECTION B

Answer **one** question from this section.

- 2 'A period of increasing affluence.'
'Thirteen wasted years.'
Which of these statements provides the more convincing assessment of Britain under the Conservatives in the years 1951 to 1964? (20 marks)
- 3 'Heath's legacy, rather than the weak leadership of Wilson and Callaghan, was the key to Labour failure.'
How valid is this explanation of why Labour lost the general election of 1979? (20 marks)
- 4 How significant was the impact of the 1973 oil price crisis on political and economic life in Britain during the 1970s and early 1980s? (20 marks)
- 5 'Thatcher's fall in 1990 was due more to the verdict of the British public on her policies than any "betrayal" by her own ministers.'
How convincing is this view? (20 marks)
- 6 'Controversy over involvement with the EEC was not based on the principle of membership; the real quarrel was about further integration.'
How valid is this assessment of the reasons why Britain's relations with Europe were so contentious in the years 1973 to 1997? (20 marks)
- 7 'Far from damaging the Labour Party, the formation of the SDP in 1981 paved the way for Labour's recovery.'
How valid is this view? (20 marks)

END OF QUESTIONS

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