



# History

## Guidance on modifications to the National 5 History question paper: session 2021–22

September 2021

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

© Scottish Qualifications Authority 2021

# National 5 History modifications for session 2021–22

For National 5 History in session 2021–22, an optional question will be introduced in two of three sections of the question paper.

## Rationale

Centres may choose not to teach key issue 4 if teaching and learning is disrupted but it is still good practice to cover the entire course if possible.

This approach was also part of the modifications to the National 5 History course assessment for session 2020–21 before 2021 National 5 exams were cancelled.

Questions from issue 4 in Section 2: British and Section 3: European and world, will **now** have an optional question from either issue 1, 2 or 3 in order to reduce the assessable content, if required. Note: this **does not** apply to the Scottish section in session 2021–22.

In the 2022 National 5 History question paper, questions in Section 2: British and Section 3: European and world will therefore sample issues 1–4 or issues 1–3. This will allow all candidates the opportunity to complete all the required questions in the question paper.

Please note that in the 2022 question paper the three sections (the 25-mark section, the 26-mark section and the 29-mark section) will rotate randomly and so will the questions. Questions may not be asked in chronological order.

## How the modified 2022 question paper will look

In sections 2 and 3, where any question is asked from key issue 4, there will be an additional equivalent question from one of the other key issues (from either key issue 1, key issue 2 or key issue 3).

### Example 1

SECTION 2 — BRITISH CONTEXTS Part C — The Atlantic Slave Trade, 1770–1807

The Atlantic Slave Trade, 1770–1807 includes the following four key issues:

- ◆ The Triangular Trade
- ◆ Britain and the Caribbean
- ◆ The captive's experience and slave resistance
- ◆ The abolitionist campaigns

There will be a question from key issue 4 (in this example, 'The abolitionist campaigns'). However not all centres may have taught this.

So that all candidates have the opportunity to answer the required number of questions, there will also be an optional additional question from one of the other key issues.

For example, if question 4 in the 'Atlantic Slave Trade' topic is a short essay question taken from key issue 4, there will also be another short essay question taken from one of the other key issues. Candidates can choose to answer **either** of these questions (but not both).

Candidates answering 'Atlantic Slave Trade' questions could be presented with the following two questions and told to answer one of them. Question 4a is taken from key issue 4 and question 4b is taken from key issue 1.

4a To what extent was Olaudah Equiano the main reason for the success of the abolitionist campaign?

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

4b To what extent did tribal conflict encouraged by the slave trade cause the most harm to African societies?

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

Candidates will decide which **one** of these questions they wish to answer.

The above is an example only. Questions in the 2022 question paper may appear in a different order. The optional question may also be a different question type from this example. **The optional question will however be the last question in each section.**

In the 2022 question paper, questions in each of the sections will be numbered sequentially.

## Example 2

SECTION 3 — EUROPEAN AND WORLD CONTEXTS Part A — The Cross and the Crescent: the Crusades, 1071–1192

The Crusades, 1071–1192 topic includes the following four key issues:

- ◆ Knights, castles and warfare
- ◆ The First Crusade
- ◆ The Fall of Jerusalem, 1187
- ◆ The Third Crusade, to 1192

There will be a question from key issue 4 (in this example, 'The Third Crusade, to 1192'). However not all centres may have taught this.

So that all candidates have the opportunity to answer the required number of questions, there will also be an optional additional question from one of the other key issues.

For example, if question 5 in 'the Crusades' topic is a 'Describe' question taken from key issue 4, there will also be another 'Describe' question taken from one of the other key issues. Candidates can choose to answer **either** of these questions (but not both).

Candidates answering 'Crusades' questions could be presented with the following two questions and told to answer one of them. Question 5a is taken from key issue 4 and question 5b is taken from key issue 2.

5a Describe the Battle of Jaffa in 1192.

5b Describe the role of a knight in medieval times.

Candidates will decide which **one** of these questions they wish to answer.

The above is an example only. Questions in the 2022 question paper may appear in a different order. The optional question may also be a different question type from this example. **The optional question will however be the last question in each section.**

In the 2022 question paper, questions in each of the sections will be numbered sequentially.

## **Appendix: question paper examples**

The following examples show what the modified 2022 question paper will look like.

Note: in the examples below the optional question in section 2 and the optional question in section 3 are both based on issue 1. In the 2022 question paper the optional question in section 2 and in section 3 may not be based on the same issue. For example, the optional question in section 2 may come from issue 2 and the optional question in section 3 may come from issue 1 or from issue 3.

## Example 1

MARKS

### SECTION 2 – BRITISH CONTEXTS – 26 marks

#### Part C – The Atlantic Slave Trade, 1770–1807

Attempt questions 1, 2 and 3 and **EITHER** 4(a) **OR** 4(b) using recalled knowledge and information from the sources where appropriate.

**Source A** is from a diary written by a slave ship's doctor in 1788.

#### Source A

Some wet and windy weather had caused the port holes to be shut. This led to diarrhoea and fevers among the slaves. I often went down below deck among them. After some time the apartments became so extremely hot, as to be only bearable for a very short time. The floor of the place where the slaves lay was covered in blood and diarrhoea which had come from them because of their sickness. It looked like a slaughter house.

1. Evaluate the usefulness of **Source A** as evidence of the conditions faced by slaves during the Middle Passage.

5

(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** is about the impact the slave trade had on the Caribbean islands.

#### Source B

The slave trade had a long-lasting effect on the islands of the Caribbean. The slaves outnumbered the white population about 20 to 1 which created a fear of rebellion among the white population. This fear of a slave uprising led to the introduction of a legal system which supported slavery. Slave laws were introduced which allowed slave owners to brutally punish or even execute slaves. Slaves were vital to work on the plantations. The concentration on sugar production did lasting damage to the Jamaican economy.

2. How fully does **Source B** describe the impact the slave trade had on the Caribbean islands?

6

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

3. Explain the reasons why resistance was difficult for slaves on the plantations.

6

**[Now attempt EITHER question 4(a) OR 4(b)]**

**MARKS**

4. (a) To what extent was Olaudah Equiano the main reason for the success of the abolitionist campaign?
- (Use recalled knowledge to introduce then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

**9**

**OR**

- (b) To what extent did tribal conflict encouraged by the slave trade cause the most harm to 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**

The above is an example only. Questions in the 2022 question paper may appear in a different order. The optional question may also be a different question type from this example. **The optional question will however be the last question in each section.**

In the 2022 question paper, questions in each of the sections will be numbered sequentially.

## Example 2

MARKS

### SECTION 3 – EUROPEAN AND WORLD CONTEXTS – 29 marks

#### Part A – The Cross and the Crescent: the Crusades, 1071–1192

Attempt questions 1, 2, 3, 4 and EITHER 5(a) OR 5(b) using recalled knowledge and information from the sources where appropriate.

**Source A** is about the importance of castles in the twelfth century.

#### Source A

During Henry II's reign, castles were built of stone and with extra walls and towers. These castles became a key symbol of power. They were also the administrative centres of each town. The numerous rooms inside a castle meant that it was an ideal base for the local garrison carrying out guard duty. During the civil war many castles had been built illegally. There was no doubt however that they were useful during times of attack when food, drink and other supplies could be stored there.

1. How fully does Source A describe the importance of castles in the twelfth century?  
(Use the source and recall to reach a judgement.)

6

**Source B and C** describe what happened to Jewish communities during the First Crusade.

**Source B**

After a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community. Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews. As the Crusaders thought the Jews were the enemy of Christ, most believed they could treat them as they wished. Some forced the Jews to change religion and become Christian. Others, against the orders of Peter the Hermit, slaughtered the Jews.

**Source C**

A rumour spread among the Crusaders that whoever killed a Jew would have all their sins forgiven. Immediately, Peter the Hermit's army began attacking and killing Jewish men, women and children. Although some Jews tried to fight back they had few weapons and were easily defeated. In the riot that followed, Jewish houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.

2. Compare the views of Sources B and C about what happened to Jews during the First Crusade. 4  
(Compare the sources overall and/or in detail.)
3. To what extent were Muslim divisions the main reason for the success of the First Crusade? 9  
(Use recalled knowledge to introduce, then present a balanced assessment of the influence of different factors and come to a reasoned conclusion.)
4. Explain the reasons why the Crusaders lost control of Jerusalem in 1187. 6

**[Now attempt EITHER question 5(a) OR 5(b)]**

**MARKS**

5. (a) Describe the Battle of Jaffa in 1192.

**4**

**OR**

(b) Describe the role of a knight in medieval times.

**4**

The above is an example only. Questions in the 2022 question paper may appear in a different order. The optional question may also be a different question type from this example. **The optional question will however be the last question in each section.**

In the 2022 question paper, questions in each of the sections will be numbered sequentially.