

**2005 History**

**Standard Grade Foundation**

**Finalised Marking Instructions**

**These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.**

## 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  
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.
SE	indicates a serious error.
NP	indicates that process is suspect or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.

## **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)**

It is acceptable (and worthy of a mark) at this level to state that a source is useful as it is a “primary source” or “written at the time”.

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

In an ES4 question 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; ES4: select evidence;

ES5: present findings.

## 2005 History - Standard Grade

### Foundation Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
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**1** The candidate explains why the population of Scotland increased after 1750 using evidence such as:

- drop in death rate
- disappearance of plague
- end of famines
- people living longer.

**KU2 (2)**

**2** The candidate assesses the seriousness of bad housing in Edinburgh using evidence such as:

- dirty lanes
- houses crowded together
- little fresh air (in the closes or houses)
- overcrowded buildings/people living above each other.

**KU3 (3)**

**3** The candidate describes two things which happened to the Bonnymuir Radicals using evidence such as:

- crushed by government cavalry
- 47 arrested
- 3 executed
- their violent activities ended.

**KU1 (2)**

**4** The candidate supports the evaluation of **Source D** using evidence such as:

- contemporaneity: primary source/written at the time (in 1796)
- authorship: eyewitness/mill owner
- content: details of spinning mill
- accuracy: agrees with candidate's own knowledge
- purpose: to inform readership about New Lanark.

**ES1 (2)**

5 The candidate selects evidence from **Source D** such as:

- whole hour for dinner
- children taught how to read and write
- conditions better than in a Poor House
- children get healthy food (beef broth, cheese)
- work makes children strong
- children leave ready for work in army.

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

- started work very early
- worked 3½ hours before breakfast
- children worked long hours (from 5.30am until 7.30pm)
- work was tiring for children
- cruel/violent treatment/punishment of children
- accidents occurred (child's fingers got crushed).

**Full marks cannot be obtained unless some relevant evidence is selected from each source. NB: Recall is not credited here.**

**ES4 (4)**

6 The candidate writes up findings such as:

- work was better than being in a Poor House/orphanage
- some mills (eg New Lanark) were better than others
- New Lanark supplied education/reasonable food

BUT

- hours of work were too long
- children got very tired
- children got badly treated/often beaten
- accidents often occurred.

**ES5 (2)**

**UNIT I – Context B: 1830s – 1930s**

1 The candidate describes the ways in which Scotland’s population changed using evidence such as:

- population no longer evenly spread
- total population rose
- cities grew
- Glasgow became second largest city in Britain.

**KU1 (2)**

2 The candidate explains why living conditions in 19<sup>th</sup> Century Edinburgh were unhealthy using evidence such as:

- houses of the poor were generally filthy
- poor often had only one room
- rooms could be badly ventilated
- no proper beds/most sleep on straw on the floor.

**KU2 (2)**

3 The candidate explains the importance to Suffragettes of getting the vote using evidence such as:

- would give them power
- would help women get better working conditions
- would reduce hardships faced by single mothers.

**KU3 (3)**

4 The candidate supports the evaluation of **Source D** using evidence such as:

- contemporaneity: primary source/written at the time (in 1842)
- authorship: eyewitness/actual child coalminer/an official report
- content: details of coal mining
- accuracy: no evidence of bias/official report
- purpose: to give evidence to government inspectors.

**ES1 (2)**

5 The candidate selects evidence of child labour such as:

from **Source D**

- worked from an early age
- hard/painful work
- bad air in the pit
- no holidays

from **Source E**

- released parents from looking after young children
- allowed both parents to work
- trappers could look after young children down the pit
- increased family income.

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

**NB: Recall is not credited here.**

**ES4 (4)**

6 The candidate presents findings such as:

- children worked from an early age
- work was very hard
- conditions in pit were poor/dangerous/dark
- workers got no holidays
- whole experience was unpleasant

**BUT**

- parents did not have to look after children
- both parents could work
- trappers of children could look after younger siblings.

**ES5 (2)**

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

1 The candidate describes two ways improvement in health care helped Scotland's population increase using evidence such as:

- school medical health service
- inspection of children's health
- sickness benefit for some
- free medical attention.

**KU1 (2)**

2 The candidate explains why people in Scottish cities were unhealthy using evidence such as:

- damp houses
- poor diet
- pollution (from smoke)
- bad working conditions
- there was no NHS.

**KU2 (2)**

3 The candidate explains why Suffragettes thought the vote was important using evidence such as:

- helped them get power
- helped women get better working conditions
- would help reduce hardships for single mothers.

**KU3 (3)**

4 The candidate supports the evaluation of **Source D** using evidence such as:

- contemporaneity: primary source/written at the time (1970s)
- authorship: eyewitness/Scottish Highlander
- content: details drawbacks of motor transport
- purpose: to tell people about the impact of motor transport on the Highlands.

**ES1 (2)**

5 The candidate selects evidence about the disadvantages of motor transport such as:

- expense has reduced people's standards of living
- encouraged people to be lazy
- stopped people using cycles (exercising)
- led to railways closing
- some people could not afford a motor car.

The candidate selects evidence about the advantages of motor transport such as:

- people can work away from homes
- medical care is facilitated
- food can be delivered cheaper.

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

**NB: Recall is not credited here.**

**ES4 (4)**

6 The candidate presents findings such as:

Advantages

- allows people to work away from home
- provides better medical care
- assists food supply and cuts costs.

Disadvantages

- affects people's standard of living
- discourages exercise
- leads to closure of railways
- roads overcrowded
- accidents increased.

**ES5 (2)**

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

1 The candidate explains why many people moved to California using evidence such as:

- to become rich quickly
- to look for gold
- in search of adventure.

**KU2 (3)**

2 The candidate describes some of the difficulties facing the railway companies using evidence such as:

- the Sierra Nevada mountains had to be cut through
- many tunnels had to be built
- difficult to find enough workers
- railway companies had to bring in workers from China
- living conditions were poor.

**KU1 (2)**

3 The candidate shows that the sources agree using evidence such as:

**Source B** says: it was difficult to find enough workers  
**Source C** says: the railway companies had problems getting enough workers

**Source B** says: workers had to construct many tunnels  
**Source C** says: tunnels had to be blasted out

**Source B** says: Central Pacific brought in workers from China  
**Source C** says: many Chinese workers were hired

**Source B** says: railways cut through mountains  
**Source C** says: working in freezing mountains

**Source B** says: railways were cut through the mountains  
**Source C** says: (railways) blasted through solid...mountains

**ES2 (2)**

4 The candidate identifies the attitude shown in **Source D** using evidence such as:

- he wants to kill them
- he wants to kill them quickly (the more this year, the less next year)
- remaining native Americans should be kept in poverty
- wants the Indians to go hungry
- removing Indians will civilise the land.

**ES3 (3)**

5 The candidate supports the evaluation of **Source E** using evidence such as:

- contemporaneity: primary source/taken at the time (in 1880)
- authorship: magazine/photographic evidence
- content: huge number of skulls
- accuracy: buffalo numbers did decline markedly
- purpose: to show the scale of slaughter.

**ES1 (2)**

6 The candidate explains the importance of Fort Sumter as a cause of the Civil War using evidence such as:

- Confederate leaders wanted Fort Sumter handed over
- Confederate leaders wanted the removal of US soldiers
- President Lincoln refused the demand to remove US soldiers
- Confederate soldiers fired on Fort Sumter.

**KU3 (2)**

7 The candidate supports the evaluation of **Source G** using evidence such as:

- contemporaneity: primary source/drawn/written at the time (in 1872)
- authorship: Harper's Weekly (a respected publication)
- content: shows a peaceable black family being terrorised by KKK (hooded figures)
- accuracy: murderous attacks by the KKK were common
- purpose: to highlight the nature of KKK violence.

**ES1 (3)**

8 The candidate shows that the sources agree using evidence such as:

**Source G** says or shows: (KKK) white hooded men at door/window of a house

**Source H** says: (KKK) broke into homesteads

**Source G** says or shows: Ku Klux Klan members wearing hoods/robes

**Source H** says: dressed in white robes and hoods

**Source G** says or shows: a Black family being threatened

**Source H** says: they terrorised Black people

**Source G** shows: a gun being aimed/fired

**Source H** says: they shot at many people

**Source G** says: the law should put an end to this

**Source H** says: policemen and judges were Klan members and did not uphold the law

**ES2 (3)**

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

1 The candidate describes in what ways Britain needed India, using evidence such as:

- to supply tea and coffee (beverages)
- to provide spices and rice (foodstuffs)
- to buy British goods/trade with Britain
- to buy British iron
- to provide jute (for the jute mills).

**KU1 (2)**

2 The candidate compares **Sources A** and **B** using evidence such as:

**Source A** says: India sells tea and coffee

**Source B** says: India exported tea and coffee

**Source A** says: India sells us jute

**Source B** says: brought jute to the coast for export to Britain

**Source A** says: Britain used India for lots of trade

**Source B** says: British wanted trade to help Britain

**Source A** says: we sell iron to India (India needed British iron)

**Source B** says: small number of foundries in India produced iron

**ES2 (2)**

3 The candidate says why **Source C** is useful, using evidence such as:

- contemporaneity: primary source/photographed/written at the time (of British rule)
- authorship: photographic evidence/from Indian newspaper
- content: detail of railway construction/railway accident/British in charge
- accuracy: photographic accuracy
- purpose: to show railway building/an accident.

**ES1 (2)**

4 The candidate explains the difficulties faced by railway builders using evidence such as:

- organising/managing a large labour force (of Indian labourers)
- crossing rivers
- had to lay track/sleepers
- had to cope with accidents
- work was right across India (the Continent).

**KU2 (3)**

5 The candidate compares **Source D** and **E** using evidence such as:

**Source D** says: the British built the railways  
**Source E** says: British (engineers) built/planned railways

**Source D** says: British engineers were in charge of railway development  
**Source E** says: British engineers were behind the development

**Source D** says: Indian labourers were used  
**Source E** says: tracks laid down by Indian labourers

**Source D** says: British built many (25,000 miles) of track  
**Source E** says: railways were laid across the vast continent

**ES2 (3)**

6 The candidate supports the view on the importance of Gandhi, using evidence such as:

- the British were afraid of him
- the British had locked him up
- he continued the fight for independence
- he fasted to show he disliked British rule.

**KU3 (2)**

7 The candidate gives the attitude of Felipe Armentozé towards Indian independence, using evidence such as:

- it had come at last/wanted for a while
- it was a good thing to get
- it was greeted with celebration.

**ES3 (3)**

8 The candidate supports the evaluation of **Source H** using evidence such as:

- contemporaneity: primary source/taken at the time
- authorship: eyewitness cameraman
- content: detail of Mountbatten meeting Jinnah/looking important
- accuracy: photographic evidence
- purpose: to show Mountbatten's important role.

**ES1 (3)**

**UNIT III – Context C: 1914 – 1941**

1 The candidate describes what happened after the Tsar abdicated using evidence such as:

- he was placed under guard
- he offered his brother the throne
- his brother Michael refused to accept the Crown
- new temporary government (Provisional Government) took over
- Russia became a republic.

**KU1 (2)**

2 The candidate explains the results of War Communism using evidence such as:

- was needed to keep the Red Army supplied
- caused factories to stop producing
- made peasants burn crops rather than hand them over
- produce a terrible famine/millions died in famine
- had a disastrous effect on people of Russia.

**KU2 (3)**

3 The candidate identifies the attitudes shown in **Source C** using evidence such as:

- must smash the Kulaks
- must eliminate them as a class
- must launch an attack against Kulaks
- must strike hard
- must stop them ever rising again
- must prepare the attack in advance.

**ES3 (3)**

4 The candidate supports the evaluation of **Source D** using evidence such as:

- contemporaneity: primary source/written at the time (of collectivisation in 1931)
- authorship: photograph taken by an eyewitness cameraman
- content: details of peasants' desires
- accuracy: photographic evidence/agrees with candidate's own knowledge
- purpose: to show support for Stalin's policies

**ES1 (3)**

5 The candidate shows that **Source D** and **E** disagrees using evidence such as:

**Source D** shows/says: peasants demonstrating in support of Stalin/collectivisation  
**Source E** says: peasants did not believe government propaganda

**Source D** shows/says: peasants wanted collectivisation  
**Source E** says: they did not believe in the benefits of collectivisation

**Source D** shows/says: peasants wanted liquidisation of the Kulaks  
**Source E** says: peasants did not want to see Kulaks abolished/  
peasants wanted to be Kulaks themselves

**ES2 (2)**

6 The candidate explains why Stalin thought the Five Year Plans were important using evidence such as:

- needed to make Russia stronger/Russia was weak
- needed to build up the economy
- to catch up (in 10 years) with advanced countries/Russia years behind
- to catch up or be crushed by others.

**KU3 (2)**

7 The candidate supports the evaluation of **Source G** using evidence such as:

- contemporaneity: primary source/written at the time
- authorship: eyewitness
- content: details of how peasants were treated
- accuracy: agrees with candidate's own knowledge
- purpose: to explain what happened to peasants who opposed Stalin.

**ES1 (2)**

8 The candidate shows that **Source G** and **H** agree using evidence such as:

**Source G** says: whole population of a market town was taken away  
**Source H** says: peasants were deported/rounded up by secret police

**Source G** says: trainloads of peasants were sent to labour camps  
**Source H** says: many peasants were sent to prison camps

**Source G** says: peasants sent to camps in the icy north/deserts  
**Source H** says: sent to camps in Siberia/remote parts

**Source G** says: peasants disappeared over the border  
**Source H** says: others just disappeared

**Source G** says: (old) people died  
**Source H** says: millions (of people) died

**ES2 (3)**

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

1 The candidate describes how the Germans elected their government using evidence such as:

- all Germans over the age of 20 could vote
- a system of proportional representation was used
- the President was elected separately.

**KU1 (2)**

2 The candidate supports the evaluation of **Source B** using evidence such as:

- contemporaneity: primary source/taken at the time (of hyperinflation in 1923)
- authorship: photographic evidence
- content: shows a woman using banknotes to start her fire
- accuracy: hyperinflation was a terrible problem at this time
- purpose: to show the worthlessness of money.

**ES1 (3)**

3 The candidate explains the hardships facing many people as a result of inflation using evidence such as:

- forced up the price of essential goods, such as bread
- badly affected pensioners/people on fixed incomes
- made middle class with savings poor overnight
- caused workers on strike to have no money/face starvation.

**KU2 (3)**

4 The candidate explains the importance of the Reichstag Fire using evidence such as:

- allowed Nazis to blame others
- many Communists were put in prison/allowed Hitler to round up rivals
- allowed Hitler to pass a law making it difficult for other parties
- helped Nazis do well in the next (March 1933) election.

**KU3 (2)**

5 The candidate supports the evaluation of **Source E** using evidence such as:

- contemporaneity: primary source/taken at the time (of Nazis being in power in 1938)
- authorship: photographic evidence
- content: shows a large number of members of the Hitler Youth being inspected
- accuracy: many children were enthusiastic members of the Hitler Youth
- purpose: to demonstrate popularity of organisation/propaganda.

**ES1 (2)**

6 The candidate shows that the sources agree using evidence such as:

**Source E** shows: many children wearing uniforms  
**Source F** says: they enjoy wearing uniform

**Source E** shows: a great many young people  
**Source F** says: being with a lot of other young people

**Source E** shows: children at a Hitler Youth camp, flags and tents present  
**Source F** says: children enjoy Hitler Youth camps/being away from school

**Source E** shows: children away from school/home  
**Source F** says: children thought it marvellous being away from school/home

**Source E** shows: tents/a camp  
**Source F** says: they enjoyed Hitler Youth camps

**Source E** shows: children in lines/ranks  
**Source F** says: children enjoyed the drill

**ES2 (3)**

7 The candidate identifies the attitude towards Nazi organisation using evidence such as:

- delighted to see (Nazi) party flags
- envied (wanted to wear) swastika lapel badge
- thought uniformed men were 'smart'
- impressed by the uniformed mens' physiques (strong, brawny arms)
- impressed by the way the Nazis forced their way through.

**ES3 (3)**

8 The candidate shows the sources agree using evidence such as:

**Source G** says: party flags everywhere  
**Source H** says: a forest of flags

**Source G** says: swastika emblem much in evidence  
**Source H** says: forest of swastikas

**Source G** says: many uniformed men  
**Source H** says: hundreds of men in uniform

**Source G** says: through the crowds  
**Source H** says: looked over the crowd

**ES2 (2)**

[END OF MARKING INSTRUCTIONS]