



# **2010 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 – be aware that many candidates are minimalist in terms of selecting and adapting evidence.

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

### **Section B (Enquiry Skills)**

ES2

Prompts are supplied to assist in making comparisons, so the candidate only needs to provide appropriate supporting evidence.

Be aware that it is perfectly legitimate for candidates to “mix and match” – examples are not prescriptive.

Be aware that quoting in support of agreement/disagreement can sometimes be minimalist.

ES3

Ideally the candidate should express an “attitude/opinion/view” on the part of the author eg “He/she hates.../likes...” or “He/she feels.../believes...” but direct quotes are acceptable – treat “He/she says.../states.../writes...” sympathetically.

Wording highlighted in MI is not exhaustive: valid alternatives supplied by the candidate should be credited.

Recall cannot be credited here.

In an ES5 item requiring candidates to select evidence from two sources, **full** marks cannot be obtained unless some relevant evidence is selected from each source.

A table is now provided to help the candidate select and record supporting evidence.

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

Quotes need to “stand alone” – candidates do not need to explain.

Recall cannot be credited.

ES6

There is no need for a balanced conclusion.

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.

## 2010 History – Standard Grade

### Foundation Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
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1. The candidate shows that the actions of Highland landlords were important in causing many people to leave the Highlands before 1850 using evidence such as:
- crofters were evicted from their homes
  - rents too high for crofters to pay
  - many homes were burned to stop people trying to return. **KU3 (2)**
2. The candidate explains why voting was unfair before 1832 using evidence such as:
- men had to own property to be able to vote
  - the only people who elected MPs were wealthy (landowners/farmers/businessmen)
  - only 4, 289 men voted in Scotland out of a total population of 2 million. **KU2 (3)**
3. The candidate describes how textile mills were bad for the health of children who worked in them using evidence such as:
- children worked for too many hours in cotton mills (factories)
  - children were injured by machinery
  - they breathed in all the fluff from the cotton while working in cotton mills (factories). **KU1 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **A** – It is a primary source.
  - **C** – It tells us town housing needed to be improved. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- no Building Act to make sure that houses are properly built
  - sewers and drains are also in poor condition
  - laws needed to provide a basic standard of cleanliness or comfort
- The candidate selects evidence from **Source E** such as:
- housing often well built
  - lavatories were provided
  - clean running water was also supplied. **ES5 (4)**

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

6. The candidate gives **two** conclusions using evidence as given in Question 5:

**Town housing still had problems by 1850:**

- 1 • no Building Act to make sure that houses are properly built
- 2 • sewers and drains are also in poor condition
- 3 • laws needed to provide a basic standard of cleanliness or comfort.

**Town housing had improved by 1850:**

- 4 • houses were often well built
- 5 • lavatories were provided
- 6 • clean running water was also supplied.

**ES 6 (2)**

**UNIT I – Context B: 1830s – 1930s**

1. The candidate shows that the search for a better life was important in causing many people to leave Scotland using evidence such as:
  - 1 • hoped to get cheap farmland
  - 2 • the promise of a steady job
  - 3 • gold rushes attracted many with the dream of becoming rich. **KU3 (2)**
  
2. The candidate explains why voting was unfair in Britain in 1914 using evidence such as:
  - 1 • women were not allowed to vote at all
  - 2 • some better off men even had two votes
  - 3 • one man in three was not allowed to vote. **KU2 (3)**
  
3. The candidate describes the dangers involved in coalmines by using evidence such as:
  - 1 • a boy died after being crushed by a coal wagon
  - 2 • two men died after the roof caved in
  - 3 • explosions kill and injure many miners. **KU1 (2)**
  
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
  - A – It is a primary source.
  - C – It tells us that the living conditions for some Scottish people were very poor. **ES1 (2)**
  
5.
 

<p>The candidate selects evidence from <b>Source D</b> such as:</p> <ol style="list-style-type: none"> <li>1 • overcrowding brings diseases such as typhus</li> <li>2 • buildings are rat infested</li> <li>3 • there is no water or sink</li> <li>4 • many families sleep on a bed of straw</li> </ol>	<p>The candidate selects evidence from <b>Source E</b> such as:</p> <ol style="list-style-type: none"> <li>5 • slums were pulled down</li> <li>6 • model council housing schemes were built</li> <li>7 • larger houses helped reduce overcrowding</li> <li>8 • gardens allowed many to enjoy the fresh air. <b>ES5 (4)</b></li> </ol>
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**Full marks cannot be obtained unless some relevant evidence is selected from each side.**

6. The candidate gives **two** conclusions using evidence as in Question 5 such as:

**Town housing still had problems:**

- 1 • houses were overcrowded
- 2 • rats led to diseases
- 3 • there was a lack of cleaning facilities (sink and water)
- 4 • there were no beds.

**Town housing had improved:**

- 5 • pulling down slums helped improve conditions
- 6 • new council housing schemes helped
- 7 • disease would be reduced due to overcrowding being tackled
- 8 • gardens improved people's health.

**ES 6 (2)**

**UNIT I – Context C: 1880s – Present Day**

1. The candidate shows that the search for a better life was important in causing many people to leave Scotland using evidence such as:
- better job opportunities
  - they were after higher wages
  - their families would also live in better housing.
- KU3 (2)**

2. The candidate explains why voting was unfair in Britain in 1914 using evidence such as:
- women were not allowed to vote at all
  - some better off men even had two votes
  - one man in three was not allowed to vote.
- KU2 (3)**

3. The candidate describes how working conditions improved for women after the First World War using evidence such as:
- could now find better jobs such as nurses
  - more jobs for women as secretaries
  - women’s wages were more than before the war.
- KU1 (2)**

4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **A** – It is a primary source.
  - **C** – It tells us that the tenant liked her new house.
- ES1 (2)**

- |    |  |  |   |
|----|--|--|---|
| 5. | The candidate selects evidence from <b>Source D</b> such as: | The candidate selects evidence from <b>Source E</b> such as: |   |
| 1  | • my new house had four bedrooms                             | 4  | • at first there were no shops              |
| 2  | • then there was a bathroom                                  | 5  | • had to bring goods from city centre shops |
| 3  | • we even had a garden                                       | 6  | • problems like dampness.                   |
- 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 given in Question 5:
- Council housing had improved:**
- more room with four bedrooms
  - there was a bathroom
  - they had a garden.
- Council housing had problems:**
- there were no shops
  - goods had to be brought from the city centre
  - houses were damp.
- ES6 (2)**

**UNIT II – Context A: 1890s – 1920s**

1. The candidate explains why countries formed alliances using evidence such as:
- countries' fear of each other
  - Germany wanted protection against Russia
  - France and Russia were worried about the Triple Alliance. **KU2 (3)**
2. The candidate identifies points of agreement between **Sources A** and **B** using evidence such as:
- **Source A** says: the alliances grew from countries' fear of each other  
and also **Source B** shows or says: they formed alliances because they were afraid of other countries
  - **Source A** says: later Italy joined Germany and Austria to form the Triple Alliance  
and also **Source B** shows or says: the Triple Alliance was made up of Germany, Austria and Italy
  - **Source A** says: Britain then joined France and Russia to form the Triple Entente  
and also **Source B** shows or says: the Triple Entente contained France, Russia and Britain. **ES2 (3)**
3. The candidate supports the evaluation of **Source C** by selecting the following statements:
- **A** – It is a primary source.
  - **D** – It shows how powerful a British warship was. **ES1 (2)**
4. The candidate identifies the attitude of the author of **Source D** using evidence such as:
- 1 a gathering of our **mighty** navy
  - 2 150 ships together made a **magnificent** sight
  - 3 battleships opened fire with **tremendous** power
  - 4 speed increased to an **incredible** 20 knots. **ES3 (3)**
5. The candidate explains the importance of food shortages in Britain during the First World War using evidence such as:
- 1 • the suffering caused by food shortages
  - 2 • my family lived on bones made into soup due to lack of other food
  - 3 • some people, especially children, died of starvation. **KU3 (2)**

6. The candidate identifies points of disagreement between **Sources E** and **F** using evidence such as:
- 1
    - **Source E** says: **suffering** caused by food shortages
    - but **Source F** says: food rationing **prevented any real suffering**
  - 2
    - **Source E** says: my family lived on bones made into soup **due to the lack of other food**
    - but **Source F** says: rationing **provided most people with enough food**
  - 3
    - **Source E** says: **some people**, especially children, **died of starvation**
    - but **Source F** says: we **never faced starvation**.
  - 4
    - **Source E** says: **suffering** caused by **food shortages**
    - but **Source F** says: provided them with **enough food**.
  - 5
    - **Source E** says: **died of starvation**
    - but **Source F** says: rationing **prevented any real suffering**. **ES2 (3)**
7. The candidate describes **two** aims of the League using evidence such as:
- 1 encourage countries to cooperate
  - 2 stop wars breaking out
  - 3 get countries to reduce their armed forces (disarm). **KU1 (2)**
8. The candidate supports the evaluation of **Source H** by selecting the following statements:
- **B** – It is said by someone who knows a lot about the League of Nations.
  - **D** – It tried to persuade people not to expect too much from the League. **ES1 (2)**

**UNIT II – Context B: 1930s – 1960s**

1. The candidate explains why the Munich Conference was seen to be a success at the time using evidence such as:
- British Prime Minister Chamberlain persuaded Hitler not to attack
  - Chamberlain said he had saved the world from war
  - there would be “peace in our time”/peace in their lifetime. **KU2 (3)**
2. The candidate identifies points of agreement between **Sources A** and **B** using evidence such as:
- **Source A** says: he (Hitler) claimed that this would be his last demand (for land)  
and also **Source B** says: Hitler claimed he would make no more demands (for land)
  - **Source A** says: after the meeting Chamberlain said he had saved the world from war  
and also **Source B** says: Chamberlain claimed he had avoided war
  - **Source A** says: there would be “peace in our time”/peace in their lifetime  
and also **Source B** says: there would be “peace in our time”. **ES2 (3)**
3. The candidate supports the evaluation of **Source C** by selecting the following statements:
- **A** – It is a primary source.
  - **D** – It was published to encourage volunteers to look after evacuated children during the Blitz. **ES1 (2)**
4. The candidate identifies the attitude shown in **Source D** using evidence such as:
- want to **protest** about the evacuees being sent to Rothesay
  - it is **shocking** that children with diseases are being put in our homes
  - **believed** badly behaved evacuee children should be sent to a camp instead
  - **wished** they had **never** come. **ES3 (3)**
5. The candidate describes **two** aims of the United Nations using evidence such as:
- the United Nations’ main aim was to avoid war
  - the United Nations also tried to protect the human rights of people
  - the United Nations tried to improve children’s health. **KU1 (2)**

6. The candidate supports the evaluation of **Source F** by selecting the following statements:
- **B** – It was said by someone who knows a lot about the United Nations.
  - **D** – It was written to tell us that the United Nations will be a success. **ES1 (2)**
7. The candidate explains the importance of the Cuban Missile Crisis in causing tension between the United States and Russia using evidence such as:
- 1 • Russian missiles on Cuba are a threat to the United States
  - 2 • the United States has right to stop and search any ship approaching Cuba with missiles
  - 3 • Chairman Krushchev’s missiles threaten world peace. **KU3 (2)**
8. The candidate identifies points of disagreement between **Sources G** and **H** using evidence such as:
- 1 • **Source G** says: Russian **missiles** on Cuba **are a threat to the United States**  
but **Source H** says: the **missiles** we have placed on Cuba **are no threat to the United States**
  - 2 • **Source G** says: **we have the right to stop any ships** approaching Cuba with missiles  
but **Source H** say: **he has no right to stop unarmed ships** approaching Cuba
  - 3 • **Source G** says: Chairman **Krushchev’s missiles threatened world peace.**  
but **Source H** says: it is the **United States** who **are a threat to world peace.** **ES2 (3)**

[END OF MARKING INSTRUCTIONS]