



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY (PRINCIPAL)

9769/13

Paper 1c British History Outlines, 1688–c.2000

May/June 2019

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.
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 are worth 30 marks.



This syllabus is regulated 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: 1688–1760

- 1 How effective was William III as King of England? [30]
- 2 Why was England so frequently at war in the years 1689–1714? [30]
- 3 ‘Jacobitism posed a substantial threat to political stability in the years 1714–1746.’ Did it? [30]
- 4 Assess the effectiveness of Walpole’s economic and financial policies in the 1720s and 1730s. [30]
- 5 What best explains the opposition to Wesley and the Methodists in this period? [30]

Section 2: 1760–1815

- 6 ‘British incompetence was responsible for the loss of the American colonies.’ Was it? [30]
- 7 Why did the campaign for the abolition of the slave trade take so long to achieve its objective? [30]
- 8 Why, in his peacetime ministry (1783–1793), was Pitt the Younger able to keep the Whig opposition out of office? [30]
- 9 ***(Candidates offering Paper 5g: Napoleon and Europe should not answer this question.)***
Which, in the years 1803–1815, was more important in explaining Britain’s victory over France: military strength or diplomacy? [30]
- 10 What best explains the coming of political union between Britain and Ireland in 1801? [30]

Section 3: Themes 1689–c.1815

- 11 How important were religious issues in explaining the relationship between Britain and Ireland in this period? [30]
- 12 ‘Developments in transport were vital to the pace of economic change in eighteenth-century Britain.’ Discuss. [30]
- 13 ‘Eighteenth-century Britain experienced only limited social change.’ Did it? [30]
- 14 How innovative were eighteenth-century developments in **either** literature **or** political theory? [30]
- 15 ‘Britain acquired colonies in the eighteenth century to increase its trade, not its political power.’ Discuss. [30]
- 16 How widespread were protest and disorder in Britain in this period? [30]

Section 4: 1815–1868

- 17 With what justification can the domestic policies of Lord Liverpool’s governments of 1822–1827 be described as ‘Liberal Toryism’? [30]
- 18 Did Canning have any consistent aims as foreign secretary? [30]
- 19 How significant was the Great Reform Act of 1832? [30]
- 20 What best explains why the Conservative Party was so rarely in office in the years 1846–1868? [30]
- 21 ‘A costly war from which Britain gained nothing.’ How valid is this judgement on the Crimean War? [30]

Section 5: 1868–1914

- 22 How successful were the domestic policies of the Conservative Party under Disraeli in the years 1868–1880? [30]
- 23 How far can the supremacy of the Conservative Party in the period 1885–1905 be explained by Liberal weaknesses? [30]
- 24 What best explains how the Labour Party was able to establish itself in Parliament in the years 1893–1906? [30]
- 25 Assess the contribution of David Lloyd George to the Liberal Party's domestic reforms in the years 1905–1914. [30]
- 26 'Britain entered the First World War solely because of its commitment to its entente partners.' Discuss. [30]

Section 6: Themes c.1815–1914

- 27 To what extent did Irish nationalism in this period depend for its effectiveness on terrorist activity? [30]
- 28 Did the standard of living of the working classes increase during the first half of the nineteenth century? [30]
- 29 'Educational reforms for young people in this period aimed at teaching them to know their place in society rather than increasing their opportunities.' Did they? [30]
- 30 How effectively did literature written in the nineteenth century reflect the realities of urban society? [30]
- 31 To what extent did the influence of women in national and local affairs increase in the years 1867–1918? [30]
- 32 How effectively, in the period 1880–1914, did the British economy meet the challenge presented by foreign competition? [30]

Section 7: 1914–1951

- 33 Did the coalition government of 1918–1922 achieve anything of significance? [30]
- 34 What best explains why, in the years 1922–1929, the Liberal Party was unable to resume its role as one of the two dominant parties in Parliament? [30]
- 35 How effective were the National Governments' responses to problems of depression and unemployment in the period 1931–1939? [30]
- 36 How well did inter-war governments handle the problems of governing the British Empire? [30]
- 37 How effective was the 'Home Front' in supporting the war effort in the years 1939–1945? [30]

Section 8: 1951–2005

- 38 Assess the impact of the Suez Crisis for British foreign policy in the 1950s and early 1960s. [30]
- 39 Why was the Conservative Party in power for so long in the 1950s and early 1960s? [30]
- 40 What best explains the influence of the trade union movement in Britain in the 1960s and 1970s? [30]
- 41 To what extent were Margaret Thatcher's policies motivated by her hostility to socialism? [30]
- 42 Assess the strengths and weaknesses of Tony Blair as prime minister. [30]

Section 9: Themes c.1914–2000

- 43 What best explains why governments were so concerned about levels of unemployment in the years 1945–1979? [30]
- 44 ‘Middle-class women benefited most from the increased opportunities available to women in the period c.1918–1980.’ Did they? [30]
- 45 Why was there so much debate about grammar schools in the second half of the twentieth century? [30]
- 46 Assess the contribution of Britain to European integration in the period 1945–2000. [30]
- 47 How important were the two world wars in the development of the welfare state? [30]
- 48 To what extent, in the second half of the twentieth century, did the development of popular culture increase awareness of national identity? [30]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.