

Higher History

Introduction

We will be studying Later Modern History Britain 1851 - 1951 and Russia 1881 - 1921. This shall involve writing 2 essays, worth 20 marks each in the final exam. Therefore this shall account for 40 marks. You must write one essay from the Later Modern History Britain 1851 - 1951 and one essay from Russia 1881 - 1921. We shall also study "Migration and Empire 1830 -1939" , this shall involve answering 3 questions relating to 4 sources. The questions shall be a "How Useful (worth 6 marks), Comparison (worth 5 marks) and a How Fully (worth 9 marks)". The source skill section shall account for 20 marks.

Time Management

The Higher History exam lasts for 2 hours 20 minutes. In this time you must answer all 3 sections. There are no breaks in the new higher history exam. To be successful you must organise your time. The total marks for the exam is 60 marks, therefore you have about 2.5 minutes per mark!

Is it really that simple?

Not really because you have to think about the time you will spend reading the question. And making choices, and for section 1 you will have 4 sources to read. So if you allow 20 minutes for reading and thinking, you have only 2 hours to write your answers!

The Extended Response (Essay Section)

You must write one essay from the Later Modern History Britain 1851 - 1951 and one essay from Russia 1881 - 1921. You must never do 2 essays from the same section or you shall only receive marks for 1 essay, the other essay shall receive no marks!

You must also be disciplined and spend 40 minutes per essay. Time taken over 40 minutes shall be time taken from other answers!

History Assignment

At some point during the history higher course you shall be asked to write your history assignment. This shall usually happen in March, you will be given plenty of time to research your assignment.

It is really important to do well in your history assignment because the mark you get is part of your final mark. The History assignment accounts for 30 marks out of a total of 90 marks. That is 30% of your final mark!

The average mark for the history assignment is 18 out of 30, which is a B, you can do far better than this!

How long does my History Assignment have to be?

The answer is simple whatever you can write in 90 minutes. That is 1hr 30 minutes. There is no word limit! Most people can write 1 page of A4 in 10 minutes, therefore it would be possible to write 9 pages! The usual length of an assignment is between 6 and 7 pages.

History Resource Sheet

The History Resource Sheet is used to support you while writing up your assignment. The resource sheet shows markers you have completed research, selected and organised information. Your history resource sheet shall be sent to the SQA, along with your finished assignment to be marked by the SQA.

The History resource sheet must be one side of A4. You must not use the resource sheet to copy your information in order to write your assignment. The exception to the rule is resource references and source extracts (quotes)

Purpose and aims of the Course

The purpose of the Course is to open up the world of the past for learners.

History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

The main aims of the Course are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

Outcomes and Assessment Standards.

In order to sit the final exam, all of the outcomes and assessment standards must be reached.

Later Modern History - Britain 1851-1951

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Evaluate the impact of historical developments by:

- 1.1 Interpreting complex historical information
- 1.2 Synthesising information in a well-structured manner

Outcome 2

The learner will:

2 Draw on and apply knowledge and understanding of complex British historical issues by:

- 2.1 Describing, in detail, and with accuracy, the context of a British historical issue
- 2.2 Explaining, with accuracy, a British historical issue
- 2.3 Analysing a British historical issue

Later Modern History - Russia from 1881 - 1921

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Evaluate the factors contributing to historical developments by:

- 1.1 Interpreting complex factors which have contributed to a historical development
- 1.2 Drawing a well-reasoned conclusion on the factors contributing to a historical development
- 1.3 Using detailed evidence to support a conclusion

Outcome 2

The learner will:

2 Draw on and apply knowledge and understanding of complex European and world historical issues by:

- 2.1 Describing, in detail and with accuracy, the context of a European and world historical issue
- 2.2 Explaining, with accuracy, a European and world historical issue
- 2.3 Analysing a European and world historical issue

Migration and Empire, 1830 - 1939

1 Evaluate a range of historical sources by:

- 1.1 Evaluating the usefulness of one source in terms of its origin, purpose, content and context
- 1.2 Analysing the content of one source and placing this in context
- 1.3 Comparing two sources, presenting a detailed conclusion on their similarities and differences

Outcome 2

The learner will:

2 Draw on and apply knowledge and understanding of complex Scottish historical issues by:

- 2.1 Describing, in detail and with accuracy the context of a Scottish historical issue
- 2.2 Explaining, with accuracy, a Scottish historical issue
- 2.3 Analysing a Scottish historical issue

Higher History

Paper 2 - Source based Questions

Introduction

The Scottish History unit seeks to build knowledge and understanding of historical themes on a chosen context. It also seeks to develop the skills of historical - source handling and independent thinking. Students will become skilled in source handling, requiring them to analyse sources by interpreting them, comparing them and by placing them into their historical context. Students will further hone their source handling skills by explaining historical developments surrounding the sources and evaluating the reliability and usefulness of the sources.

Scottish History Units

We will be studying :

Migration and Empire 1830 - 1939

We will study the movement of people travelling both to and from Scotland in search of new fortunes. We will learn why many families abandoned their homes for unknown futures in distant colonies such as Canada and Australia, while others journeyed from parts of Europe to settle in Scotland.

Homework:

You will be given regular homework for Higher History. Homework shall involve writing at least 4 essay's for the British and Russian unit. Source questions shall be given for the Migration and Empire section. Extra study will also be required at assessment times.

Revision Material:

There are 3 revision books, which pupils are advised to use. Electronic copies of these guides are also available. After school history shall also be on one night per week to help pupils revise or complete homework.

Later Modern History – Russia from 1881 – 1921

A study of the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921, illustrating the themes of ideology, identity and authority.

Issues

1. An assessment of the security of the Tsarist State before 1905.

Detailed Descriptors

The structure of society; difficulties in governing the Tsarist state; Tsarist methods of control: Okhrana; Russification; army; censorship; nobility; church; terror and exile.

2. An evaluation of the causes of the 1905 revolution.

Working class discontent; discontent among the peasantry; political problems - discontent with repressive government and its policies; economic problems; military defeat in the war against Japan; Bloody Sunday.

3. An assessment of the attempts to strengthen Tsarism, 1905 – 14.

Nature of events in 1905; measures used by the Tsar: the October Manifesto and the Duma; cancellation of Redemption Payments; repression; peace with Japan; accommodation with the army; relations with the Dumas; Fundamental Laws; Russification; Stolypin - repression, land reforms, industrial reforms.

4. An evaluation of the reasons for the February Revolution, 1917.

Role of Tsar Nicholas II; role of Tsarina Alexandra; political problems - discontent among the bourgeoisie; discontent among the working class; peasant discontent; the inherent weaknesses of the autocracy: the impact of the First World War - military defeat; economic problems.

5. An evaluation of the reasons for the success of October Revolution, 1917.

The inherent weaknesses of the Provisional Government; Dual Power - the role of the Petrograd Soviet; the decision to continue the war; economic problems; political discontent; the land issue; the appeal of the Bolsheviks - propaganda, policies; the leadership of Lenin

6. An evaluation of the reasons for the victory of the Reds in the Civil War.

Superior Red resources; unity of the Reds; disunity among the Whites; the leadership of Lenin; the role of Trotsky - the organisation of the Red Army; use of terror; propaganda; effects of foreign intervention.

National Unit Specification: statement of standards Appendix

UNIT Scottish History (Higher)

Migration and Empire, 1830 - 1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

Issues

Background

Detailed descriptor

The social effects of the development of the Scottish economy: industrialisation and urbanisation; the imperial context.

1. The migration of Scots

Push and pull factors in internal migration and emigration: economic, social, cultural and political aspects; opportunity and coercion.

2. The experience of immigrants in Scotland

The experience of immigrants, with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians; the reactions of Scots to immigrants; issues of identity and assimilation.

3. The impact of Scots emigrants on the Empire

The impact of Scots emigrants on the growth and development of the Empire with reference to Canada, Australia, New Zealand and India in terms of:
Economy and enterprise
Culture and religion
Native societies.

4. The effects of migration and empire on Scotland, to 1939.

The contribution of immigrants to Scottish society, economy and culture; the impact of empire on Scotland.

Perspective

The significance of migration and Empire in the development of Scottish identity

UNIT Historical Study: British (Higher)

Later Modern History – Britain 1851-1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

Issues

1. An evaluation of the reasons why Britain became more democratic, 1851-1928.

Detailed Descriptors

The effects of industrialisation and urbanisation; popular attempts to gain the franchise; pressure groups; changing political attitudes; examples of developments abroad; party advantage; the effects of the First World War.

2. An assessment of how democratic Britain became, 1867-1928.

The widening of the franchise, 1867-1928; other measures relating to the distribution of seats, corruption and intimidation; widening membership of the House of Commons; the role of the House of Lords.

3. An evaluation of the reasons why women won greater political equality by 1928.

Changing attitudes to women in society: the women's suffrage campaigns; the militant Suffragette campaign up to 1914; the part played by women in the war effort, 1914-18; the example of other countries.

4. An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906-1914.

Concerns over poverty - the social surveys of Booth and Rowntree; municipal socialism; foreign examples; national efficiency; fears over national security; the rise of the New Liberalism; party advantage; the rise of Labour.

5. An assessment of the effectiveness of the Liberal social welfare reforms.

The aims of the Liberal Reforms; the extent to which the Liberal Reforms met these and the needs of the British people.

6. An assessment of the effectiveness of the Labour social welfare reforms, 1945-1951.

The aims of the Welfare State; the extent to which the Labour Reforms met these and the needs of the British people.