**National 5 Homeworks**

**Homework 1**

**Source A** is from the memoirs of David Lloyd George who was in charge of the Ministry of Munitions in 1915.

**Source A**

The courage of the women engaged in these factories has never been sufficiently recognised. They had to work under conditions of real danger to life. What some of them probably dreaded more was horrible disfigurement — for one of the risks of the shell filling factories was toxic jaundice resulting from TNT poisoning. The poor girls were nicknamed “canaries”. They were quite proud of this. They had earned it in the path of duty.

Evaluate the usefulness of **Source A** as evidence of the impact of the Great War on Scottish women.

(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.) 2014 **5**

**Homework 2**

**Source A** is from the memoirs of Lieutenant George Craik, who fought with the 12th Battalion Highland Light Infantry in 1915.

**Source A**

When we arrived at Loos the trenches were in not too bad a state. The problems for commanders were organising supplies and suitable living conditions. The other problem was the disposal of the many dead lying all about. This could only be done under cover of darkness. To venture into no man’s land in daylight was instant death.

Evaluate the usefulness of **Source A** as evidence of conditions in trenches for soldiers during the First World War.

(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.) Specimen **5**

**Homework 3**

**Source A** is about the use of tanks on the Western Front.

**Source A**

Thirty-six tanks led the way in an attack at Flers. The sudden appearance of the new weapon stunned their German opponents. However, Sir Douglas Haig used them before they were truly battle ready in an attempt to break the trench stalemate. These early tanks were very slow moving. They often broke down. Tanks often became stuck in the heavy mud of no man’s land. Conditions for the tank crews were awful. The heat generated inside the tank was tremendous and fumes often nearly choked the men inside.

How fully does **Source A** describe the impact tanks had on fighting on the Western Front during the Great War? (Use **Source A** and recall.) 2015 **6**

**Homework 4**

**Source B** is about the treatment of conscientious objectors.

**Source B**

Men who refused to enlist in the army had to face military discipline. Some were sentenced to death for refusing orders although the sentence was always reduced if the “conchie” still refused to give in. Many refused non-combatant duty on the grounds that it simply released another man to kill. Special prisons and work camps were opened up in addition to ordinary prisons to which many objectors were sent. Twenty-four objectors died while detained at these work camps.

How fully does **Source B** describe how conscientious objectors were treated during the Great War? (Use **Source B** and recall.) 2014 **5**

**Homework 5**

**Sources B** and **C** are about conditions in the trenches.

**Source B**

I sincerely hope it will not freeze. It is so hard on the poor men in trenches standing in very deep mud. Water is often up to their waists. A frost will mean so many frozen feet. I spent my New Year’s Eve in a dugout lying on a stretcher on the floor with a wounded man over me. Rats were playing about all over. Shells burst all round and shook the place.

**Source C**

If anyone had to go to the company on our right he had to walk through thirty yards of waterlogged trench, which was chest-deep in water in some places. The duckboard track was constantly shelled, and in places a hundred yards of it had been blown to smithereens. It was better to keep off the track when walking back and forth. Soldiers had to make their way sometimes through very heavy mud.

Compare the views of **Sources B** and **C** about conditions in the trenches. (Compare the sources overall and/or in detail.) 2015 **4**

**Homework 6**

**Source C:** from Trevor Royle, The Flowers of the Forest: Scotland and the First World War (2006).

*The Clyde in 1913 launched 750,000 tons of shipping but by the end of the 1920s the* *Clyde was launching merely 56,000 tons of shipping, and 69 per cent of insured workers in the Scottish shipbuilding trade were unemployed. In 1913 Scotland manufactured about one fifth of the U.K.’s steel output and employed 140,000 miners but 20 years later the coal industry was finding work for only 80,000 hands and producing a third less coal. In 1913 Scottish unemployment was well below 10% but in the 1920s it never fell below 10%. The Dundee jute trade was deeply depressed and the Borders woollen industry for the greater part of the year was on part-time working. In the late 1920s the value of Scottish farming was falling while it was still rising in England, and in the fishing industry the numbers of those employed and the value of the catch were both steadily dropping.*

**Source D:** from Edwin Muir, Scottish Journey (1935).

*By 1928 the story in Scotland was one of general economic decline. Between 1921 and 1923 shipbuilding on the Clyde dropped from 500,000 tons to 170,000 mainly as a result of cancellations but the Clyde wasalready beginning to pay for the artificial boom which had rescued it during the war years. On January 5 the unthinkable happened when the last ship to be built at Beardmore’s left the Clyde and the shipyard at Dalmuir was put up for sale. Coal production suffered as a result of falling international markets, especially in Eastern Europe, and the same fate for the same reason hit the fishing industry. Jute production in Dundee was adversely affected by declining orders, shrinking markets and workers’ strikes. In 1921 a census carried out by the Board of Agriculture showed the number of male farm workers had fallen a great deal. According to the Board’s findings the decline was not restricted to any particular part of the country but was widespread throughout Scotland. Soon machine age farming would change the face of farming forever.*

To what extent do **Sources C** and **D** agree about the economic effect of the war on Scotland? **4**

*Compare the sources overall and in detail.*

**Homework 7**

Explain the reasons why some people were unhappy with government restrictions like DORA. 2015 **5**

**Homework 8**

Explain the reasons why heavy industry declined in Scotland after the Great War. 2014 **5**

**Homework 9**

Describe the economic difficulties faced by Scotland after the Great War. 2015 **5**

**Homework 10**

Describe the use of new technology on the Western Front. 2014 **5**

**Homework 11**

To what extent day to day conditions in the trenches the main worry of the troops?

(You must use recalled knowledge to present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) **8**

**Homework 12**

To what extent was patriotism the main reason that Scots volunteered to fight in World War One? **8**

**Homework 13**

**Source A** is from a book by Flora Thompson about her own life, published in 1939.

**Source A**

When pensions began, life was transformed for the old. They were no longer anxious and were suddenly rich. When they went to the Post Office to collect it, tears of gratitude would run down their cheeks and they would say as they picked up their money “God bless that Lord George”. They gave flowers from their gardens and apples from their trees to the girl who merely handed them the money.

Evaluate the usefulness of **Source A** as evidence of the benefits of the 1908 Old Age

Pensions Act.

(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.) 2015 **5**

**Homework 14**

**Source A** is from the book From the Cradle to the Grave: Social Welfare in Britain

1890s–1951 by historians and published in 2002.

**Source A**

One of the groups of “deserving poor” that the Liberals aimed to help in Britain was the young. The Boer War and the condition of many recruits led politicians to act. The Liberal government knew that poorer children would be the soldiers of the future. Healthy children would grow up to be healthy soldiers and workers, and the British Empire would be stronger as a result.

Evaluate the usefulness of **Source A** as evidence of the reasons why the Liberals introduced reforms to help the young.

(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.) 2014 **6**

**Homework 15**

**Source B** is about the Beveridge Report which was published in 1942.

**Source B**

The Beveridge Report was published in 1942 and sold over 635,000 copies. The report identified the five “giant evils” facing Britain. Beveridge believed that tackling one of the five giants wouldn’t do much good; the government would have to tackle them all. He recommended that there should be a welfare system that would look after people from the “cradle to the grave”. He believed that there should be benefits for the unemployed, the sick, the elderly and widows. He also advised the government to adopt a policy of full employment.

How fully does **Source B** explain the recommendations of the 1942 Beveridge Report?

(Use **Source B** and recall.) 2015 **5**

**Homework 16**

**Source A** is about the Home Front during the Second World War.

**Source A**

During the Second World War the Home Front was treated and run like a battlefield. The priority was to ensure “fair shares for all” and to avoid waste. The war caused the government to get more involved in all areas of life. The Ministry of Food established the responsibility of the government to ensure the nation’s health and safe food supply. War wounded, including bomb victims, were given free treatment. It soon became clear people expected the government to continue to do more for them after the war.

How fully does **Source A** explain why people expected improvements in social welfare after the Second World War? **5**

(Use **Source A** and recall.)

**Homework 17**

**Sources B** and **C** are about the causes of poverty in the early twentieth century.

**Source B**

The investigations of Booth and Rowntree both revealed the problems facing the poorer classes in Britain. They identified some of the direct causes of poverty. The main reasons were that a man’s earnings were not enough to support himself and his family. They were not able to obtain employment when trade was bad. Some men could not work due to sickness. Bad habits, such as drinking and gambling, also caused problems.

**Source C**

Although many people thought Britain was experiencing a golden age, there was increasing unemployment and thirty per cent of the population were living in poverty. Of those living in poverty, about two-thirds were in that position because of low pay or irregular earnings. About one quarter were poor because of illness. Only about one-tenth were poor because of personal failings such as drunkenness or gambling.

Compare **Sources B** and **C** about the causes of poverty in the early twentieth century? **4**

**Homework 18**

**Sources A** and **B** describe the Old Age Pensions Act of 1908.

**Source A**

The Liberal government passed a series of welfare reforms to help the old, the young and the sick. A pensioner with a yearly income of up to £21 received the full 25p a week. Pensions were not made available to those who had been in prison during the previous ten years. The pension was not a generous amount. The Liberals were criticised for not doing enough to tackle the real causes of poverty.

**Source B**

The Pensions Act entitled people over seventy with an annual income of up to £21 to 25p a week of a pension. The government stated that these payments were not meant to be a complete solution to the problem of poverty in old age. However, the foundation stones of the welfare state had been laid. Any seventy year old was entitled to a pension provided they had avoided imprisonment in the previous ten years and they had not continually avoided work.

Compare **Sources A** and **B** about the Old Age Pensions Act of 1908? **4**

**Homework 19**

Explain the reasons why the Labour Government reforms of 1945–1951 did not fully tackle the problem of squalor. 2015 **5**

**Homework 20**

Explain the reasons why the Second World War changed attitudes to welfare reform in Britain. 2014 **6**

**Homework 21**

Describe the reforms introduced by the Liberal Government of 1906–1914 to help the sick. 2015 **5**

**Homework 22**

Describe the problems facing the poor in the early twentieth century. **5**

**Homework 23**

To what extent was poor health the main cause of poverty by 1900?

(You must use recalled knowledge to present a balanced account of the influence of different factors and come to a reasoned conclusion.) 2014 **8**

**Homework 24**

To what extent were the Liberal Welfare Reforms 1906 – 14 due to concerns about the increasing popularity of the Labour Party? Specimen **8**

**Homework 25**

**Source A** is from the diary of the British Ambassador to Russia dated 24th October 1917.

I heard this morning that the Bolsheviks would overthrow the Government in the course of the next few days because they had captured enough weapons. At one o’clock, three Government Ministers arrived. I was not convinced that the Government had enough force behind them to deal with the situation. I told them that I could not understand how the Government could allow Trotsky to go on encouraging the population to murder and steal.

Evaluate the usefulness of **Source A** as evidence of the reasons for the Bolshevik seizure of power in October 1917.

(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.) 2015 **6**

**Homework 26**

**Source A** is from the British Ambassador in Russia in the early months of 1914.

**Source A**

*Russia under Tsar Nicolas has had many problems. However, Russia is rapidly becoming powerful and is stronger now than at any time since the start of the century. The recent policies of the government have been seen its metal-producing industry overtake that of Austria. Russia is now also producing thousands of tons of coal. Rapid industrialisation has led to the building of some enormous factories in St Petersburg and Moscow. We must retain at all costs the friendship of the Tsar’s great Empire.*

Evaluate the usefulness of **Source A** towards the Russia ruled by Tsar Nicolas. **5**

**Homework 27**

**Source A** describes some of the effects of the First World War on Russia.

**Source A**

The outbreak of the First World War in August 1914 was to have a terrible impact on Russians. Russia went to war to support its friends and allies. Russian armies were in action against Germany and Austria-Hungary within only six days. Heart-breaking losses were suffered by the Tsar’s armies during the early years of the war. Thousands of wounded soldiers were left lying untreated on the ground for days. Nurses and doctors lacked enough bandages to treat even a quarter of the wounds.

How fully does **Source A** describe the effects of the First World War on Russia? (Use

**Source A** and recall.) 2014 **6**

**Homework 28**

**Source A** is about the outbreak of the 1905 Revolution.

**Source A**

By 1905 there was a growing desire to overthrow the repressive government of Nicholas II. There was a great deal of poverty in the cities and the countryside. The revolutionary movement gained strength following Russia’s humiliating defeat by Japan. In January an uprising to remove the Tsar began. The non-Russian areas of the empire witnessed violent disturbances. Revolutionary groups became much more organised. They formed a soviet in St Petersburg. A soviet was a type of worker’s parliament.

How fully does **Source A** explain why there was a revolution in Russia in 1905?

(Use **Source A** and recall.) Specimen **6**

**Homework 29**

**Sources B** and **C** describe the events in Petrograd during February 1917.

**Source B**

The disturbances which have begun in Petrograd are becoming more serious. Shortages of bread and flour cause panic. The workers are without jobs, the unemployed take the path to riot and revolt. The capital is in a state of anarchy. The Government is paralysed. The transport system has broken down. The suppliers of fuel and food are completely disorganised. There is wild shooting on the streets and troops are firing at each other.

**Source C**

The situation was already very serious. Some of the factories had to close down and there were several thousand workmen unemployed. They wanted bread, but after waiting for hours in the queues outside the bakers’ shops, many had been unable to get any. On Thursday, March 8, there had been a stormy sitting in the Duma and it was the bread shortage that was the cause of the unrest.

Compare the views of **Sources B** and **C** on the events in Petrograd during February

1917. (Compare the sources overall and/or in detail.) 2014 **4**

**Homework 30**

**Sources B** and **C** describe Trotsky’s leadership in the Civil War.

**Source B**

For three years, Trotsky lived on his armoured train travelling to all areas of the front. He covered 65,000 miles during the course of the war, ensuring that the Red Army was well fed and properly armed. He was an inspirational leader and was dedicated to the cause. He made rousing speeches to the troops and raised morale among his men, even when other Bolshevik leaders were not convinced that they would defeat the Whites. Over five million men joined the Red Army of their own free will.

**Source C**

Trotsky was appointed Commissar for War in early 1919 and quickly established a reputation as a ruthless leader who used strict discipline and ruled by fear. He forced people to join the Red Army to raise the numbers of troops and introduced 50,000 former Tsarist officers to train the raw recruits. The death penalty was not only used for deserters. When 200 soldiers deserted at Svyazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment as a warning to the rest.

Compare the views of **Sources** **B** and **C** about Trotsky’s leadership in the Civil War.

(Compare the sources overall and/or in detail.) Specimen **4**

**Homework 31**

Explain the reasons why it was so difficult to oppose the Tsar before 1905. 2015 **6**

**Homework 32**

Explain the reasons why the Tsar’s control of Russia was threatened in 1905. 2014 **5**

**Homework 33**

Describe the methods used by the Tsar to control Russia before 1905. 2014 **5**

**Homework 34**

Describe the hardships faced by industrial workers in Russia before 1914. Specimen **5**

**Homework 35**

To what extent did problems caused by the First World War lead to the Tsar’s downfall in February 1917?

(You must use recalled knowledge to present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) 2015 **8**

**Homework 36**

To what extent was the weakness of the Provisional Government responsible for the October 1917 Revolution?

(You must use recalled knowledge to present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) **8**