
HISTORY (PRINCIPAL)

9769/13

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

May/June 2018

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 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: 1688–1760

- 1 How are the varying fortunes of the Whig party in the years 1689–1710 best explained?
- 2 How influential was Britain as a European power in the years 1714–1740?
- 3 How is Walpole's long tenure of power best explained?
- 4 'The outcome of the Seven Years' War was determined by the events of just one year: 1759.' Discuss.
- 5 'The Church of England lost more than it gained by its close relationship with the State.' Assess this judgement for the period 1714–1760.

Section 2: 1760–1815

- 6 Why were the ministries of the 1760s so short-lived?
- 7 How substantial were the consequences of the loss of the American colonies for British overseas policy?
- 8 Who did more to advance the cause of political reform: Wilkes or Wyvill?
- 9 Evaluate the strengths and weaknesses of Pitt the Younger as a wartime leader.
- 10 'Political radicalism in the years 1789–1815 offered no real threat to the established order.' Discuss.

Section 3: Themes 1689–c. 1815

- 11 How effectively did Britain maintain control over Ireland in the eighteenth century?
- 12 What best explains why the cotton industry became a pioneer in the process of industrialisation in the eighteenth century?
- 13 Why was British population growth so limited during the period from c. 1690 to c. 1750?
- 14 'Social origins were much more important than education in determining opportunities for women in eighteenth-century Britain.' Discuss.
- 15 'The enlightenment had only the most limited impact on intellectual life in English universities.' Assess this view for the period to c. 1815.
- 16 Assess the importance of religion in explaining popular protest and disorder in eighteenth-century Britain.

Section 4: 1815–1868

- 17 How radical was 'Liberal Toryism' in the 1820s?
- 18 Was Palmerston's foreign policy any more than 'gunboat diplomacy'?
- 19 How important was extra-parliamentary agitation for the passage of the 1832 Reform Act?
- 20 How substantial a threat did the Chartists pose to the authority of the government in the late 1830s and 1840s?
- 21 Was Peel personally responsible for the Conservative Party's split in 1846?

Section 5: 1868–1914

- 22 Do the domestic achievements of Gladstone's first government (1868–1874) outweigh the failures?
- 23 Why did Disraeli lose the general election of 1880 so decisively?
- 24 What best explains the rapid expansion of the British Empire in the 1880s and 1890s?
- 25 Assess the extent of the progress made by the Labour Party in the years to 1918.
- 26 How effective was Asquith as a peacetime prime minister?

Section 6: Themes c. 1815–1914

- 27 What best explains why Irish Nationalists were unable to achieve Home Rule before 1922?
- 28 Explain why textile manufacture made such an important contribution to the growth of the British economy in the first half of the nineteenth century.
- 29 Assess the strengths and limitations of educational opportunities available for the working classes in the years c. 1815 to c. 1880.
- 30 How great was the contribution of the Oxford Movement to religious life in nineteenth-century England?
- 31 'Increased access to employment in the professions made the most significant contribution to changing opportunities for women in the years c. 1867 to c. 1918.' Discuss.
- 32 How effectively did British businessmen and financiers rise to the challenge of foreign competition in the years 1880–1914?

Section 7: 1914–1951

- 33 Assess the quality of British military leadership in the First World War.
- 34 How effective was Ramsay MacDonald in the years 1922–1931, both as a Labour leader and prime minister?
- 35 Why did neither the Fascists nor the Communists achieve electoral success in Britain in the inter-war period?
- 36 Assess the effect of the First World War on Britain's foreign policy in the 1920s and 1930s.
- 37 What best explains the extent of nationalisation undertaken by the Labour governments of 1945–1951?

Section 8: 1951–2005

- 38 'In the second half of the twentieth century, British foreign policy objectives were excessively pro-American.' Were they?
- 39 Assess the strengths and weaknesses of Harold Macmillan as prime minister.
- 40 How effective were Labour's domestic policies in the years 1964–1970?
- 41 'The greatest achievement of the Thatcher governments was to reduce the power of the trade unions.' Discuss.
- 42 What best explains why pressure for devolved government grew in both Scotland and Wales in the years c. 1990–2005?

Section 9: Themes c. 1914–2000

- 43 How effectively, in the period c. 1945 to c. 2000, did British politicians manage the economy?
- 44 'By 1980, the women's liberation movement had transformed prospects and opportunities for women.' Had it?
- 45 How far did comprehensive education in the period c. 1960 to c. 2000 meet its objectives?
- 46 How much benefit did Britain derive from its closer integration with Europe in the years 1973–c. 2000?
- 47 Assess the impact of radio on British society in this period.
- 48 How, and why, did opportunities for holidays increase in the period c. 1918 to c. 1970?

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 International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

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