

N5

National Qualifications

2026

History

Thursday, 14 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 E, The Era of the Great War, 1900 to 1928 is provided.

SECTION 2 — BRITISH CONTEXTS — 25 marks

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

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

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

An owl in the margin indicates a new question.

[Braille page 3] SECTION 1 — SCOTTISH CONTEXTS — 29 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.

Now 21. Explain the reasons why Scots volunteered to fight on the Western Front. [6 marks]

Sources A and B are about the use of aircraft in the Great War.

Source A

Aircraft were only developed as technology shortly before the outbreak of the First World War. They were first used to spot enemy positions and troop movements. Despite their use, aircraft often had to return to base because of engine and fuel trouble. By the end of the War, both sides had introduced fighter planes that tried to shoot down opposing aircraft. This was just part of the wartime technological revolution.

Source B

Aircraft could be unreliable owing to issues with engines and fuel supply. Roughly half of all casualties in the British Airforce were due to accidents. Aircraft were used to scout and find out where **[Braille page 4]** enemy soldiers and guns were deployed. Fighter aircraft were introduced that would hunt and destroy enemy planes. The Germans even started designing huge, long-range Zeppelin aircraft, that were able to bomb cities like Edinburgh.

Now 22. Compare the views of Sources A and B about the use of aircraft in the Great War. [4 marks]

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

Source C describes the changing role of women in society during the Great War.

Source C

After the outbreak of war, more women took on employment in heavy industries like shipbuilding on the Clyde. Women also took on new roles such as serving in the

police at Gretna. With many men volunteering to fight, more women were forced to take full responsibility for their family and work. In some cases, there was an increase in financial freedom, with women being free to choose how to spend their money. However, many of these changes did not continue after the War ended.

[Braille page 5] ow 23. How fully does Source C describe the changing role of women in society during the Great War? [6 marks]

(Use the source and recall to reach a judgement.)

ow 24. To what extent was foreign competition the main reason why heavy industry declined after 1918? [9 marks]

(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.)

ow 25. Describe what happened during the rent strikes. [4 marks]

[Now go to SECTION 2]

[Braille page 6] SECTION 2 — BRITISH CONTEXTS — 25 marks

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

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

Source A explains the reasons why the trade in enslaved Africans had a negative effect on African societies.

Source A

Demand for the labour of enslaved people grew significantly in the 17th century. However, the trade really expanded with Britain in the 18th century. Many argue that Europeans trading weapons led to more warfare in West Africa. Some African states, such as Ashanti and Dahomey, grew richer as a result. However, other cultures were lost as they were taken over by their rivals. Many Africans were killed during conflicts over enslavement. In addition, millions of people's homes were destroyed during these wars.

ow 36. How fully does Source A explain the reasons why the trade in enslaved Africans had a negative effect on African societies? [6 marks]

[Braille page 7] (Use the source and recall to reach a judgement.)

ow 37. Explain the reasons why the Caribbean trade had an impact on Britain's economy. [6 marks]

ow 38. Describe the working conditions on plantations for enslaved Africans. [4 marks]

Sources B and C are about enslaved Africans' attempts to gain their freedom.

Source B

Enslaved Africans were angry at being taken from their homelands. They wanted to change their lives. For many, the risk of punishment for escaping was worthwhile if they had the chance of winning freedom. Families would try to flee together as staying united gave them a better chance of surviving. Some Africans who did escape managed to live the rest of their lives free from the plantations.

Source C

In recent years, more work has been done to research the different ways that enslaved Africans fought back against their owners. Many families chose to split up and escape individually to increase their chances of success. Many enslaved Africans were too scared to run away in **[Braille page 8]** case they faced harsh punishment. Although some enslaved people ran away, they often did not manage to stay free because they were captured and returned to the plantations.

ow 39. Compare the views of Sources B and C about enslaved Africans' attempts to gain their freedom. [4 marks]

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

Source D is from a textbook written by a modern historian in 2009.

Source D

William Wilberforce was born in Hull in 1759. In his younger years, he was not very religious, but over time became a strong believer in Christianity. This led to him hearing about opposition to enslavement. Wilberforce spoke at different public meetings, protesting against the treatment of Africans. He also helped publicise petitions against enslavement. As a result of this, he often faced threats of violence. However, Wilberforce was not intimidated and he continued to work with members of anti-slavery campaign groups.

ow 40. Evaluate the usefulness of Source D as evidence of the role of William Wilberforce in the abolitionist **[Braille page 9]** campaigns. [5 marks]

(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.)

[Now go to SECTION 3]

[Braille page 10] SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

Part D — Hitler and Nazi Germany, 1919 to 1939

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

ow 63. Explain the reasons why many German people were opposed to the Treaty of Versailles. [6 marks]

ow 64. To what extent was intimidation the main reason that the Nazis were able to consolidate power in Germany, 1933 to 1934? [9 marks]

(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.)

Source A is from an official document written by an SS officer in 1938.

Source A

This information is being sent following the attack on a German government official in Paris. Police chiefs are to immediately inform local Nazi leaders of these instructions. Synagogues are to be burned down, only if there is no danger of the fire affecting other buildings. Healthy male Jews are to be arrested and **[Braille page 11]** sent to concentration camps. However, foreign citizens must not be harassed or attacked as part of these actions. Jewish houses may also be destroyed.

ow 65. Evaluate the usefulness of Source A as evidence of the treatment of Jewish people in Nazi Germany. [5 marks]

(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.)

Source B describes the role of women in Nazi Germany.

Source B

During the 1920s, women's lives and rights had changed across Europe, including in Germany. However, many Nazis wanted to see an end to this. Loans were made available to encourage young women to find a husband. It also became more difficult to go to university, with only 10% of spaces available for women. Females were banned from working in roles such as judges and lawyers. However, by the end of the 1930s, there were more women who were in work because Germany had a labour shortage.

[Braille page 12] ow 66. How fully does Source B describe the role of women in Nazi Germany? [6 marks]

(Use the source and recall to reach a judgement.)

[END OF QUESTION PAPER]