

HYNDLAND SECONDARY SCHOOL

NATIONAL 5 HISTORY

PRELIM STUDY BOOKLET



National 5 History

In order to achieve an award at National 5 History, you must achieve or complete the following elements:

- An assignment, to be submitted to the SQA for marking, in advance of the final exam. This is worth up to a total of 20 MARKS.
- You must also pass 3 unit assessments, one for each unit of work that you have completed.
- You must also complete the final exam.

Each of the elements above assesses the skills that you have learned in History and the knowledge that you have gained.

This study guide is designed to help you prepare for the **PRELIM EXAM.**

The National 5 Prelim

TIMING – The exam lasts for 1 hour 10 minutes and you will be tested on questions from the “Era of the Great War” and “Red Flag: Russia” units. In order to complete the exam in the time allocated you will have to learn to work **QUICKLY** and **CONCISELY**.

MARKS – The exam is out of a total of 40 MARKS.

SECTIONS – The Prelim paper is broken into 2 separate sections:

SECTION 1 – SCOTTISH HISTORY – Era of the Great War: 1910-1928

SECTION 2 – EUROPEAN & WORLD HISTORY – Red Flag: Russia 1894-1921

EACH SECTION IS OUT OF 20 MARKS

QUESTION TYPES

There are 6 different question types in the National 5 History exam:

- **Describe.....** (5 or 6 marks)
- **Explain the reasons why...** (5 or 6 marks)
- **To what extent...** (8 marks)
- **Evaluate the usefulness...** (5 or 6 marks)
- **Comparison...** (4 marks)
- **How fully...** (5 or 6 marks)

Each section will ask slightly different types of questions. Each section will follow one of 3 different models.

Question models:

Model 1

- 1 x 8 mark Analyse question.
- 1 x 6 mark Explain question.
- 1 x 6 mark Evaluate question.

Model 2

- 1 x 5 mark Describe question.
- 1 x 5 mark Explain question.
- 1 x 5 mark Evaluate question.
- 1 x 5 mark How fully question.

Model 3

- 1 x 5 mark Describe question.
- 1 x 5 mark Explain question.
- 1 x 6 mark how fully question.
- 1 x 4 mark comparison question.

The DESCRIBE question

The task in this question is to make 5 or 6 points from recalled knowledge that clearly help to answer the question that has been set. This question is worth 5 or 6 marks.

- You will be given 1 mark for each accurate and relevant point.
- You can be awarded a second mark for adding a developed point.

TIP – you should begin with a short introductory sentence.

TIP – each point should be in its own sentence.

TIP – you need to work quickly and concisely.

TIP – when you are selecting the points to put in your answer try to think about the most important information that you know to help you to answer the question.

Section 1 – SCOTTISH

The Era of the Great War, 1910 – 1928

1. Describe the methods that were used to recruit soldiers in WWI.
2. Describe what life was like for soldiers in the trenches in WWI.
3. Describe the use of new technology during the First World War.
4. Describe the ways that women's lives changed during the First World War.
5. Describe the impact of rationing during WWI.
6. Describe the impact that the war had on Scottish industry up to 1918.
7. Describe the methods used by women to campaign for the vote

Section 3 – European & World

Red Flag: Lenin and the Russian Revolution, 1894–1921

Example Questions

1. Describe the weaknesses of the Whites in the Civil War.
2. Describe the strengths of the Reds in the Civil War.
3. Describe the events of Bloody Sunday in January 1905.
4. Describe the hardships faced by industrial workers in Russia before 1914.
5. Describe the problems facing the Provisional Government by October 1917?
6. Describe the events of the revolution in October 1917
7. Describe the effects of the First World War on the Russian people.

The EXPLAIN question

The task in this question is to make 5 or 6 key points from recalled knowledge that clearly answers the question that has been set. This question is worth 5 or 6 marks.

- You will be given 1 mark for each accurate and relevant point.
- You can be awarded a second mark for adding a developed point.

TIP – you should begin with a short introductory sentence, using the stem of the question to focus your answer.

TIP – each point should be in its own sentence.

TIP – you need to work **quickly** and **concisely**.

TIP – when you are selecting the points to put in your answer try to think about the most important information that you know to help you to answer the question.

Exemplar Q and A

From Section 3 – European and World

Q. Explain why the Reds won the Civil War (5 marks)

The Reds or Bolshevik forces won the civil war for a number of reasons. One of the reasons was because the Red army had good supplies of food – mostly taken from the peasants. This is because they controlled most of Russia's good quality farming land. They also controlled most of Russia's industry and were able to produce materials to help them win the war. They also controlled most of the good roads and most of Russia's railway network. Whilst the Reds were united and fighting for one single cause, the Whites were divided/did not always act together. The Whites butchered peasants and this made many of them support the Reds. Trotsky realised that the Russian army had been poor during the war, and so he created the Red Army and turned it into an effective fighting force. The Red army controlled most of the major Russian cities which were located in the west. Finally, after the execution of the Tsar, the Whites lost one of the main reasons they were fighting for – the return of the Tsar.

Section 1 – SCOTTISH

The Era of the Great War, 1910 – 1928

1. Explain the reasons why many men enlisted to fight in WWI.
2. Explain the reasons why the conditions were difficult for soldiers on the Western Front.
3. Explain the reasons why there were so many casualties in the First World War.
4. Explain the reasons why many women's lives changed significantly during WWI.
5. Explain why many of Scotland's heavy industries declined after WWI.
6. Explain the reasons why women gained the vote in 1919.

Section 3 – European & World

Red Flag: Lenin and the Russian Revolution, 1894–1921

Example Questions

1. Explain why the Reds won the Civil War.
2. Explain why the First World War was important in causing the downfall of the Tsar
3. Explain why the Russian people were so discontented by February 1917
4. Explain why the Provisional Government had lost support by October 1917
5. Explain why the Tsar was able to remain in power after the 1905 Revolution
6. Explain why there was discontent among Russian industrial workers in the years leading up to 1914
7. Explain why there was a revolution in Russia in 1905.
8. Explain why Lenin was able to take power in Russia in 1917.
9. Explain why the Whites lost the Civil War

The TO WHAT EXTENT question

The task in this question is to write about a number of different **FACTORS** before making a clear **JUDGEMENT** in your **CONCLUSION** which is based on the **EVIDENCE** that you have presented.

The question is out of 8 marks.

- Up to 5 marks are awarded for each accurate and relevant point.
- Up to 1 mark is awarded for **STRUCTURE** – use **PARAGRAPHS!**
- Up to 1 mark is awarded for making a valid **JUDGEMENT** or overall **CONCLUSION** which answers the question.
- Up to 1 mark for a reason (**EVIDENCE**) being provided in support of the conclusion.

TIP – begin with a very short introduction. You can use this to set the scene or highlight your key themes.

TIP – you need to consider several different **FACTORS**. This will give your answer **BALANCE**.

TIP – write short paragraphs. This will help to give your answer **STRUCTURE**.

TIP – your conclusion must be more than 1 sentence.

Q. To what extent did the February Revolution of 1917 occur because of Russia's failure in the First World War?

To some extent, the February Revolution of 1917 happened because of Russia's defeats in the Great War. However, there were many other issues that caused the revolution such as the rumours surrounding Rasputin and the Tsarina, the effect of the unhappiness of workers at high wages and farmers who were unhappy about not owning their own land. Most were generally unhappy about the lack of democracy in Russia.

By 1917, the Tsar had taken command of the Russian army. This was unwise. Russia had not won any major battles against their enemies since 1914 and by 1917, soldiers complained bitterly about the lack of food, ammunition and warm clothing. When the Tsar took command, this meant that all of the anger of the Russian people was directed towards Nicholas himself. Defeats continued and protests demanded that Nicholas abdicate.

Workers and peasants were also unhappy. Workers resented the long hours and very low pay. They also hated the food queues in bitter cold. Farmers were drafted into the army and food production fell. Many were unhappy that they did not own their land but instead, rented it at very high prices from landlords.

Many Russians were unhappy about the lack of democracy. After the 1905 Revolution, the Tsar had promised a Duma or Parliament. However, as time passed, he took back all the powers from the Duma. Many Russians were also concerned about the role of Rasputin. Rumours began that Rasputin was having an affair with Alexandra (the Tsarina). They were unhappy that, with the Tsar at the front, that Russia was being run by the two of them.

In conclusion, the war was indeed the major cause of the 1917 February Revolution. Other reasons such as the lack of democracy and Rasputin's role are important, but the war must be seen as the main reason. This is because the Tsar was associated with and blamed for the constant defeats and anger at him led to the Revolution.

Section 1 – SCOTTISH

The Era of the Great War, 1910 – 1928

1. To what extent did developments in new technology help to break the stalemate on the Western Front?
2. To what extent does poor military tactics explain why casualty figures were so high in WWI?
3. To what extent does the use of propaganda explain why so many men enlisted to fight in the First World War?
4. To what extent does poor management explain why many of Scotland's heavy industries declined after WWI?
5. To what extent do the Suffragette campaigns explain why women were given the vote in 1919?
6. To what extent did women's contribution to the war effort explain why women were given the vote in 1919?

The EVALUATE THE USEFULNESS question

The task in this question is to make a series of judgements about the value or usefulness of the source. This question is worth 5 or 6 marks. You should try to comment on the following:

- **WHO** wrote the source (authorship).
- **WHEN** the source was written.
- What **TYPE** of source it is.
- The **PURPOSE** of the source.
- The **CONTENT** of the source.
- Important and relevant information which has not been included in the source. (**recalled knowledge / content omission**)

You will be given help in class with this type of question. However, try to bear the following tips in mind.

TIP – make sure that you comment on WHO wrote the source (AUTHORSHIP) and WHEN in a separate sentence.

TIP – When you comment on PURPOSE, begin your sentence: The purpose of the source is...

TIP – when you are commenting on the CONTENT of the source, try to use your own words. This helps you to demonstrate your understanding.

TIP – If you are adding additional RECALLED KNOWLEDGE to your answer, you must make sure that this helps to answer the question.

TIP – Try to relate every point that you make back to the question.

For example: Source A is also useful as evidence of conditions on the Western Front as it from 1916, at the time of the Great War / it is from the diary of a soldier who was writing about his own experience / it mentions the flooding of the trenches which was a common problem on the Western Front...

However, you may find that in some ways, a source may be less useful....

For example: Source B may be less useful as evidence of what the conditions were like on the Western Front as it is a report from an officer, who may not want to give a true picture of how bad things were...

You should assess the strengths and / or weaknesses of the source by referring to such things as :

- who wrote or produced it (origin)
- when it was written or produced (origin)
- why it was produced (purpose)
- how it gets its message across (purpose)
- what sort of information it includes or omits (content)

Example of first stage to your answer :

The source may not be very useful because

(provide reasons by referring to some of the bullet points above and using short quotes if you can to back up your reasons)

Example of second stage to your answer :

However / On the other hand / On balance the source is very useful because

(provide reasons by referring to some of the bullet points above and using short quotes if you can to back up your reasons)

N.B. If you feel that on balance the source is not useful first stage should start “The source may be useful because.....” and second stage should start “However, the source is not useful because ...”

Section 1 – SCOTTISH

The Era of the Great War, 1910-1928

Source A is taken from the diary of Private Ernest Atkins in 1917.

Source A

Not a tree, not a blade of grass: just one vast stretch of poisoned mud and water-filled shell-holes through which men trudge on their constant labours. No one can imagine such a place unless they have actually seen it. The effect on me is worse than shelling or fighting, although there is that as well. Willpower alone keeps me going. Once you lose that, you are finished.

1. Evaluate the usefulness of **Source A** about conditions on the Western Front. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source B is from the memoirs of Lieutenant F. Mitchell who was in charge of a tank in 1917.

Source B

The tank that went for the pill box got stuck in the mud. As it sank deeper, it fired desperately. By chance, its six-pounder gun pointed straight inside the pill box door and most of the German garrison of 60 men was killed by the tank's fire. There were only 29 British casualties instead of a thousand. The tank had shown its qualities.

2. Evaluate the usefulness of **Source B** as evidence of the use of tanks in the 1st World War. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source C is by a British politician writing in 1918.

Source C

The war has brought changes, none more remarkable than the development of women's activities. They have not been confined to nursing but have taken the place of men in the factories too. Women have become postmen and policemen. Women have come into the office and they have done so well it has surprised and delighted the whole nation.

3. Evaluate the usefulness of **Source C** for investigating the changing role of women during the 1st World War. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source D was written by Sylvia Pankhurst in her autobiography recalling her involvement in the WSPU.

Source D

I was deeply unhappy with this new policy of militancy. In my opinion we would lose public sympathy. Fire-raising reduced support whilst increasing opposition. On the other hand, the heroism of the militants, and the government's poor handling of them, largely balanced out any harm that their violence had done. Masses of people felt that against a government so stubborn, women had no choice but to use violence. Men had done this in the past when struggling for the vote.

4. Evaluate the usefulness of **Source D** for investigating the impact of Suffragette militancy upon their cause. **5**

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source E describes some of the ways the Government controlled everyday life during the war. It is taken from the memoirs of John MacDonald writing about what it was like growing up in Scotland during the 1st World War.

Source E

The Defence of the Realm Act allowed the government to introduce whatever restrictions were necessary to protect the country during the war. British Summer Time was introduced to give more daylight working hours. Pub opening hours were limited to prevent drunkenness. High casualties on the Western Front eventually led to conscription. People who believed in 1914 that life in Britain would not be affected much were quickly proved wrong. Even newspapers were censored.

5. Evaluate the usefulness of **Source E** for investigating the impact of DORA on everyday life during the 1st World War. **5**

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

The COMPARISON question

The first task in a comparison question is to identify whether 2 historical sources agree or disagree. (**OVERALL COMPARISON.**) When you have done this your next task is to identify specific points of agreement or disagreement between both sources. These should be set out as a **DEVELOPED COMPARISON.** This question is worth 4 marks.

It is possible that there are points of agreement and disagreement between 2 sources, although this is unlikely.

- You can be given up to 2 marks for your overall comparison.
- You will be given 2 marks for each accurate, developed comparison.

- You will be given only 1 mark for a simple comparison.

TIP – Begin your answer with an introduction which links to the question and states whether the sources agree or disagree. This can be developed for a second mark.

TIP – You must then go on to make at least 2 developed comparisons. Firstly, identify a point of agreement or disagreement between both sources. Secondly, you should provide evidence from EACH SOURCE.

Exemplar Q and A

From Section 2 – The Making of Modern Britain

Sources A and B are about the Liberal welfare reforms of 1906-1914.

Source A

The Liberal reforms were just a beginning. They were a long way short of solving all the problems. Medical care was only provided for the worker, it did not cover wives and children. Other benefits were only to last for a short period of time and the amounts paid were very small. The old age pensions covered people of over 70. This meant that a lot of old people still got nothing at all.

Source B

The Liberal reforms sought to provide help in a way that would not bring shame to the poor, yet the reforms had many limitations. Unemployment, sickness benefits and pension amounts were not enough to live on. Pensions were paid for the first time in 1909 but were only available to those over 70. Health insurance saw the government take on more responsibility for looking after people but the benefits did not extend to the workers family.

Q. Compare the views of Sources A and B on the Liberal welfare reforms.

A. There is a great deal of agreement between Sources A and B about the Liberal welfare reforms. Overall, both sources agree that the reforms were limited. **(overall comparison = 1 or 2 marks)**

Both sources agree about the small amounts given in benefits. Source A mentions that the amounts paid were very small. Source B agrees, saying benefits and pensions were not enough to live on. **(developed comparison = 2 marks)**

Both sources also agree that some people were not covered by benefits. Source A says that medical care did not cover wives and children and Source B says that 'benefits did not extend to the worker's family'. **(developed comparison = 2 marks)**

Section 1 – SCOTTISH

The Era of the Great War, 1910-1928

Source A is from a document discussing the North British Locomotive Company, written in 1919.

Source A

The total number of shells of all sizes produced in the 'Mons' was 864,551. The output exceeded all expectations. The number of employees in Oct. 1916 was 683 women and 313 men and at Oct. 1918, had increased to 1,136 women and 405 men. The foremen and tool setters were all men. Hyde Park Works, Atlas Works and Queen's Park Works built tanks and planes from finished parts supplied by various makers. Torpedo tubes, military bridges and artificial limbs were manufactured as well as locomotive engines for the home and foreign market.

Source B is taken from a *Scotsman* newspaper article by Professor Devine, written in 2010.

Source B

The west of Scotland came into its own as a centre of excellence for metal production. It became the single biggest concentration of munitions factories in the UK, so vital to the war effort as the many thousands of Scottish troops fighting on the continent. A quarter of a million Scots worked in these war-related industries in the Clyde Valley. Explosives, shells, plating for tanks, aeroplane engines and artillery, all flowed from the region's workshops in great abundance.

1. Compare the views in **Sources A** and **B** about the industrial production in Scotland in World War 1. **4**

(Compare the sources overall and/or in detail)

Source C is from M.W. Flynn – ‘ *An Economic and Social History of Britain* ’

Source C

Labour in the mines remained cheap; there was little incentive for mine owners to equip mines with mechanical cutters. Electricity began to compete effectively with coal in both the home and factory. Governments of foreign coal-producing countries began subsidising their exports; Scotland lost markets such as Scandinavia. Mine owners tried to cut wages in order to cut costs; this caused a series of disputes, the most serious being in 1926. Then the miners were on strike for 6 months.

Source D is from Sir Leo Murray, an MP in 1918.

Source D

The inefficiency of Scottish industries is by no means exclusively due to the workers who have tried to limit output., but also to the manufacturers and to the government. Scottish employers have been too conservative. They have neglected new processes and inventions; they have relied for success on cheap labour rather than on the utmost efficiency in organisation.

2. Compare the views in **Sources C** and **D** about the reasons for Scotland’s industrial decline after World War 1. **4**

(Compare the sources overall and/or in detail)

The HOW FULLY question

The task in this question is to identify relevant information from the **SOURCE** which helps to answer the question that has been set. You must then add additional points from your **RECALLED KNOWLEDGE** which helps to provide a complete answer to the question. **(SOURCE & RECALL)**.

The question is out of 5 or 6 marks.

- Up to 3 marks can be awarded for using relevant information from the source.
- Up to 4 marks can be awarded for developing your answer with relevant recalled knowledge.

BE CAREFUL !!!

- Only 2 marks will be awarded for answers where no judgement has been made.
- A maximum of 2 marks will be awarded for answers that do not include relevant recalled knowledge.

TIP – begin your answer by making a judgement. **ALWAYS** begin your answer to this type of question in the following way:

Source X explains / describes...(refer to question)...**to some extent, but not fully...**

TIP - each point from the source should be in a separate sentence.

TIP – try to use your own words when using information from the source.

TIP – you must make sure that your points of recall are relevant to the question.

TIP – every point must relate to the question.

TIP – add a concluding sentence to your answer.

Exemplar Q and A

From Section 1 – The Era of the Great War, 1910-1928

Source A describes some of the ways the Government controlled everyday life in Britain during the war.

Source A

The Defence of the Realm Act allowed the Government to introduce whatever restrictions were necessary to protect the country during the war. British Summer Time was introduced to give more daylight working hours. Pub opening hours were limited to prevent drunkenness. High casualties on the Western Front eventually led to conscription. People who believed in 1914 that life in Britain would not be affected much were quickly proved wrong. Even newspapers were censored.

Q. How fully does **Source A** describe how the Government controlled everyday life in Britain during the First World War? (Use Source A and recall) (5 marks)

A. Source A describes some of the ways that the Government controlled people's lives in WWI but it does not give a full account. Source A mentions government control through the introduction of British Summer Time which was a way of trying to increase working hours. Another way that the Government increased their control over people was by restricting pub opening hours to stop drunkenness. Another method of Government control mentioned in the source was the censorship of newspapers and other forms of communication.

However, other forms of Government control are not mentioned in the source. The government controlled the supply of food and other materials through a rationing scheme. They also controlled the lives of people in the city by imposing a blackout to protect cities from air raids. Overall, the source describes some forms of Government control but not all of them.

Section 1 – Scottish

The Era of the Great War, 1910-1928

Source A is about the conditions that soldiers faced in the trenches.

Source A

Diseases were very common in the trenches where men were crowded together in unhygienic, muddy conditions. Soldiers had to have a medical check every day as a consequence. The constant strain of living under shellfire, with shrapnel whizzing past, and the din of explosions and gunfire ringing in their ears, led to some men developing a condition known as ‘shellshock’.

1. How fully does **Source A** describe the conditions soldiers had to endure in the trenches. (Use Source A and recall)

6

Source B is from ‘*World History from 1914 to the present Day*’ by C. Culpin.

Source B

Aircraft were still new inventions in 1914 and the part they could play in war had not really been thought out. At first they were used for reconnaissance, to find out what the enemy was doing. The light spotter planes could fly over enemy lines to take photographs. Later, fighter planes were designed to shoot down enemy aircraft and protect the troops in the trenches. The Royal Flying Corps, which had been founded in April 1912, became the basis of the Royal Air Force.

2. How fully does **Source B** describe the role played by air technology in the 1st World War. (Use Source B and recall)

5

Source C is about the treatment of conscientious objectors during the 1st World War.

Source C

Despite a surge of volunteers at the start of the war, conscription eventually had to be introduced. Some men refused to be conscripted into the Armed Forces. They were called conscientious objectors but people nicknamed them ‘conchies’ and called them cowards. They had a miserable time. Many were sent to be stretcher bearers, where they faced the same risks as regular soldiers.

3. How fully does **Source C** describe how conscientious objectors were treated during the 1st World War. (Use Source C and recall)

5

Source D is about the employment of women during the 1st World War.

Source D

No one would have dreamed of employing women bus conductors before the war but now they needed them. Women also found jobs on the railways, in shops and factories and even as policewomen. In 1917, the Women's Land Army was formed to release male farm labourers for war work.

4. How fully **Source D** describes the role of women during the 1st World War.
(Use **Source D** and recall)

6

Section 3 – Europe and the World

Red Flag: Lenin and the Russian Revolution, 1894–1921

Source A is about why the Reds won the Civil War in Russia.

Source A

Q1. How fully does **Source A** explain why the Reds won the Civil War?
(Use **Source A** and recall) 6 marks

Source B is from '*World History from 1914 to the present Day*' by C. Culpin.

The Reds won the Civil War for many reasons. Lenin was able to use the presence of foreign armies on Russian soil to stir up patriotic feelings among Russians. Although all the countries that intervened disliked communism, they could not decide which faction of the Whites to support. This only helped the Bolsheviks. It was easier for them to conscript more people into the Red Army. By the end of 1919, the Red soldiers outnumbered the Whites by ten to one.

Source B explains why the Russian Royal Family had become increasingly unpopular by 1917.

The Romanov dynasty had lasted for 300 years and Nicholas and Alexandra were unwilling to give up autocratic rule. Although the Tsar had been persuaded to set up the Duma he did not let it run the country and largely ignored it. When the Tsar left Alexandra in charge of the government this was a disastrous decision. Alexandra was influenced by Rasputin who advised her to sack many of the competent ministers if he simply disliked them. This made the situation even worse.

Q2. How fully does Source B explain why the Russian Royal Family become increasingly unpopular by 1917?
(Use **Source B** and recall.) 6 Marks