

2006 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.
- SE indicates a serious 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)

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.

2006 History – Standard Grade

Foundation Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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1. The candidate describes the problems faced by people affected by the Clearances using evidence such as:
 - were evicted from their homes
 - had their houses burned
 - were not allowed to go back to their homes
 - people lost grazing rights.

KU1 (2)

2. The candidate explains why the power loom caused problems for handloom weavers using evidence such as:
 - number of weavers needed fell/not enough work for weavers
 - high wages no longer available
 - average weekly wage fell
 - many weavers had to live in poverty.

KU2 (2)

3. The candidate shows that Robert Owen thought it was important to take care of his workers using evidence such as:
 - thought it would make workers more hard working/happy
 - improved working conditions
 - continued to pay them when the mill was closed
 - improved their houses
 - did not employ children under ten
 - provided free education.

KU3 (3)

4. The candidate supports the evaluation of **Source D** using evidence such as:
 - contemporaneity: a primary source/written at the time
 - authorship: a doctor/an eyewitness
 - content: evidence on health and housing
 - purpose: to inform about the poor state of health and housing.

ES1 (2)

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

- badly ventilated/damp rooms cause illness
- sleeping on floor/on straw beds is not good for health
- lack of water causes disease.

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

- larger/better ventilated rooms are healthier
- not throwing sewage into the streets is better/healthier/stopped disease
- sewage collection and disposal stops disease.

ES4 (4)

6. The candidate presents findings such as:

- badly built/badly ventilated housing is not good for people's health
- lack of proper amenities (beds; water supply; sewage provision) is not good for health
- well built/ventilated houses are better for people's health
- good sewage provision is essential for healthy living.

ES5 (2)

Unit 1 – Context B: 1830s – 1930s

1. The candidate describes how the Highlands changed after 1830, using evidence such as:

- many family homes in the Highlands had been abandoned
- much of the Highlands had been cleared of people
- working places became moorland and wilderness
- millions left for the South/North America/overseas.

KU1 (2)

2. The candidate explains why machinery was important to mineowners in Scotland, using evidence such as:

- steam pump took water out of the mine
- steam engines hauled miners and coal up
- machinery allowed more coal to be produced
- it was much better than old practices/changes are so great there is astonishment how mining was previously done.

KU3 (3)

3. The candidate explains the dangers of coal mines using evidence such as:

- hewers could be hurt by rock falls
- boys and girls could be affected by poisonous gas
- women could fall off the long ladders
- working a long day's work was dangerous/could cause accidents.

KU2 (2)

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

- contemporaneity: primary source/written at the time (1880s)
- authorship: eyewitness/Medical Officer of Health
- content: details damage to health caused by poor housing
- purpose: to tell people about the way poor housing damages health.

ES1 (2)

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

- death rate is highest in small houses
- bad air in houses causes chest disease
- a third of young children who died had lived in one roomed houses
- sharing a room with a sick person spreads disease.

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

- bathrooms helped people's cleanliness/health
- unhealthy sewage was removed by the sewers
- clean drinking water reduced disease.

ES4 (4)

6. The candidate presents findings such as:

- death rate highest in small houses
- bad air in houses contributed to chest disease
- many of the under fives who died lived in one roomed houses
- sharing a room with sick people spreads disease.

BUT

- bathrooms in council houses help keep people clean
- sewage removed from houses by sewers
- piped drinking water reduced disease.

ES5 (2)

UNIT I – Context C: 1880s – Present day

1. The candidate explains why people emigrated from Scotland after 1880, using evidence such as:
 - pushed out by poverty
 - pulled by the prospect of jobs
 - wanted to use their skills as joiners/farmers
 - wanted to teach/do clerical work overseas.

KU2 (2)

2. The candidate explains why road transport improved the lives of people in Scotland, using evidence such as:
 - faster travel
 - gave people freedom to travel about Scotland
 - brought cheaper goods to shops
 - provided jobs for thousands of Scots.

KU1 (2)

3. The candidate explains the importance of World War Two in changing working conditions for women, using evidence such as:
 - women got to do men’s jobs/wider range of jobs
 - did valuable work in munitions factories
 - many received higher pay
 - many single women had more free time.

KU3 (3)

4. The candidate supports the evaluation of **Source D** using evidence such as:
 - contemporaneity: a primary source/written at the time (1880s)
 - authorship: eyewitness/Medical Officer of Health
 - content: details damage to health caused by poor housing
 - purpose: to tell people about way poor housing damages health.

ES1 (2)

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

- death rate is highest in small houses
- bad air in houses causes chest disease
- a third of young children who died had lived in one roomed houses
- sharing a room with a sick person spreads disease.

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

- bathrooms helped people's cleanliness/health
- unhealthy sewage was removed by the sewers
- clean drinking water reduced disease.

ES4 (4)

6. The candidate presents findings such as:

- death rate highest in small houses
- bad air in houses contributed to chest disease
- many of the under fives who died lived in one roomed houses
- sharing a room with sick people spreads disease.

BUT

- bathrooms in council houses help keep people clean
- sewage removed from houses by sewers
- piped drinking water reduced disease.

ES5 (2)

Unit II – Context A: 1790s – 1820s

1. The candidate explains why people in Britain welcomed the French Revolution using evidence such as:
 - Britain’s greatest rival would be out of action
 - a cruel ruler had been swept away
 - a new monarch like Britain’s could be introduced.

KU2 (3)

2. The candidate identifies the attitude shown in **Source B** using evidence such as:
 - says events were chaotic
 - calls it a massacre
 - says he cannot express his horror
 - calls it an atrocity
 - feels that war is certain
 - says everyone will suffer
 - calls it ‘this evil deed’.

ES3 (3)

3. The candidate explains the importance of the wars with France in creating jobs in Scotland using evidence such as:
 - farming did well as food was scarce
 - plenty of work in the iron industry
 - Carron Iron Works made lots of guns
 - Sailmakers were busy.

KU3 (2)

4. The candidate supports the evaluation of **Source D** using evidence such as:
 - contemporaneity: primary source/drawn at the time/in 1795
 - authorship: an artist at the time
 - content: shows a mob attacking king’s coach/dislike of the king
 - purpose: to record events at the time.

ES1 (2)

5. The candidate shows agreement between the sources using evidence such as:

Source D says: it took place on 29th October (1795)
Source E says: On October 29th, 1795, the coach was mobbed

Source D shows: King's coach being attacked by a mob
Source E says: King's coach was mobbed

Source D shows: someone holding a basket of bread
Source E says: some had loaves of bread

Source D shows: people shouting/looking angry
Source E says: people were shouting angrily

Source D shows: people throwing stones/wielding sticks
Source E says: coach was hit by sticks/stones

Source D shows: window smashed in the coach
Source E says: window was smashed

ES2 (3)

6. The candidate supports the evaluation of **Source F** using evidence such as:

- contemporaneity: primary source/drawn at the time
- authorship: an artist at the time
- content: shows British people trying to fight invaders
- purpose: to comment on Britain's readiness to stop invasion.

ES1 (3)

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

Source F says/shows: patriotic civilians – 'you will need to go through my body'
Source G says: Britain was gripped with patriotism

Source F shows: civilians tackling an invader
Source G says: civilians joined the militia

Source F shows: someone using a pitchfork
Source G says: poor had farming pitchforks

ES2 (2)

8. The candidate describes the steps taken to protect Europe from France using evidence such as:

- France's frontiers were pushed back
- France lost forts in the north-east
- France had to submit to an occupation army
- France had to pay an indemnity.

KU1 (2)

UNIT II – Context B: 1890s – 1920s

1. The candidate describes the alliance system in Europe in 1914 using evidence such as:

- Germany formed an alliance with Austria-Hungary
- Italy joined them
- France and Russia form an alliance
- Franco-Russian alliance is signed in 1892.

KU1 (2)

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

Source A says: German Empire formed an alliance with Austria-Hungary
Source B says: Germany and Austria-Hungary formed a grouping

Source A says: this power block was later joined by Italy
Source B says: Germany together with Italy and Austria-Hungary

Source A says: French and Russians scared into each others arms
Source B says: fear of Germany forced France and Russia together

Source A says: France and Russia signed an alliance in 1892
Source B says: in 1892 France and Russia signed an alliance

ES2 (3)

3. The candidate supports the evaluation in **Source C** using evidence such as:

- contemporaneity: primary source/produced at the time/of the First World War
- authorship: Government poster
- content: sailor bringing food to Britain
- purpose: to encourage civilians not to waste food.

ES1 (2)

4. The candidate identifies the attitude of the author of **Source D** using evidence such as:

- gas is a dastardly/shameful weapon
- gas was an uncivilised weapon
- has been banned by international law
- Germans do not know the meaning of truth and honour
- horrific weapon/caused horrific suffering.

ES3 (3)

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

- contemporaneity: primary source/produced at the time/of the First World War/in 1917
- authorship: eyewitness/cameraman
- content: sea of mud, devastated landscape
- purpose: to show the devastation of the battle.

ES1 (3)

6. The candidate assesses the importance of women's work during the First World War using evidence such as:

- thousands of women were working in traditional "male" jobs allowing more men to fight
- by 1918, 800,000 women worked in engineering
- over 250,000 women worked in the Land Army producing food
- many women volunteered to become nurses
- gave greater freedom to women working away from home.

KU3 (2)

7. The candidate compares **Source F** and **Source G** using evidence such as:

Source F says: by end of the war thousands of women working in traditional "male" jobs

Source G says: most obvious change in Britain was appearance of women in many traditional male jobs

Source F says: by 1918, 800,000 women worked in engineering

Source G says: engineering factories employed another 800,000

Source F says: 250,000 women worked in the Land Army

Source G says: Land Army employed over 250,000 women

Source F says: many women volunteered to become nurses

Source G says: nursing was popular/by 1917 there were 100,000 nurses

ES2 (2)

8. The candidate explains the reasons which lay behind France's determination to impose a harsh peace treaty on Germany at Versailles using evidence such as:

- good farmland was churned into useless mud by millions of high explosive shells
- 750,000 French homes were destroyed
- many thousands of kilometres of French railway lines had been wrecked
- almost 4,000,000 French soldiers had been killed or wounded in the war.

KU2 (3)

Unit II – Context C: 1930s – 1960s

1. The candidate explains the importance of the crisis using evidence such as:

- Hitler became more confident
- Hitler began to make new demands
- many Britons became ashamed
- British government prepared for war.

KU3 (2)

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

- contemporaneity: primary source/written at the time (of Czech crisis)/in 1938
- authorship: said by the British Prime Minister
- content: expresses doubt about need for Britain to get involved
- purpose: to warn people of the possibility of war.

ES1 (2)

3. The candidate describes how children were prepared using evidence such as:

- each wore a label
- each had one item of luggage
- each had a gas mask.

KU1 (2)

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

- contemporaneity: primary source/produced at the time/in 1939
- authorship: cameraman was an eyewitness
- content: shows children being evacuated
- purpose: to show children being evacuated.

ES1 (3)

5. The candidate identifies points of agreement such as:

Source C says: large numbers of children were evacuated
Source D shows: lots of children being evacuated

Source C says: they were excited
Source D shows: many excited/laughing/waving children

Source C says: they wore labels
Source D shows: children wearing labels

Source C says: children carried gas masks
Source D shows: children with gas masks

Source C says: they took suitcases/one suitcase
Source D shows: children with suitcases/one suitcase each

Source C says: they went by train
Source D shows: children getting on a train

ES2 (3)

6. The candidate assesses the attitude of the author of **Source E** using evidence such as:

- destruction was much worse than he expected
- shocked by what he saw in Clydebank
- part of the town was in a most distressing condition
- horrified that 800 houses had been totally destroyed.

ES3 (3)

7. The candidate explains why Britain became less powerful using evidence such as:

- Britain's army was too small/not enough soldiers
- Britain was no match for the USA or USSR/Soviet Union
- Britain lost India in 1947
- Britain lost many African colonies.

KU2 (3)

8. The candidate shows agreement between **Source F** and **Source G** using evidence such as:

Source F says: Britain had too few soldiers to match the USA
Source G says: British army was much smaller than the American army

Source F says: Britain had too few soldiers to match the Soviet Union
Source G says: British army was much smaller than the Soviet army

ES2 (2)

[END OF MARKING INSTRUCTIONS]