



2009 History

Standard Grade Foundation

Finalised Marking Instructions

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Information for markers

The following general instructions are provided for the guidance of markers at all levels.

It is vitally important that all markers are totally familiar with the candidate performance requirements, as set out in the correct arrangements document, for both assessable elements at each level in terms of process and the place of recalled evidence where this is required.

Marking conventions

Markers must carefully observe the following points.

All marking on candidate scripts must be in red biro.

All marking must be carefully placed **in the correct column** on the right of the script: KU marks in the left column; ES marks in the right column as indicated.

No half marks can be awarded.

Every effort has been made to direct the candidate towards tackling the correct two Unit Contexts. If a candidate has attempted more than two Unit Contexts, all of the candidate's work must be marked – unless it is blatantly obvious that one Unit Context has been answered better than the other(s). In this case only the successfully completed Unit Context should be marked.

If it is necessary to mark more than one context in a unit then, as a general rule, the better Enquiry Skills mark should be taken. **In this case, the Knowledge and Understanding mark must be taken from the same Unit Context.**

Total together one KU mark and one ES mark. Remember that these must be taken from **TWO Unit Contexts** only.

Where a candidate has attempted more than one context in a unit, and it is not clear which one is better, do not total the marks, but include a note of the marks by element for each context and mark the script for special attention by placing the letters **PA** on the top right hand corner.

Please make good use of the following indications of where marking credit has or has not been awarded. Place the symbol beside the appropriate section of the answer.

A single red line underneath a response indicates that part of an answer is suspect.

- ✓ indicates a relevant, credited piece of evidence.
- R indicates that recall has been credited.
- DP indicates a developed point of evidence.
- P indicates that the process is apparent.
- X indicates irrelevance or error.
- NP indicates that process is suspect or non-existent.
- C indicates that the candidate has **simply** copied presented evidence.
- WP indicates that the wrong process has been used.

Marking at Foundation Level

Marks should be awarded to the candidate for:

carrying out the correct process using relevant evidence – **either** from the presented evidence **or** from recall where appropriate.

The majority of answers will be based on presented evidence but equal weighting should be given to relevant recall where this is used in place of or as well as presented evidence.

Section A (Knowledge and Understanding)

At Foundation Level, candidates may use a good deal of presented evidence from the sources and appropriate copying of evidence should be sympathetically treated. Only where a candidate has done nothing at all with the presented evidence should the response be viewed with suspicion.

The Marking Instructions only give acceptable evidence from presented sources. All relevant, recalled evidence should also be rewarded.

Section B (Enquiry Skills)

In an ES4 item requiring candidates to select evidence from two sources, **full** marks cannot be obtained unless some relevant evidence is selected from each source.

In this item straight copying of relevant points from presented evidence should always be rewarded.

In the Marking Instructions, the abbreviations K1 – K3, and ES1 – ES5 have been used to indicate the particular sub skills of the extended EGRC to which an individual question relates:

- K1: description;
- K2: explanation;
- K3: importance;
- ES1: evaluation;
- ES2: comparison;
- ES3: point of view;
- ES5: select evidence;
- ES6: present findings.

2009 History – Standard Grade

Foundation Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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1. The candidate explains the importance of medical knowledge in causing the population to grow using evidence such as:
 - vaccination against killer diseases, eg smallpox
 - many thousands of the islanders were protected from smallpox
 - better medical training saved lives.

KU3 (2)

2. The candidate explains why Scottish people moved from the countryside to the towns and cities using evidence such as:
 - when the lairds cleared the ground many cottagers lost their land
 - cottagers also lost their homes
 - there were too few new villages to take in all the people
 - many Scots found factory work in the towns.

KU2 (3)

3. The candidate describes the methods used by the government using evidence such as:
 - used its cavalry to capture Radicals
 - government soldiers fired some shots
 - government soldiers wounded four of the Radicals
 - government soldiers arrested the Radicals.

KU1 (2)

4. The candidate supports the evaluation of **Source D** by selecting the following statements:
 - A – It is a primary source.
 - C – It was spoken by an eyewitness who had worked as a child in a factory (mill).

ES1 (2)

5. The candidate selects evidence from **Source D** such as:
 - the air was thick with dust which choked (my) lungs
 - (I was) only about seven years of age
 - worked from half past five until half past seven at night/worked long hours
 - started work very early (5:30 am)

ES5 (4)

Full marks cannot be obtained unless some relevant evidence is selected from each side.

6. The candidate gives two conclusions using evidence such as:

Bad effects

- health – dusty air which choked lungs
- age – many were too young/only about seven years of age
- long hours
- started work very early

Good effects

- some mills/factories were cleaner than others
- blinds keep the factories cool
- some children received education

ES 6 (2)

UNIT I – Context B: 1830s – 1930s

1. The candidate explains the importance of medical knowledge in causing the population to grow by using evidence such as:
- understanding the link between dirt and disease brought cleaner hospitals
 - doctors began to sterilise equipment before operations
 - development of penicillin to fight infection.
- KU3 (2)**
2. The candidate explains why people moved from the countryside to the towns and cities by using evidence such as:
- many poor farmers lost their land when fields were enclosed
 - moved to towns to find work
 - higher wages in the towns
 - wanted a better life.
- KU2 (3)**
3. The candidate describes the methods the government used to deal with militant Suffragettes by using evidence such as:
- many Suffragettes were imprisoned
 - many Suffragettes were force-fed
 - hunger strikers were released and then re-arrested.
- KU1 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- A – It is a primary source.
 - C – It was spoken by an eyewitness who had worked as a child in a mine.
- ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- (I) have to work without a light
 - (I am) scared
 - the hours are long and hard
 - (I) don't like being in the pit/didn't like working there
- The candidate selects evidence from **Source E** such as:
- the trapper is generally cheerful and happy
 - he is busy with some childish game
 - some practise writing letters with chalk on the door
- ES5 (4)**

Full marks cannot be obtained unless some relevant evidence is selected from each side.

6. The candidate gives two conclusions using evidence such as:

Bad effects

- some thought that working in a mine made children scared
- some thought that the hours were long and hard for children
- some children did not like being in the pit

Good effects

- some thought children enjoyed working in the mines
- some thought children played games
- some thought children practised writing their letters on the door

ES6 (2)

UNIT I – Context C: 1880s – Present Day

1. The candidate explains the importance of medical knowledge in causing the population to grow using evidence such as:
 - the spread of tuberculosis was stopped by the introduction of free X-rays
 - polio had almost been wiped out by vaccinations
 - antibiotics were developed to fight infections.

KU3 (2)

2. The candidate explains why people moved from the countryside to the towns and cities using evidence such as:
 - farming meant working outside in all weathers
 - towns offered the chance of better wages
 - the countryside seemed dull
 - many hoped for a better life (in the towns).

KU2 (3)

3. The candidate describes the methods the government used to deal with militant Suffragettes by using evidence such as:
 - many Suffragettes were imprisoned
 - many Suffragettes were force-fed
 - hunger strikers were released and then re-arrested.

KU1 (2)

4. The candidate supports the evidence of **Source D** by selecting the following statements:
 - A – It is a primary source.
 - C – It was written by an eyewitness who knew a lot about road conditions.

ES1 (2)

5. The candidate selects evidence from **Source D** such as:
 - more cars mean more accidents
 - the government has to spend a lot of money to make roads safer
 - traffic jams are still a problem

The candidate selects evidence from **Source E** such as:

 - cars are very useful for going to work
 - more people use their cars to go on holiday
 - motorways are faster
 - motorway travel is safer

ES5 (4)

Full marks cannot be obtained unless some relevant evidence is selected from each side.

6. The candidate gives two conclusions using evidence such as:

Bad effects

- there are many traffic jams
- more cars mean more accidents
- the government has to spend a lot more money to make roads safer/roads are unsafe

Good effects

- cars are very useful for going to work
- useful for going on holiday
- motorways are faster
- motorways are safer to travel on

ES6 (2)

UNIT III – Context A: The USA 1850s – 1880s

1. The candidate describes problems facing railway builders using evidence such as:
- danger of landslides and falling rocks
 - many men were killed/injured when blasting went off too soon
 - shortage of workers.
- KU1 (2)**
2. The candidate gives points of agreement between **Sources A** and **B** using evidence such as:
- Source A** says: there was always the danger of falling rocks
and also **Source B** shows or says: falling rocks
- Source A** says: men were killed or injured when blasting
went off too early
and also **Source B** shows or says: flying rocks when blasting powder explodes
too early (could cause injury or death)
- Source A** says: shortage of workers solved by bringing in
Chinese workers
and also **Source B** shows or says: many Chinese workers
- ES2 (3)**
3. The candidate explains the importance of the buffalo to Native Americans using evidence such as:
- the buffalo hide can provide the material to make a teepee
 - the buffalo can be used to make clothing
 - the buffalo is their main source of food
 - when the buffalo are extinct, the Native Americans must also die away.
- KU3 (3)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- B – It shows us that huge numbers of buffalo were being killed.
 - D – It was taken by an eyewitness who had seen the destruction of the buffalo.
- ES1 (2)**
5. The candidate supports the evaluation of **Source E** by selecting the following statements:
- A – It is a primary source.
 - E – It tells us the good things about mining for gold.
- ES1 (2)**
6. The candidate explains why gold prospectors faced hardships by using evidence such as:
- there was no real chance of making a fortune
 - many miners gambled away their gold
 - many were deeply in debt
- KU2 (2)**

7. The candidate identifies the attitude of the author using evidence such as:

- **pleased** black people had the right to vote
- **wants them to succeed** in life and get an education/go to work in law offices/ farms/stores
- **believes** black people **should live in peace**
- **agrees that black people are equal** to white people

ES3 (3)

8. The candidate gives three points of disagreement between **Sources G** and **H** using evidence such as:

Source G says: I am pleased that you now have the right to vote/
black people now have the right to vote
but **Source H** says: the Klan wanted to take away their voting rights/beaten
up to stop them voting

Source G says: I want you to go to school and go to work
but **Source H** says: the Klan wanted to close down all schools for black
people

Source G says: we may be different in colour, but we are all equal/we
must have one flag, one country
but **Source H** says: the Klan would not accept black people as equal citizens

Source G says: you should be able to live your life in peace
but **Source H** says: by 1877 the black population found themselves under
attack/beaten up

ES2 (3)

UNIT III – Context B: India 1917 - 1947

1. The candidate describes how British rule helped Indian people using evidence such as:
- built dams and irrigation canals
 - built roads and railways
 - opened schools and colleges
 - trained Indians to become doctors/lawyers/teachers. **KU1 (2)**
2. The candidate gives points of disagreement between **Sources A** and **B** by using evidence such as:
- Source A** says: they built dams
but **Source B** says: only very few dams were built.
- Source A** says: they built roads and railways to make travel easier
but **Source B** says: the trains were overcrowded/travel often uncomfortable
- Source A** says: they opened schools and colleges
but **Source B** says: only 1 out of 4 villages had a school. **ES2 (3)**
3. The candidate supports the evaluation of **Source C** by selecting the following statements:
- B – It shows accidents took place.
 - D – It was taken by an eyewitness who had seen the accident. **ES1 (2)**
4. The candidate explains why building railways was difficult using evidence such as:
- crossing wide rivers was a challenge
 - rivers changed direction
 - bridges had to be built over sinking/shifting ground. **KU2 (2)**
5. The candidate explains the importance of Gandhi’s tactics using evidence such as:
- (refusal to pay taxes would) make British leave India
 - gained thousands of followers
 - it was a signal for Indians all over the country to break the law
 - Gandhi and thousands of his supporters were arrested. **KU3 (3)**

6. The candidate gives **three** points of agreement between **Sources E** and **F** using evidence such as:
- Source E** says: refusing to pay their taxes
and also **Source F** says: non-payment of taxes
- Source E** says: Gandhi had gained thousands of followers
and also **Source F** says: Gandhi led thousands of his followers
- Source E** says: he led them to the sea
and also **Source F** says: Gandhi led thousands of his followers to the coast
- Source E** says: this was a signal for Indians all over the country to break the law/he picked up a piece of natural salt
and also **Source F** says: he encouraged them to break the law/they made salt
- Source E** says: Gandhi and thousands of his supporters were arrested
and also **Source F** says: the police made thousands of arrests **ES2 (3)**
7. The candidate identifies the attitude of the writer to Lord Mountbatten by using evidence such as:
- a **great leader/inspired** those who worked with him
 - no other Viceroy has been so **trusted**
 - the Indian people **liked** him
 - their leaders, Gandhi and Nehru, **respected** him. **ES3 (3)**
8. The candidate supports the evaluation of **Source H** by selecting the following statements:
- A – It is a primary source.
 - E – It shows us that Mountbatten and Nehru got on well. **ES1 (2)**

UNIT III – Context C: Russia 1914 - 1941

1. The candidate describes how soldiers suffered during the First World War using evidence such as:
 - fought in very cold weather
 - a third of Russian soldiers had no rifles
 - many thousands are dead/have been killed/our army is drowning in blood. **KU1 (2)**

2. The candidate gives points of agreement between **Sources A** and **B** using evidence such as:

Source A says: the soldiers fought in very cold weather
and also **Source B** shows or says: the bodies are covered in snow

Source A says: many thousands are dead/drowning in blood
and also **Source B** shows or says: slaughter of thousands of Russian troops/
surrounded by corpses/dead bodies

Source A says: a third of men had no rifles/wait for comrades
to die before picking up weapons
and also **Source B** shows or says: one of the three men without a rifle/lack of
rifles/soldier surveying/scanning dead for
weapons **ES2 (3)**

3. The candidate explains why the Provisional Government was in difficulty by October 1917 using evidence such as:
 - the food situation is no better than before the Tsar
 - Petrograd is facing near famine
 - all the factories are on strike. **KU2 (2)**

4. The candidate supports the evaluation of **Source D** by selecting the following statements:
 - B – It tells us that the Bolsheviks had lots of supporters.
 - D – It was spoken by an eyewitness who knew about the weakness of the Provisional Government. **ES1 (2)**

5. The candidate gives **three** important effects of the Civil War on Russian civilians using evidence such as:
 - there were many sick peasants
 - they were forced to find food and shelter in the towns
 - many were hungry
 - many others were dying/uncovered corpses in a square. **KU3 (3)**

- 6 The candidate supports the evaluation of **Source F** by selecting the following statements:
- A – It is a primary source.
 - E – It shows us that the Russians were suffering during the Civil War. **ES1 (2)**
7. The candidate identifies the attitude of the Communist official about Collective farms using evidence such as:
- **certain** they will be **happy** working together
 - **believes strongly** that more food will be produced
 - he **promises** new barns
 - he is **determined** to get new tractors **ES3 (3)**
8. The candidate gives **three** points of disagreement between **Sources G** and **H** using evidence such as:
- Source G** says: you will be happy
but **Source H** says: peasants were not happy
- Source G** says: more food will be produced
but **Source H** says: desperate shortage of food
- Source G** says: will get new barns
but **Source H** says: many barns were burned down
- Source G** says: will get new tractors
but **Source H** says: there were no new tractors **ES2 (3)**

UNIT III – Context D: Germany 1918 - 1939

1. The candidate gives **two** rights Germans would have in the Weimar Republic after 1919 using evidence such as:
- all German adults over the age of 20 can vote
 - all Germans can join trade unions
 - no-one in Germany can be arrested unless they break the law. **KU1 (2)**
2. The candidate gives points of agreement between **Sources A** and **B** using evidence such as:
- Source A** says: Germany will have an elected President (as Head of State)
and also **Source B** says: it would have a President (elected by all the people)
- Source A** says: all German adults over the age of 20 can vote
and also **Source B** says: all German adults over 20 would be allowed to vote
- Source A** says: only the German Parliament can make laws
and also **Source B** says: all laws would be made in the German Parliament/ Reichstag
- Source A** says: all Germans can join trade unions
and also **Source B** says: they would also have the right to form unions. **ES2 (3)**
3. The candidate supports the evaluation of **Source C** by selecting the following statements:
- B – It tells us why the Beer Hall Putsch failed.
 - D – It was written by an eyewitness who saw the Beer Hall Putsch. **ES1 (2)**
4. The candidate explains why the Beer Hall Putsch failed using evidence such as:
- they were stopped by a police barricade
 - 16 Nazis were killed
 - Hitler was arrested. **KU2 (2)**
5. The candidate supports the evaluation of **Source E** by selecting the following statements:
- A – It is a primary source.
 - E – It shows us that money became worthless during hyper-inflation. **ES1 (2)**
6. The candidate explains the problems Germans faced during hyper-inflation using evidence such as:
- German people were becoming desperate
 - paper money had become worthless
 - a bank note of 100 million Marks could not even buy a loaf of bread
 - workers were paid in large baskets full of banknotes. **KU3 (3)**

7. The candidate identifies the attitude of the writer using evidence such as:

- we were all **excited** waiting for him (Hitler) to arrive
- we all **shouted with joy**
- raised our hands in **salute**
- Hitler really is **our saviour**.

ES3 (3)

8. The candidate gives **three** points of agreement between **Sources G** and **H** using evidence such as:

Source G says: Hitler was late
and also **Source H** says: often he (Hitler) was late

Source G says: 120,000 people (raised their hands)
and also **Source H** says: Hitler went around the country speaking to large crowds

Source G says: when he finished his speech we shouted with joy
and also **Source H** says: the audience would shout with excitement

Source G says: we were all excited waiting for him
and also **Source H** says: tension would build

ES2 (3)

[END OF MARKING INSTRUCTIONS]