

N5

National Qualifications

2022

History

Friday, 20 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 D, Migration and Empire, 1830 to 1939 is provided.

SECTION 2 - BRITISH CONTEXTS - 26 marks

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

SECTION 3 - EUROPEAN AND WORLD CONTEXTS - 29 marks

Only Part G, Free at Last? Civil Rights in the USA, 1918 to 1968 is provided.

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

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

An ow in the margin indicates a new question.

[Braille page 2]

SECTION 1 SCOTTISH CONTEXTS 25 marks

Part D - Migration and Empire, 1830 to 1939

Attempt the following five questions, 16 to 20, using recalled knowledge and information from the sources where appropriate.

ow 16. Describe the impact of the Empire on Scotland between 1830 and 1939. [4 marks]

Sources A and B are about the reasons why Lithuanian immigrants settled in Scotland.

Source A

Lithuanians came to Scotland fleeing oppression in their homeland. In Lithuania, Russian occupation had changed their lives. Many Lithuanians chose to come to Scotland because they had been recruited by employers in Coatbridge. Lithuanian immigrants continued to be attracted to Scotland because it offered family and community connections. In and around Coatbridge, there were many businesses set up to cater for Lithuanians such as bakeries and newspapers.

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Source B

In the late 19th century, Lithuanian immigrants came to Scotland because of poverty in their homeland. Most of the Lithuanians found themselves stranded in Scotland because they lacked funds to travel to America. By the end of the First World War, Lithuanians were no longer coming to Scotland as the community had broken up because of disagreements over which country they should fight for. Those Lithuanians who stayed often changed their names.

ow 17. Compare the views of Sources A and B about the reasons why Lithuanian immigrants settled in Scotland. (Compare the sources overall and/or in detail.) [4 marks]

ow 18. Explain the reasons why migrants experienced difficulties living in Scotland between 1830 and 1939. [6 marks]

Source C explains the reasons why Scots emigrated overseas, 1830 to 1939.

Source C

The headmaster gave a speech; he said many former pupils had left to go to Canada and were living a better life. They sent letters encouraging their family and friends to move too. He introduced the immigration agent. The Agent said Canada was a huge country, which had great opportunities for farming. He explained that a ticket to Canada with the Anchor Line cost £13 and 13 shillings, which got comments of "expensive". He enthusiastically persuaded us of the merits of emigration with film clips and views of Canada.

ow 19. How fully does Source C explain the reasons why Scots emigrated overseas, 1830 to 1939? (Use the source and recall to reach a judgement.) [6 marks]

Source D is from a textbook written by a modern historian in 2008.

Source D

The majority of Scots who emigrated to New Zealand, came from around Edinburgh or Glasgow. Many of the emigrants were skilled or semi-skilled workers. John Ewing set up a highly successful mining operation. The Burt Brothers also established a nationwide plumbing and gas fitting business. Scots also made contributions in other areas. The Scottish education system was [Braille page 4] the model for New Zealand's education system. It must be stated, however, that not all of the emigrants made their presence a wholly welcome one in this land.

ow 20. Evaluate the usefulness of Source D as evidence of the impact of Scots on the areas to which they emigrated. (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]

[End of SECTION 1]

SECTION 2 BRITISH CONTEXTS 26 marks

Part C-The Atlantic Slave Trade, 1770 to 1807

Attempt questions 34, 35 and 36 AND question 37(a) OR 37(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the experience of slaves in slave factories on the African coast.

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Source A

Those being forced into slavery are forced to walk for many days to reach the coast. When captured Africans are brought from the inland areas, they are held in prison. There is a chain of 30 large stone forts along the Gold Coast of West Africa. When we buy the captives, they are all brought out together and thoroughly examined by our surgeons. Slaves are often put in punishment cells for rebellious behaviour. Slaves are often kept chained up during their time in slave factories.

ow 34. How fully does Source A describe the experience of slaves in slave factories on the African coast? (Use the source and recall to reach a judgement.) [6 marks]

Source B is a letter written by a visitor to Jamaica in 1774.

Source B

Smallpox is a dreadful disease which has frequently caused many deaths here among the enslaved Africans. The latest method of vaccination practised in this island promises to put an end to such awful loss of life. I am also concerned at the deep divisions that can be seen between rich white and poor free black communities. The focus only on sugar is stopping this island from developing other businesses which will harm the island's economy if sugar prices go down.

ow 35. Evaluate the usefulness of Source B as evidence of the impact of the slave trade on the development of the Caribbean islands. (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 36. Explain the reasons why resistance by slaves was so difficult on plantations. [6 marks]

[Now attempt either question 37(a) OR 37(b)]

ow 37. (a) How important was the role of William Wilberforce in the success of the abolitionist campaigns to end the Atlantic slave trade? (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 37. (b) How important was loss of population as an impact of the slave trade on African societies? (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 SECTION 2]

SECTION 3 EUROPEAN AND WORLD CONTEXTS 29 marks

Part G- Free at Last? Civil Rights in the USA, 1918 to 1968

Attempt questions 76, 77, 78 and 79 AND question 80(a) OR 80(b) using recalled knowledge and information from the sources where appropriate.

ow 76. Describe the experiences of immigrants in the USA during the 1920s. [4 marks]

ow 77. To what extent were the activities of the Ku Klux Klan the most important reason for the migration of black Americans to the North up to 1945? (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 experience of black Americans during World War Two.

Source A

For many Americans, the war changed little but for others it made a dramatic difference. The "Double V" campaign demanded victory for democracy at home as well as abroad, which was popular amongst black servicemen. Philip Randolph used the March on Washington Movement to secure a Presidential order to end segregation in the war industries. In the military, black Americans were given more opportunities such as the flight programme training pilots at Tuskegee, Alabama.

Source B

Almost as soon as America entered the war in 1941, the war effort required changes to military recruitment and training. The outbreak of war provided opportunities for black Americans to train as military pilots for the first time. President Roosevelt was pressured to issue an Executive order to prohibit discrimination in defence industries. Additionally, black soldiers supported the "Double V" campaign as they fought to defeat Nazi Germany but also demanded civil rights at home.

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ow 78. Compare the views of Sources A and B about the experience of black Americans during World War Two. (Compare the sources overall and/or in detail.) [4 marks]

ow 79. Explain the reasons why the Montgomery Bus Boycott was important in the campaigns for civil rights. (6 marks]

[Now attempt either question 80(a) OR 80(b)]

Source C describes the activities of the Black Panthers.

Source C

The Black Panthers stand out as perhaps the most controversial organisation of the black civil rights movement. They set up projects for black American communities which included its free ambulance programme. The Black Panthers had other welfare programmes, such as shoe distribution in ghetto areas. They also helped provide free transportation for black Americans to visit relatives in prison. On the other hand, the Black Panthers had many critics. What is remembered most about them is that Black Panthers on patrol would openly carry loaded weapons.

ow 80. (a) How fully does Source C describe the activities of the Black Panthers? (Use the source and recall to reach a judgement.) (6 marks]

OR

Source D describes the Freedom Rides.

Source D

The Freedom Rides took place at a time when Southern black people still suffered from segregation. The Riders travelled on buses through the American South using facilities such as lunch counters which were supposed to be white-only. Before starting, the Riders completed a few days of training on how to respond to any harassment. Hundreds of protesters were arrested during the campaign. The first Freedom Riders were unable to finish their journey by bus, so flew to New Orleans instead.

ow 80.(b) How fully does Source D describe the Freedom Rides? (Use the source and recall to reach a judgement.) [6 marks]

[End of SECTION 3]

[END OF QUESTION PAPER]