

N5

National Qualifications

2025

History

Friday, 9 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 — 25 marks

Only Part E, The Era of the Great War, 1900 to 1928 is provided.

SECTION 2 — BRITISH CONTEXTS — 26 marks

Only Part C, The Trade in Enslaved African People, 1770 to 1807 is provided.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

An owl in the margin indicates a new question.

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

**[Braille page 2]** Marks are shown in square brackets at the end of each question or part question.

**[Braille page 3]** SECTION 1 — SCOTTISH

CONTEXTS — 25 marks

Part E — The Era of the Great War, 1900 to 1928

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

Source A is from a textbook written by a modern historian in 2022.

Source A

The Great War began in August 1914. In many ways, the start of this European war took very few people by surprise. Scottish people responded to calls for recruitment in large numbers and by 1915 13% of British recruits were Scots. Scots from all backgrounds, professions, and classes chose to join the army. Many Scots volunteered because they joined military units connected to their work, like the Glasgow HLI battalions. Responses to this call to arms was similar in other European empires.

owl 21. Evaluate the usefulness of Source A as evidence of Scottish recruitment during the Great War. (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 **[Braille page 4]** say and what has been missed out.) [5 marks]

owl 22. Describe the experience of life in the trenches for Scottish soldiers. [4 marks]

Sources B and C are about the impact of the Defence of the Realm Act on people's lives.

Source B

At the outbreak of war, the government introduced the Defence of the Realm Act (DORA) to support the war effort. People at home had limited access to news and did not always know what was happening at the front. Many Scots found it more difficult to travel around Scotland because of transport restrictions. DORA also controlled people's leisure time and made several popular activities illegal.

### Source C

Everyday travel in Scotland was unaffected by the restrictions of DORA. Additionally, many Scots received news from returning friends or family telling them what things were like at the front. However, DORA did not have much of an impact on people's free time, as many of the restrictions were focused on less common hobbies. DORA was to remain a controversial issue for the Liberal government throughout the war.

**[Braille page 5]** ow 23. Compare the views of Sources B and C about the impact of the Defence of the Realm Act on people's lives. (Compare the sources overall and/or in detail.) [4 marks]

Source D explains the reasons why employment changed during the Great War.

### Source D

The War caused a sharp increase in demand for shipping, and skilled workers were needed in large numbers. The government took control of several large and important workplaces, controlling shift patterns and orders. Wartime rules also determined where workers could work, and they needed a leaving certificate to move jobs. For the first time, some women were able to get skilled jobs in industries like engineering. Many of these changes were fiercely opposed by political groups like the Independent Labour Party (ILP) and politicians like John Maclean.

ow 24. How fully does Source D explain the reasons why employment changed during the Great War? (Use the source and recall to reach a judgement.) [6 marks]

**[Braille page 6]** ow 25. Explain the reasons why the franchise was extended in 1918. [6 marks]

[Now go to SECTION 2]

## **[Braille page 7]** SECTION 2 — BRITISH

### CONTEXTS — 26 marks

#### Part C — The Trade in Enslaved African People, 1770 to 1807

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

ow 34. To what extent was population loss in African societies the main impact of the trade in enslaved people? (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) [9 marks]

Source A describes the impact of the Caribbean trade on the British economy.

#### Source A

The trade in enslaved Africans had far reaching effects on British society, including the economy. Caribbean rum consumption rose, leading to the development of the alcohol trade in Britain. Profits gained in Glasgow from sugar and tobacco helped fund the development of the chemical industry in Scotland. The Caribbean trade encouraged the growth of the cotton industry in Lancashire. The fishing industry benefitted from the Caribbean trade as it grew due to the need for salt **[Braille page 8]** fish for use in the voyages.

ow 35. How fully does Source A describe the impact of the Caribbean trade on the British economy? (Use the source and recall to reach a judgement.) [6 marks]

Source B is from a letter written by a visitor to the Caribbean in 1789.

#### Source B

On my travels around the Caribbean islands, I visited many plantations. One of these was on Montserrat. There, it was very common for the slaves to be branded with the initials of their owner's name. I saw many slaves being punished harshly with instruments of torture such as thumb screws. I watched slaves working from dawn to dusk on the sugar plantations. On many of the islands I visited, I saw the same treatment repeatedly.

ow 36. Evaluate the usefulness of Source B as evidence of living and working conditions of enslaved people on the 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]

**[Braille page 9]** ow 37. Explain the reasons why the abolition campaigns were successful up to 1807. [6 marks]

[Now go to SECTION 3]

**[Braille page 10] SECTION 3 — EUROPEAN**

**AND WORLD CONTEXTS — 29 marks**

**Part D — Hitler and Nazi Germany, 1919 to 1939**

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

ow 61. Describe what happened during the Spartacist Revolt, 1919. [4 marks]

ow 62. Explain the reasons why there was discontent with the Weimar Republic, 1919 to 1933. [6 marks]

Sources A and B are about the coming to power of the National Socialists in 1933.

**Source A**

The new German democratic system did not survive the inter-war period. President Paul Von Hindenburg was persuaded that the appointment of Hitler could help stabilise the country. Franz Von Papen of the Centre Party supported the appointment as he felt he could control Hitler. Many industrial leaders helped Hitler with funding as they believed he was the man who could keep out the Communists. Hitler was especially popular amongst the lower middle classes.

**[Braille page 11] Source B**

Von Papen had the mistaken belief that he could keep power in his own hands so backed Hitler as Chancellor. President Hindenburg was convinced by others to make Hitler Chancellor of Germany in order to provide strong government. Leading figures in industry provided finance for Hitler as they trusted he would take tough action against the Communists. Hitler was to remain in power until his death in 1945.

ow 63. Compare the views of Sources A and B about the coming to power of the National Socialists in 1933. (Compare the sources overall and/or in detail.) [4 marks]

ow 64. To what extent did the churches provide the most effective opposition to the Nazis, 1933-1939? (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.) [9 marks]

Source C describes youth movements and education in Nazi Germany.

**Source C**

The Nazis aimed to make big changes in Germany. They saw young people as the future of the country. Any teacher who spoke out against the Nazis was sacked. In **[Braille page 12]** Biology, children were taught about the superiority of the Aryan race and the inferiority of Jewish people. Girls were discouraged from going to university and between 1933 and 1939 the number of women in attendance dropped from 18,000 to fewer than 6000. Outside of school, boys learned military skills in the Hitler Youth.

ow 65. How fully does Source C describe youth movements and education in Nazi Germany? (Use the source and recall to reach a judgement.) [6 marks]

[END OF QUESTION PAPER]