



Cambridge International Examinations
Cambridge Pre-U Certificate

HISTORY (PRINCIPAL)

9769/13

Paper 1c British History Outlines, 1689–2000

May/June 2015

2 hours 15 minutes

Additional Materials: Answer Booklet/Paper



READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **three** questions, which must be chosen from **at least two** sections of the paper.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

All questions in this paper carry equal marks.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **6** printed pages and **2** blank pages.

Section 1: 1689–1760

- 1 Assess the strengths and weaknesses of William III's rule as King of England.
- 2 How important was the navy to Britain's conduct of war in the years 1702–13?
- 3 How effective was Walpole's foreign policy?
- 4 Should the Elder Pitt be considered as a great wartime leader?
- 5 What best explains the increasing influence of nonconformity in religious life in the period c. 1689–1760?

Section 2: 1760–1815

- 6 'The instability of British governments in the 1760s is best explained by the American issue.' Is it?
- 7 Why did the Younger Pitt rise to power so rapidly?
- 8 How important was evangelicalism in the campaign to abolish the slave trade?
- 9 Why were Whigs so rarely in office in the years 1789–1815?
- 10 'The more effective British contribution to the defeat of Napoleon was made by its army not its navy.' Discuss.

Section 3: Themes 1689–c. 1815

- 11 'Far from glorious for Ireland.' Assess this verdict on the outcome in the eighteenth century of the Glorious Revolution.
- 12 What best explains the rapid industrialisation of Britain in the late eighteenth and early nineteenth centuries?
- 13 Were changes in the economic and social position of women in the eighteenth century restricted to the wealthy and propertied?
- 14 'Britain's overseas possessions were acquired and developed in the eighteenth century purely for economic reasons.' Discuss.
- 15 How important are religious factors in explaining the frequency of riot and disorder in eighteenth-century Britain?
- 16 Assess the cultural importance of London in eighteenth-century Britain.

Section 4: 1815–1868

- 17 To what extent did the foreign policy objectives of Castlereagh differ from those of Canning?
- 18 How radical was the Reform Act of 1832?
- 19 Why did the political fortunes of the Tories revive so rapidly in the years 1832–41?
- 20 How effective was Chartist leadership in the late 1830s and 1840s?
- 21 Assess the strengths and weaknesses of Palmerston's foreign policy.

Section 5: 1868–1914**22 (Candidates offering Paper 5h: Gladstone and Disraeli should not answer this question.)**

'The reforms of Gladstone's first administration (1868–74) benefited the middle class at the expense of the working class.' Discuss.

23 (Candidates offering Paper 5h: Gladstone and Disraeli should not answer this question.)

'Disraeli's leadership transformed the Conservative party in the years 1868–80.' Did it?

24 Why did the trade union movement grow so rapidly in the years c. 1888–c. 1914?

25 What best explains growing British involvement in European affairs in the years 1900–14?

26 'The gravest domestic crisis faced by Asquith's governments in the years 1908–14.' Discuss this view of the clash with the House of Lords (1909–11).

Section 6: Themes c. 1815–c. 1914

27 Assess the impact of the use of violence on the development of Irish nationalism in this period.

28 'During the first half of the nineteenth century, levels of inequality between rich and poor increased substantially.' Did they?

29 How far did government education policies in this period improve social and economic opportunities for the working classes?

30 With reference to at least **two** novelists writing in the nineteenth century, assess how effectively British writers identified and analysed contemporary social problems.

31 To what extent did life for working-class women change in late Victorian and Edwardian Britain?

32 Assess the contribution of manufacturing industry to the performance of the British economy in the late nineteenth and early twentieth centuries.

Section 7: 1914–1951

- 33 How close did Britain come to losing the First World War?
- 34 'A government lacking domestic achievement.' How valid is this judgement on the Coalition Government of 1918–22?
- 35 How effective a prime minister was Stanley Baldwin?
- 36 Why did the Labour Party win the general election of 1945 so decisively?
- 37 How successfully did the Labour government of 1945–50 handle the issue of independence for India?

Section 8: 1951–2005

- 38 How effective was the foreign policy of the Conservative governments in the years 1951–64?
- 39 What best explains the Labour Party's electoral successes in 1964 and 1966?
- 40 Which responded better to the challenges of the 1970s: Conservative or Labour governments?
- 41 Why, by 1990, were many of Margaret Thatcher's own ministers anxious to see the end of her premiership?
- 42 How substantial were the achievements of the Blair governments of 1997–2005?

Section 9: Themes c. 1914–2000

- 43 Explain why service industries played an increasingly important role in the British economy in this period.
- 44 'In the period 1918–80, for most women, achieving higher living standards had greater priority than gaining political influence.' Discuss.
- 45 Which was the more important development: selective secondary education after 1944 or the expansion of comprehensive education in the 1960s and 1970s?
- 46 How effectively, since c. 1946, has television responded to changing social attitudes and priorities?
- 47 How effectively did the Welfare State tackle problems of poverty in the second half of the twentieth century?
- 48 What best explains the growing influence of popular culture on British society in the second half of the twentieth century?

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