



2013 History

Standard Grade Foundation

Finalised Marking Instructions

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2013 History – Standard Grade

Foundation Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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1. The candidate describes the ways the Bonnymuir Radicals were harshly treated using evidence such as:
- 1 • two Radical leaders were hanged
 - 2 • eighteen Radical prisoners were transported to Australia for life. **KU1 (2)**
2. The candidate explains why many people left the Highlands of Scotland using evidence such as:
- 1 • Highland Clearances, people were evicted to make way for sheep
 - 2 • couldn't pay the ever-rising rent
 - 3 • the failure of the potato crop. **KU2 (3)**
3. The candidate explains the importance of improved medical knowledge in Scottish people living longer using evidence such as:
- 1 • first effective anaesthetic for surgery saved many lives
 - 2 • vaccinating people against smallpox brought the disease under control. **KU3 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **A** – written by an eyewitness to the effects of factory work on Scottish children.
 - **E** – written to show that working in factories was harmful for Scottish children. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- 1 • exhausted by working fourteen hours a day
 - 2 • suffered due to the high temperatures
 - 3 • young children badly beaten
- The candidate selects evidence from **Source E** such as:
- 4 • all workers appeared to be healthy
 - 5 • no worker had become deformed by the work
 - 6 • no accidents from machinery for a year **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 such as:

Factory work harmed Scottish children:

- 1 • exhausted by working fourteen hours a day
- 2 • suffered due to the high temperatures
- 3 • young children badly beaten.

Factory work did not harm Scottish children:

- 4 • all workers appeared to be healthy
- 5 • no worker had become deformed by the work
- 6 • no accidents from machinery for a year.

ES6 (2)

UNIT I – Context B: 1830s – 1930s

1. The candidate describes how the government dealt with the militant suffragettes using evidence such as:
 - 1 • they were given two months in prison
 - 2 • they were force-fed. **KU1 (2)**

2. The candidate explains why many Scots emigrated to other countries using evidence such as:
 - 1 • poverty drove most of them from Scotland
 - 2 • countries like the USA or Canada welcomed Scots workers
 - 3 • these countries had plenty of land. **KU2 (3)**

3. The candidate explains the importance of improved medical knowledge in Scottish people living longer using evidence such as:
 - 1 • first effective anaesthetic for surgery saved many lives
 - 2 • vaccinating people against smallpox brought the disease under control. **KU3 (2)**

4. The candidate supports the evaluation of **Source D** by selecting the following statements:
 - **A** – It was spoken by an eyewitness who worked as a child in a coal mine.
 - **E** – It was written to show that working in coal mines was harmful for Scottish children. **ES1 (2)**

5.

<p>The candidate selects evidence from Source D such as:</p> <ol style="list-style-type: none"> 1 • girl had to make countless journeys from pit bottom to top 2 • girl had to carry a hundredweight and a quarter on her back 3 • girl was often up to her calves in water 	<p>The candidate selects evidence from Source E such as:</p> <ol style="list-style-type: none"> 4 • very young boys have never been allowed to work in pits/boys under 12 weren't used in pits 5 • no girls are allowed to work in pits 6 • most girls and boys/children attend school (attached to the coal mine) ES5 (4)
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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.

Working in coal mines harmed Scottish children:

- 1 • girl had to make countless journeys from pit bottom to top
- 2 • girl had to carry a hundredweight and a quarter on her back
- 3 • girl was often up to her calves in water.

Working in coal mines did not harm Scottish children:

- 4 • very young boys have never been allowed to work in pits/boys under 12 weren't used in pits
- 5 • no girls are allowed to work in pits
- 6 • most girls and boys/children attend school (attached to the coal mine).

ES6 (2)

UNIT I – Context C: 1880s – Present Day

1. The candidate describes how the government dealt with the militant suffragettes using evidence such as:
- they were given two months in prison
 - they were force-fed. **KU1 (2)**
2. The candidate explains why many Scots emigrated to other countries using evidence such as:
- poverty drove most of them from Scotland
 - countries like the USA or Canada welcomed Scots workers
 - these countries had plenty of land. **KU2 (3)**
3. The candidate explains the importance of improved medical knowledge in Scottish people living longer using evidence such as:
- TB was eventually brought under control by the introduction of vaccinations
 - campaigns to x-ray Scots in the 1950s also helped diagnose sufferers before the disease could spread. **KU3 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **A** – It was written by an eyewitness who had spoken to women war workers.
 - **E** – It was written to show how hard women worked in the First World War. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- they often worked from eight in the morning till eight at night
 - it was common for women painters to faint/be carried outside to recover from the paint fumes
 - some women never recovered their health
- The candidate selects evidence from **Source E** such as:
- they were allowed to do many of the jobs only done by men (before the war)
 - women now did jobs such as postwomen
 - (however) women's pay did go up during the war **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.

Women workers had bad experiences during the First World War

- 1 • they often worked from eight in the morning till eight at night
- 2 • it was common for women painters to faint/be carried outside to recover from the paint fumes
- 3 • some women never recovered their health.

Women workers had good experiences during the First World War

- 4 • they were allowed to do many of the jobs only done by men (before the war)
- 5 • women now did jobs such as postwomen
- 6 • (however) women's pay did go up during the war.

ES6 (2)

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

1. The candidate describes the problems faced by people travelling West using evidence such as:
 - 1 • Wagons would get stuck on rough ground/difficult to go up steep hills
 - 2 • Native Americans would try to steal cattle and horses
 - 3 • Wagon wheels could break. **KU1 (2)**

2. The candidate gives **three** points of agreement using evidence such as:
 - 1 • **Source A** shows: a wagon stuck on rough/steep ground
and also **Source B** says: (we had a steep climb and) the wagon got stuck

 - 2 • **Source A** says: Many of the Native Americans would try to steal cattle and horses
and also **Source B** says: We learned that eleven wagons had been attacked by Native Americans

 - 3 • **Source A** says: a wagon wheel could break
(and they could not get another)
and also **Source B** says: We could not risk breaking a wheel
(as we could not get another one) **ES2 (3)**

3. The candidate assesses the importance of the attack on Fort Sumter using evidence such as:
 - 1 • The Confederates opened fire and soldiers in Fort Sumter fired back
 - 2 • The people of the North wanted revenge. **KU3 (2)**

4. The candidate supports the evaluation of **Source D** by selecting:
 - **A** – It is a primary source.
 - **C** – It was to show that Fort Sumter was attacked by soldiers with big guns. **ES1 (2)**

5. The candidate explains why life got better for black Americans under Reconstruction using evidence such as:
 - 1 • They were given equal voting rights
 - 2 • They opened schools for black Americans
 - 3 • They also helped them get paid jobs. **KU2 (3)**

6. The candidate gives **three** points of disagreement using evidence such as:
- | | | |
|---|---|----------------|
| 1 | <ul style="list-style-type: none"> • Source E says: They were given equal voting rights but Source F says: Armed gangs stopped them from voting | |
| 2 | <ul style="list-style-type: none"> • Source E says: They opened schools but Source F says: Schools were targeted and sometimes set on fire | |
| 3 | <ul style="list-style-type: none"> • Source E says: They helped them get paid jobs but Source F says: Black Americans only got the worst jobs | ES2 (3) |
7. The candidate supports the evaluation of **Source G** by selecting:
- **B** – It says that the Native Americans are unhappy on the reservations.
 - **D** – It is a primary source.
- ES1 (2)**
8. The candidate identifies the attitude of the Sioux chief using evidence such as:
- | | | |
|---|--|----------------|
| 1 | <ul style="list-style-type: none"> • I don't want to settle. | |
| 2 | <ul style="list-style-type: none"> • I love to ride over the prairies. (That is where I am happy) | |
| 3 | <ul style="list-style-type: none"> • when we settle down we grow sad and our spirit dies. | ES3 (3) |

UNIT III – Context B: INDIA 1917 – 1947

1. The candidate describes the benefits of railway building in India using evidence such as:
- It helped to develop Indian industry
 - Food could be transported all over India. **KU1 (2)**
2. The candidate gives **three** points of disagreement on railway building in India using evidence such as:
- **Source A** says: this would change life in India
but **Source B** says: for most Indians life went on much as it had done
 - **Source A** says: this helped to develop Indian industry
but **Source B** says: little was done for Indian industry
 - **Source A** says: food could be transported to all areas of India
but **Source B** says: it was still difficult to transport food to reach areas of India suffering famine **ES2 (3)**
3. The candidate assesses the importance of Salt Tax protests using evidence such as:
- thousands followed Gandhi to break the law
 - it was a signal for Indians to defy their British rulers **KU3 (2)**
4. The candidate supports the evaluation of **Source D** by selecting:
- **A** – It is a primary source.
 - **C** – It was taken to show that Indians protested against the Salt Tax. **ES1 (2)**
5. The candidate supports the evaluation of **Source E** by selecting:
- **B** –It shows the man will not touch the women.
 - **D** – It is a primary source. **ES1 (2)**
6. The candidate identifies the attitude of Gandhi using evidence such as:
- I hate the hideous way Untouchables are treated
 - I dislike the way it divides India
 - It is unacceptable that Untouchables continue to be cursed **ES3 (3)**

7. The candidate explains why setting up an independent India was difficult using evidence such as:

- 1 • Jinnah found it impossible to agree with Gandhi and Nehru
- 2 • Gandhi and Nehru wanted a united India/India to be one country
- 3 • Muslims wanted a separate country/Pakistan.

KU2 (3)

8. The candidate gives **three** points of agreement using evidence such as:

- 1 • **Source G** says: Nehru and Gandhi were determined
India should be one country
and **Source H** says: Gandhi and Nehru wanted India to stay
united
- 2 • **Source G** says: (but the) Muslims wanted a country of
their own – Pakistan
and **Source H** says: Muslims wanted a separate Pakistan
- 3 • **Source G** says: This new country would have a
Muslim rather than a Hindu majority
and **Source H** says: Muslims now, instead of Hindus,
would be in the majority

ES2 (3)

UNIT III – Context C: RUSSIA 1914 – 1941

1. The candidate describes the problems the First World War caused for Russian civilians using evidence from **Source A** such as:
 - 1 • There were shortages of everything
 - 2 • People had to queue all the time
 - 3 • People had to wait a very long time (to get to the front of the queues).

KU1 (2)

2. The candidate gives **three** points of agreement between **Sources A** and **B** using evidence such as:
 - 1 • **Source A** shows/says: queues of Russian civilians waiting in line/people had to queue all the time
and **Source B** also says: queuing became routine (in cities)
 - 2 • **Source A** shows/says: queues stretching far into the distance/
people had to wait a very long time
and **Source B** also says: people had to wait a very long time for food (because the queues were so long)
 - 3 • **Source A** shows/says: there were shortages of everything
and **Source B** also says: severe food shortages meant there was usually little available

ES2 (3)

3. The candidate supports the evaluation of **Source C** by selecting the following statements:
 - **A** – It is a primary source
 - **C** – It was written to highlight the bad effects of the Civil War

ES1 (2)

4. The candidate assesses the importance of the Civil War in causing suffering for Russian peasants using evidence from **Source D** such as:
 - 1 • Squads of soldiers were sent to the countryside to take food from the peasants
 - 2 • Less food and poor harvests led to famine/around 5 million people died in Russia

KU3 (2)

5. The candidate explains why Stalin's Five Year Plans were successful using evidence from **Source E** such as:
 - 1 • (Five Year Plans were successful because) they were organised with great care
 - 2 • Rewards for meeting targets encouraged workers to work harder
 - 3 • Since factories worked seven days a week they produced much more

KU2 (3)

6. The candidate gives **three** points of disagreement between **Sources E** and **F** using evidence such as:
- | | | |
|---|---|----------------|
| 1 | <ul style="list-style-type: none"> • Source E says: Stalin's Five Year Plans were successful but Source F says: Stalin's Five Year Plans had mixed success | |
| 2 | <ul style="list-style-type: none"> • Source E says: Five Year Plans were organised with great care but Source F says: More care should have been taken when they were being drawn up | |
| 3 | <ul style="list-style-type: none"> • Source E says: Rewards for meeting targets encouraged workers to work harder but Source F says: Few ever reached the ambitious targets so they were never rewarded | |
| 4 | <ul style="list-style-type: none"> • Source E says: (Since factories worked seven days a week) they produced much more but Source F says: (Many workers struggled with long hours so) ended up producing less | ES2 (3) |
7. The candidate identifies the attitude of the government official towards Stalin's treatment of the Kulaks using evidence such as:
- | | | |
|---|---|----------------|
| 1 | <ul style="list-style-type: none"> • You disgust us/thinks Kulaks are disgusting | |
| 2 | <ul style="list-style-type: none"> • Comrade Stalin is right/supports Stalin | |
| 3 | <ul style="list-style-type: none"> • We'll wipe you off the face of the earth/wants to see them eliminated | ES3 (3) |
8. The candidate supports the evaluation of **Source H** by selecting the following statements:
- | | |
|--|----------------|
| <ul style="list-style-type: none"> • B – It shows that Kulaks were arrested and their possessions taken • D – It is a primary source | ES1 (2) |
|--|----------------|

UNIT III – Context D: GERMANY 1918 – 1939

1. The candidate explains the reason why German people benefited from greater rights in the Weimar Republic using evidence such as:
- Germans had the right to hold peaceful meetings
 - Germans had the right to express their opinions freely
 - Germans had the right to worship freely
- KU2 (3)**
2. The candidate gives **three** points of agreement using evidence such as:
- **Source A** says: Germans had the right to hold peaceful meetings
and also **Source B** says: They could hold political meetings
 - **Source A** says: Every German had the right to express their opinion (as they wished)
and also **Source B** says: Germans now had the right of free speech
 - **Source A** says: German citizens could worship freely
and also **Source B** says: They had freedom of religious belief
- ES2 (3)**
3. The candidate describes the events of the Munich Beer Hall Putsch using evidence such as:
- Hitler led 3000 supporters to the centre of Munich
 - The mounted police opened fire/on the way met by mounted police.
 - Sixteen Nazis were killed
 - The Putsch collapsed
- KU1 (2)**
4. The candidate gives **three** points of disagreement using evidence such as:
- **Source C** says: 3000 supporters (marched to the centre of Munich)
but **Source D** says: 2000 armed Nazis (marched to a military base)
 - **Source C** says: The mounted police opened fire
but **Source D** says: A shot was fired, probably by a Nazi/the police returned fire
 - **Source C** says: Sixteen Nazis were killed
but **Source D** says: Fourteen Nazis were killed
- ES2 (3)**
5. The candidate assesses the importance of hyperinflation on the German people using evidence such as:
- People began running immediately to the food stores
 - There were more queues
 - People carried their money in sacks or prams
- KU3 (2)**

6. The candidate supports the evaluation of **Source F** by selecting:
- **A** – It is a primary source.
 - **C** – It was written to inform people of the effects of hyperinflation. **ES1 (2)**
7. The candidate identifies the attitude of the author of **Source G** using evidence such as:
- 1 • they wore a smart uniform/thought it was very classy
 - 2 • they went on exciting trips
 - 3 • she was upset when her father wouldn't let her join **ES3 (3)**
8. The candidate supports the evaluation of **Source H** by selecting:
- **B** – It shows that girls in the Hitler Youth took part in outdoor activities.
 - **D** – It is a primary source. **ES1 (2)**

[END OF MARKING INSTRUCTIONS]