

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 E — The Making of Modern Britain, 1880 to 1951 is provided.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

Only Part D, Hitler and Nazi Germany, 1919 to 1939 is provided.

An ow in the margin indicates a new question.

You must clearly identify the question number you are attempting on your answer sheet.

Marks are shown in square brackets at the **[Braille page 2]** 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.

Q20. 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 E — The Making of Modern Britain, 1880 to 1951

Attempt questions 46, 47, 48 and 49 AND question 50(a) OR 50(b) using recalled knowledge and information from the sources where appropriate.

Now 46. Describe the problems facing people living in poverty up to 1914. [4 marks]

Sources A and B are about the surveys carried out by Booth and Rowntree.

Source A

In the early 20th century, the social investigators, Charles Booth and Seebohm Rowntree, looked at the reasons for poverty in London and York. Booth and Rowntree's reports were widely read by the British public. Booth's report was based on research in London only, so many people rejected its findings on poverty. However, these surveys did help to change the minds of the British public by proving that poverty was not the fault of the individual.

[Braille page 7]

Source B

Booth and Rowntree were significant in revealing the extent of poverty in Britain. The extent of poverty revealed in Booth's report shocked people leading to pressure for change in how poverty was dealt with. However, many people in Britain did not read the reports of Booth and Rowntree and this limited the impact of the reports. As a result, lots of people in Britain continued to believe in laissez-faire policies, that those living in poverty had to help themselves.

Now 47. Compare the views of Sources A and B about the surveys carried out by Booth and Rowntree. (Compare the sources overall and/or in detail.) [4 marks]

Now 48. Explain the reasons why some Liberal reforms, 1906 to 1914, were not successful in improving the lives of the British people. [6 marks]

Source C explains the reasons why World War II changed attitudes to poverty in Britain.

Source C

World War II disrupted life in Britain. Due to extensive bombings, the government provided temporary housing and many people hoped that this kind of support would **[Braille page 8]** continue. Owing to conscription, people were more accepting of government involvement in helping with social problems. Mothers with two or more children also appreciated the benefits of the Family Allowances Act introduced during the War, which gave additional financial support. In addition, the common experience of wartime changed what people thought the role of government should be for helping people in need.

Q49. How fully does Source C explain the reasons why World War II changed attitudes to poverty in Britain? (Use the source and recall to reach a judgement.) [6 marks]

[Now attempt either question 50(a) OR 50(b)]

Source D is from a textbook written by a modern historian in 2010.

Source D

Before the Labour reforms, disease was widespread as many British people could not afford the cost of medical care. The introduction of the National Health Service dealt effectively with this issue as treatment and services were initially free at point of use. However, there was little money for building new facilities so many hospitals were out **[Braille page 9]** of date, which limited the care which could be provided. The expansion of the National Health Service created job opportunities, particularly for nurses and support staff.

Q50. (a) Evaluate the usefulness of Source D as evidence of the impact of the National Health Service on people's lives. (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 2004.

Source E

World War II highlighted the many issues facing the British people. As a result of intensive bombing during the war, one of the biggest problems facing the government was homelessness, 'Squalor'. However, probably the biggest issue was 'Want', which meant that many people in Britain did not have what they needed to survive above the poverty line. The Labour government aimed to solve the causes of poverty and so introduced reforms to deal with the reasons for **[Braille page 10]** unemployment, 'Idleness'.

Q50. (b) Evaluate the usefulness of Source E as evidence of the problems identified by the 'Five Giants'. (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 D — Hitler and Nazi Germany, 1919 to 1939

Attempt questions 63, 64 and 65 AND question 66(a) OR 66(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the terms of the Treaty of Versailles.

Source A

In May 1919 the terms of the Treaty were presented to a horrified German delegation. There was resentment in Germany in particular to Article 231, the 'War Guilt' clause. The Rhineland was to become a demilitarised zone to act as a buffer between France and Germany. Some terms were resented much more than others. The Anschluss (union with Austria) was forbidden by Article 80 of the Treaty. All of Germany's colonies were to be handed over to the Allies as decided by the League of Nations.

ow 63. How fully does Source A describe the terms of the Treaty of Versailles? (Use the source and recall to reach a judgement.) [6 marks]

[Braille page 12]

Source B is from an election leaflet produced by the Nazi Party in 1929.

Source B

What have your Weimar political parties done for you? They made weak coalitions that soon collapsed leaving Germany without leadership. Remember when inflation robbed you of your savings and businesses? Middle class voters, the Communist Party is a threat to your livelihood, join us in fighting it wherever it is to be found. Farmers and workers, for a long time you have believed that obeying law and order was the first duty of the citizen. Now, you should look after yourselves. Vote National Socialist!

ow 64. Evaluate the usefulness of Source B as evidence of the reasons why the Nazis appealed to Germans up to 1933. (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]

ow 65. Explain the reasons why Jews and other minorities were treated so badly in Nazi Germany, 1933 to 1939. [6 marks]

[Braille page 13] [Now attempt either question 66(a) OR 66(b)]

ow 66. (a) How successful were the Nazis in controlling youth movements and education up to 1939? (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 66. (b) How important was violence and intimidation as a reason why the Nazis were able to consolidate their power up to 1934? (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]