



**2011 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.

Recall cannot be credited here.

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.

Relevant recalled evidence should be credited.

In the Marking Instructions, the abbreviations K1 – K3, and ES1 – ES6 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.

## 2011 History – Standard Grade

### Foundation Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
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1. The candidate explains why Scotland's population grew between 1750 and 1850 by using evidence such as:
- more and better food was available/people were becoming healthier
  - improvements in medicine
  - doctors were being trained/new hospitals were being built. **KU2 (3)**
2. The candidate describes the changes in how cloth was made using evidence such as:
- spinning machines were invented
  - steam powered looms replaced hand looms. **KU1 (2)**
3. The candidate explains the importance of events at Bonnymuir for the Scottish Radicals using evidence such as:
- many Radicals were arrested
  - three of the leaders were executed. **KU3 (2)**
4. The candidate supports the evaluation of **Source D** by selecting:
- **A** – It is a primary source.
  - **E** – It was written by an eyewitness. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- little or no time given to remove people or property
  - 250 houses were on fire
  - all the houses had been reduced to ashes
- The candidate selects evidence from **Source E** such as:
- 1000 free passages for Highlanders who wanted to emigrate
  - all debts due to landlord were cancelled
  - the Highlanders will be able to keep their stock of cattle. **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.

The Clearances had **bad** effects

- 1 • evicted without much warning
- 2 • homes were set on fire
- 3 • homes were destroyed.

The Clearances had **good** effects

- 4 • Highlanders were helped to emigrate/passages abroad were sometimes free
- 5 • debts would be cancelled
- 6 • allowed to keep their stock of cattle.

**ES6 (2)**

**UNIT I – Context B: 1830s – 1930s**

1. The candidate explains why Scotland's population grew between 1830 and 1930 by using evidence such as:
  - 1 • earlier marriages led to larger families
  - 2 • better care by midwives reduced numbers of mothers and babies dying in childbirth
  - 3 • decline in gin drinking reduced the death rate. **KU2 (3)**
  
2. The candidate describes the ways that working class housing improved by using evidence such as:
  - 1 • low rent council housing was introduced
  - 2 • council houses built with gardens and modern facilities. **KU1 (2)**
  
3. The candidate explains the importance of the actions of the Suffragettes in winning the vote for women by using evidence such as:
  - 1 • the Suffragette campaign got more publicity/made it an issue Government could not ignore
  - 2 • women being arrested was news/it showed how important the vote was to women. **KU3 (2)**
  
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
  - **A** – It is a primary source.
  - **E** – It was written by an eyewitness who was a Scottish emigrant. **ES1 (2)**
  
5.
 

<p>The candidate selects evidence from <b>Source D</b> such as:</p> <ol style="list-style-type: none"> <li>1 • the job I was going to was a hoax</li> <li>2 • there are lots of unemployed here</li> <li>3 • everything is so dear here</li> </ol>	<p>The candidate selects evidence from <b>Source E</b> such as:</p> <ol style="list-style-type: none"> <li>4 • we have all enjoyed good health since moving</li> <li>5 • the climate in this part of the country is very good</li> <li>6 • I am now my own master/ if I had stayed in Scotland I would have been a servant forever. <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 given in Question 5.

Emigration was a **bad** experience

- 1 • jobs were sometimes a hoax
- 2 • there were lots of unemployed in some areas
- 3 • everything could be very dear.

Emigration was a **good** experience

- 4 • you could enjoy good health in a new country
- 5 • the climate could be good
- 6 • you could become a master.

**ES6 (2)**

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

1. The candidate gives reasons why Scotland's population grew in the past 100 years using evidence such as:
- the price of soap fell (so)/Scots could afford to keep clean
  - children were given free school meals
  - introducing vaccinations for diseases like measles and polio helped **KU2 (3)**
2. The candidate describes the changes in making cars using evidence such as:
- Ford introduced mass production (which meant cars could be built more quickly)/cars could be built in 84 minutes instead of 12 hours
  - today cars are partly built by robots. **KU1 (2)**
3. The candidate explains the importance of the actions of the Suffragettes in winning the vote for women by using evidence such as:
- the Suffragette campaign got more publicity/made it an issue Government could not ignore
  - women being arrested was news/it showed how important the vote was to women. **KU3 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **A** – It is a primary source.
  - **E** – It was written by an eyewitness who was a Scottish emigrant. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- the job I was going to was a hoax
  - there are lots of unemployed here
  - everything is so dear here
- The candidate selects evidence from **Source E** such as:
- we have all enjoyed good health since moving
  - the climate in this part of the country is very good
  - I am now my own master/if I had stayed in Scotland I would have been a servant forever. **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.

Emigration was a **bad** experience

- 1 • jobs were sometimes a hoax
- 2 • there were lots of unemployed in some areas
- 3 • everything could be very dear.

Emigration was a **good** experience

- 4 • you could enjoy good health in a new country
- 5 • the climate was very good
- 6 • you were now your own master/were no longer a servant.

**ES6 (2)**

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

1. The candidate identifies the negative attitude of Joseph Smith using evidence such as:
  - 1 • he was **upset** at being made fun of
  - 2 • he was **frightened** by the mob that burned their houses
  - 3 • he was **angry** that they could not get justice/were ignored by the government.

**ES3 (3)**
  
2. The candidate identifies **three** points of agreement between **Sources A** and **B** using evidence such as:
  - 1 • **Source A** says: houses were burned  
and **Source B** also says: homes were attacked
  - 2 • **Source A** says: some people were tarred and feathered  
and **Source B** also says: some people were tarred and feathered
  - 3 • **Source A** says: they were driven from their homes  
and **Source B** also says: the Mormons were driven out of their homes in Kirtland.

**ES2 (3)**
  
3. The candidate explains the importance of life on the reservation as a cause of hardships for the Native Americans using evidence such as:
  - 1 • our crops have failed/we will starve
  - 2 • food promised has not arrived/we are given no food.

**KU3 (2)**
  
4. The candidate identifies **three** points of **disagreement** between **Sources C** and **D** using evidence such as:
  - 1 • **Source C** says: we have waited a long time for the food promised  
but **Source D** says: they kept the Government’s promises
  - 2 • **Source C** says: we are given no food  
but **Source D** says: the Native Americans received full rations of food
  - 3 • **Source C** says: we are given no food/we will starve  
but **Source D** says: this meant they would not go hungry.

**ES2 (3)**
  
5. The candidate describes problems faced by slaves who worked on a plantation using evidence such as:
  - 1 they had to work very long hours
  - 2 slaves were often whipped/were treated harshly

**KU1 (2)**

6. The candidate supports the evaluation of **Source F** by selecting:
- **B** – It was written by historians who had researched slavery.
  - **C** – It tells us that slaves were punished by good masters and bad masters.
- ES1 (2)**
7. The candidate explains why black Americans were scared of KKK using evidence such as:
- 1 • could be dragged from their beds (in the middle of the night)
  - 2 • they could be tarred and feathered
  - 3 • they could be hanged
  - 4 • they could be burned at the stake.
- KU2 (3)**
8. The candidate supports the evaluation of **Source G** by selecting:
- **A** – It is a primary source.
  - **D** – It was taken to show how the Ku Klux Klan frightened black Americans.
- ES1 (2)**

**UNIT III – Context B: India 1917 – 1947**

1. The candidate explains why Indians were unhappy with British rule using evidence such as:
  - 1 • the British took away as much wealth from India as they could
  - 2 • part of government income went to Britain
  - 3 • import/purchase of British goods drained away India's wealth. **KU2 (3)**
  
2. The candidate supports the evaluation of **Source B** by selecting the following statements:
  - **A** – It is a primary source.
  - **D** – It was taken to protest about British imports. **ES1 (2)**
  
3. The candidate explains the importance of **Source C** for showing Gandhi's leadership using evidence such as:
  - 1 • Gandhi was invited to the Round Table Conference
  - 2 • Gandhi represented 50% of the population/spoke on behalf of Muslims and poor Hindus. **KU3 (2)**
  
4. The candidate identifies **three** points of **agreement** between **Sources C** and **D** using evidence such as:
  - 1 • **Source C** says: Gandhi was invited to the Round Table Conference  
and **Source D** also says: Gandhi attended the Round Table Conference
  - 2 • **Source C** says: he claimed to represent 95% of all Indians  
and **Source D** also says: Gandhi thought he could speak for almost all Indians
  - 3 • **Source C** says: (This made it) difficult for Gandhi to support his claim (that he represented 95% of all Indians)  
and **Source D** also says: he was wrong. **ES2 (3)**
  
5. The candidate supports the evaluation of **Source E** by selecting the following statements:
  - **B** – It was written by an eye witness to the events in Amritsar.
  - **C** – It tells us many people were killed. **ES1 (2)**
  
6. The candidate describes the actions of General Dyer at the massacre at Amritsar using evidence such as:
  - 1 • General Dyer surrounded the Jallianwalla Bagh with his troops
  - 2 • he ordered his troops to shoot into the trapped crowd with rifles. **KU1 (2)**

7. The candidate identifies the attitude of the writer to Indian independence using evidence such as:
- 1 • he is **convinced** independence for India **will happen**
  - 2 • he **thinks it is a good thing** that we will hand over power to Indian politicians
  - 3 • he is **sure** that Indians **should govern themselves.** **ES3 (3)**

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

- 1 • **Source G** says: Independence for India will happen  
but **Source H** says: We govern India which is the way it should be
- 2 • **Source G** says: Indians should govern themselves  
but **Source H** says: To transfer power to Indian politicians would be a backwards step
- 3 • **Source G** says: We will work with them towards a brighter future  
but **Source H** says: It will bring disaster on both India and Britain.
- 4 • **Source G** says: It is a good thing that we will hand over power to Indian politicians  
but **Source H** says: To transfer power to Indian politicians would be a backwards step. **ES2 (3)**

**UNIT III – Context C: Russia 1914 – 1941**

1. The candidate explains why the Tsar abdicated using evidence from **Source A** such as:
  - 1 • soldiers ignored the Tsar's orders
  - 2 • soldiers turned on the police who still fought for the Tsar
  - 3 • Duma no longer supported the Tsar/set up a Provisional Government.

**KU2 (3)**
  
2. The candidate supports the evaluation of **Source B** by selecting the following statements:
  - **B** – It was written by an eye-witness who knew the Tsar.
  - **C** – It tells us why the Tsar abdicated.

**ES1 (2)**
  
3. The candidate gives **two** important weaknesses/reasons that caused so much discontent with the Provisional Government using evidence from **Source C** such as:
  - 1 • they (the Provisional Government) had little experience of ruling
  - 2 • they (the Provisional Government) were also out of touch with the people/failed to carry out their wishes.

**KU3 (2)**
  
4. The candidate identifies **three** points of **agreement** between **Sources C** and **D** using evidence such as:
  - 1 • **Source C** says: soldiers wanted the war to end (but change did not happen)  
and **Source D** also says: did not end the war/failed to end the war
  - 2 • **Source C** says: peasants wanted land from the landlords (but change did not happen)  
and **Source D** also says: peasants wanted control of the land/ failed to provide control
  - 3 • **Source C** says: workers wanted better conditions (but change did not happen)  
and **Source D** also says: workers pressed for improved conditions/ failed to provide these.

**ES2 (3)**
  
5. The candidate describes how the Bolsheviks seized power in 1917 using evidence from **Source E** such as:
  - 1 • the Red Guards moved to take control of important targets (like the railways stations)
  - 2 • the Red Guards surrounded the Winter Palace and captured it (with hardly any bloodshed).

**KU1 (2)**
  
6. The candidate supports the evaluation of **Source F** by selecting:
  - **A** – It is a primary source.
  - **D** – It was taken to show the strength of the Bolsheviks.

**ES1 (2)**

7. The candidate identifies the attitude of Lenin towards the success of War Communism using evidence such as:
- 1 • we **hoped** to share food equally **but could not/failed** to do so
  - 2 • we made **a mistake/believes** it was a **mistake** (we must try other methods)
  - 3 • he **thinks** that **it was just a fantastic dream** (the whole country could be changed in 3 years). **ES3 (3)**
8. The candidate identifies **three** points of **disagreement** between **Sources G** and **H** using evidence such as:
- 1 • **Source G** says: we hoped to share food equally but could not but **Source H** says: the available food was shared sensibly
  - 2 • **Source G** says: we made a mistake but **Source H** says: War Communism served its purpose
  - 3 • **Source G** says: the people suffered more under the Tsar but **Source H** says: the peasants suffered terrible treatment/it was impossible to live (on official rations). **ES2 (3)**

**UNIT III – Context D: Germany 1918 – 1939**

1. The candidate explains why the Kaiser abdicated using evidence such as:
  - 1 • Germans blamed the Kaiser for Germany’s defeat
  - 2 • they believed the Kaiser was standing in the way of peace
  - 3 • people feared a revolution if the Kaiser didn’t go.

**KU2 (3)**
  
2. The candidate supports the evaluation of **Source B** by selecting the following statements:
  - **B** – It was spoken by an eyewitness to the unrest in Germany.
  - **C** – It tells us the people blamed the Kaiser for Germany’s problems.

**ES1 (2)**
  
3. The candidate identifies the attitude of the writer using evidence such as:
  - 1 • he **believes** this was **no fair peace/believes** it was **unfair**
  - 2 • he **thinks** the terms were **very harsh**
  - 3 • he **felt humiliated**.
  - 4 • he **complains** that it was **impossible** to pay for the cost of reparations.

**ES3 (3)**
  
4. The candidate identifies **three** points of **disagreement** between **Sources C** and **D** using evidence such as:
  - 1 • **Source C** says: this was no fair peace  
but **Source D** says: stern but fair peace
  
  - 2 • **Source C** says: the terms were very harsh/impossible for an economically crippled Germany to pay the cost  
but **Source D** says: felt the peace was too lenient/Germany had no grounds for complaint
  
  - 3 • **Source C** says: Clemenceau had got his way  
but **Source D** says: Clemenceau however was disappointed.

**ES2 (3)**
  
5. The candidate supports the evaluation of **Source E** by selecting:
  - **A** – It is a primary source.
  - **D** – It was taken to show the destruction of the Reichstag.

**ES1 (2)**
  
6. The candidate explains the importance of the Reichstag fire in the Nazi rise to power using evidence such as:
  - 1 • Hitler used the Reichstag fire as an excuse to arrest four thousand Communist leaders
  - 2 • Hitler was given emergency powers
  - 3 • allowed Hitler to arrest anyone suspected of opposing the Nazis.

**KU3 (2)**
  
7. The candidate describes what happened at the Nuremberg rallies using the evidence such as:
  - 1 • Nazis carrying flags and standards marched into the stadium
  - 2 • Over 200,000 Nazis stood in straight line.

**KU1 (2)**

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

- 1 • **Source G** says: held flags and standards high  
and **Source H** also says: sight of Nazi symbols and flags
- 2 • **Source G** says: marched into the stadium  
and **Source H** also says: military parades
- 3 • **Source G** says: over two hundred thousand of them  
stood in straight lines  
and **Source H** also says: hundreds of thousands attended the  
rallies.

**ES2 (3)**

[END OF MARKING INSTRUCTIONS]