

N5

National Qualifications

2023

History

Tuesday, 2 May

Instructions to Candidates

Candidates should enter their surname, forename(s), date of birth, Scottish candidate number and the name and level of the subject at the top of their first answer sheet.

Total marks – 80

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Only Part D, Migration and Empire, 1830 to 1939 is provided.

SECTION 2 — BRITISH CONTEXTS — 25 marks

Only Part C, The Atlantic Slave Trade, 1770 to 1807 is provided.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

Only Part E — Red Flag: Lenin and the Russian Revolution, 1894 to 1921 is provided.

An ow in the margin indicates a new question.

You must clearly identify the question number you **[Braille page 2]** are attempting on your answer sheet.

Marks are shown in square brackets at the end of each question or part question.

**[Braille page 3]** SECTION 1

SCOTTISH CONTEXTS

29 marks

Part D — Migration and Empire, 1830 to 1939

Attempt the following five questions using recalled knowledge and information from the sources where appropriate.

Q16. Describe the patterns of settlement of immigrants to Scotland, 1830 to 1939. [4 marks]

Q17. To what extent did Italian immigrants make the largest impact on Scotland's economy? (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) [9 marks]

Sources A and B are about the living conditions for Irish immigrants in Scotland.

Source A

Many Irish immigrants were attracted to Scotland due to its proximity to their home country. This had an impact on living conditions. Irish immigrants often lived in overcrowded tenement slums with up to 12 people living in a single room. The water was often unclean, which led to diseases such as cholera and typhus. The tenements **[Braille page 4]** usually had shared toilets with water pumps in common courtyards.

Source B

By the 1880s, large numbers of Irish people had made the journey to Scotland over the Irish Sea, many hoping to travel on to America. Irish families sometimes lived in cramped buildings in single rooms of 12 people. It was not uncommon for the families to share facilities such as toilets and water pumps. Cholera was a problem due to the sewage and refuse in the water.

Q18. Compare the views of Sources A and B about the living conditions for Irish immigrants in Scotland. (Compare the sources overall and/or in detail.) [4 marks]

Q19. Explain the reasons why many Scots emigrated, 1830 to 1939. [6 marks]

Source C describes the impact of Scots on the countries to which they emigrated.

Source C

Scots migrated to New Zealand to take advantage of what the country had to offer and set up new lives. Many made **[Braille page 5]** an impact on those countries. The Scottish woman, Learmonth Dalrymple, helped to create the first girls' school in New Zealand. Scots also helped shape the curriculum of New Zealand's first university in Otago. In terms of politics, the Scot Peter Fraser helped to set up the New Zealand Labour Party in 1916. Around the same time, Andrew Fisher became three times Prime Minister of Australia.

ow 20. How fully does Source C describe the impact of Scots on the countries to which they emigrated? (Use the source and recall to reach a judgement.) [6 marks]

[Now go to SECTION 2]

**[Braille page 6]** SECTION 2

BRITISH CONTEXTS

25 marks

Part C — The Atlantic Slave Trade, 1770 to 1807

Attempt questions 36, 37, 38 and 39 AND question 40(a) OR 40(b) using recalled knowledge and information from the sources where appropriate.

Now 36. Describe the conditions experienced by enslaved people during the Middle Passage. [4 marks]

Sources A and B are about how enslaved people were treated in slave factories.

Source A

Old fortresses were often used as slave factories on the west coast of Africa by slave traders. I have seen slaves with plenty of space to walk around when they were held in slave factories. The slaves I saw during my visit were always well-fed and watered which kept them healthy. There was enough space for captives to sleep while held in the slave factories.

Source B

The slave factory was usually a large, brick building used to keep those captured secure until they were sold. **[Braille page 7]** Often these were buildings that were also used to trade gold and other valuable goods. Enslaved people lived in cramped, poorly ventilated dungeons. There was little room for enslaved people to lie down to rest. Captives were often kept without water and given poor quality food.

Now 37. Compare the views of Sources A and B about how enslaved people were treated in slave factories. (Compare the sources overall and/or in detail.) [4 marks]

Now 38. Explain the reasons why the slave trade had a negative impact on the development of the Caribbean islands. [6 marks]

Source C explains the reasons why resistance on plantations was mostly unsuccessful.

Source C

Enslaved people who were branded found it difficult to run away because they were easily identified. Hunters were hired to track down missing enslaved people meaning they were often returned to their owners. One notable group of escapees were the Maroons in Jamaica. The Maroons lived in the mountains and sometimes took part in violent rebellions. Slave owners put **[Braille page 8]** up posters describing runaways, making it harder for them to remain free. Enslaved people who engaged in resistance faced severe punishments, making them less likely to rebel.

Now 39. How fully does Source C explain the reasons why resistance on plantations was mostly unsuccessful? (Use the source and recall to reach a judgement.) [6 marks]

[Now attempt either question 40(a) OR 40(b)]

Source D is from a textbook written by a modern historian in 2018.

Source D

Members of the Society for the Abolition of the Slave Trade hated slavery and wanted to see it abolished completely. In the 1780s, Africans who had freed themselves formed the Sons of Africa, giving lectures about their horrific experiences. In 1787, Cugoana published a book on the evils of slavery in the British Caribbean, which shocked its readers. Furthermore, Thomas Clarkson travelled around Britain and West Africa collecting evidence against Atlantic slavery. These campaigns **[Braille page 9]** opened people's eyes to the reality of slavery.

Now 40. (a) Evaluate the usefulness of Source D as evidence of the methods used by the abolitionists. (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) [5 marks]

OR

Source E is from a textbook written by a modern historian in 2011.

Source E

Millions of Africans were torn from their homeland and taken by ship thousands of miles away to the Americas and the Caribbean. Enslaved people did not have much furniture in their huts on the plantations. They slept on simple beds made from boards, with just a mat and blanket to provide basic comfort. In some ways, house slaves had better treatment and working conditions than field hands.

Now 40. (b) Evaluate the usefulness of Source E as evidence of the living and working conditions of enslaved people on **[Braille page 10]** plantations. (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) [5 marks]

[Now go to SECTION 3]

**[Braille page 11] SECTION 3**

**EUROPEAN AND WORLD CONTEXTS**

26 marks

Part E — Red Flag: Lenin and the Russian Revolution, 1894 to 1921

Attempt questions 67, 68 and 69 AND question 70(a) OR 70(b) using recalled knowledge and information from the sources where appropriate.

Source A describes how the Tsarist government controlled Russia before 1905.

Source A

Nicholas II had become Tsar in 1894 after the death of his father. By 1900, Russia had become the fourth largest industrial country in the world. If any Russians disobeyed the Tsar, they could be flogged, beaten or even executed. The Tsar's ministers, whom he chose personally, helped him to rule Russia. At this time, there was no parliament in Russia so there were no elections. The Russian Orthodox Church also helped maintain the Tsar's rule by promoting him as the 'Little Father', who was appointed by God.

**[Braille page 12]**

Q67. How fully does Source A describe how the Tsarist government controlled Russia before 1905? (Use the source and recall to reach a judgement.) [6 marks]

Source B is taken from a speech made by Pyotr Stolypin in 1907.

Source B

Gentlemen, and members of the State Duma. The government has just recently set up a land fund. The Russian peasants are the backbone of our society, we must try and give them true freedom. The peasant bank, which has also been established by this government, must now be improved. Our poorest must also be helped financially, so we will award them with credit facilities too. All of Russia must come together to make these reforms successful.

Q68. Evaluate the usefulness of Source B as evidence of Stolypin's reforms. (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) [5 marks]

**[Braille page 13]**

Q69. Explain the reasons for the failure of the Provisional Government in 1917. [6 marks]

[Now attempt either question 70(a) OR 70(b)]

ow 70. (a) To what extent were the weaknesses of the Whites the main reason for Bolshevik victory in the Russian Civil War? (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) [9 marks]

OR

ow 70. (b) To what extent was growing opposition to the Tsar the main reason for the 1905 Revolution? (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) [9 marks]

[END OF QUESTION PAPER]