



2007 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.

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 ES4 item requiring candidates to select evidence from two sources, **full** marks cannot be obtained unless some relevant evidence is selected from each source.

In this item 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.

2007 History – Standard Grade

Foundation Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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1. The candidate describes town housing using evidence such as:
 - built of poor materials
 - did not keep out wind and rain
 - lacked plumbing.

KU1 (2)

2. The candidate assesses the seriousness of poor housing using evidence such as:
 - many houses were too small/overcrowded
 - could lead to illness/disease
 - ventilation/air/atmosphere was terrible/unhealthy
 - disease spread easily/impossibility of isolating the sick
 - sleeping facilities were bad.

KU3 (3)

3. The candidate explains why new machinery was needed to make cotton using evidence such as:
 - weavers needed more thread
 - old spinning machines could not produce enough/only make one thread at a time
 - to speed up spinning/the spinning process.

KU2 (2)

4. The candidate supports the evaluation of **Source D** by selecting:
 - A – it is a primary source
 - C – it was written by someone who had seen why people wanted to leave the Highlands.

ES1 (2)

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

- the potato crop has failed
- there is not enough food left/people are hungry
- disease is spreading
- in some places there is only shellfish to eat.

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

- they were driven out/evicted
- they were forced out by fire
- they had no milk to drink
- their cottages were wrecked.

ES4 (4)

6. The candidate gives findings such as:

- people left the Highlands due to the failure of the potato crop
- people left the Highlands as they were suffering from famine/disease
- people wanted to emigrate
- people were driven out of the Highlands/were evicted
- people had their cottages wrecked/set on fire
- people had to emigrate.

ES5 (2)

Unit 1 – Context B: 1830s – 1930s

1. The candidate describes poor housing using evidence such as:
 - built of poor materials
 - flats had no windows
 - buildings were crumbling
 - were built too small/just a one-roomed flat.

KU1 (2)

2. The candidate assesses the seriousness of poor housing using evidence such as:
 - houses were built too close together
 - poor ventilation made chest infections worse
 - overcrowding resulted in the spread of infections
 - no water supply/poor water supply.

KU3 (3)

3. The candidate explains why coal production increased using evidence such as:
 - wooden props now used/instead of pillars of coal
 - steam powered pumps drained the pits
 - steam power was used to lower and lift miners
 - deeper coal seams could be reached.

KU2 (2)

4. The candidate supports the evaluation of **Source D** by selecting:
 - A – it is a primary source
 - C – it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration.

ES1 (2)

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

- children show signs of poverty
- people's houses are made of rough stones and turf
- people share accommodation with animals
- they eat only potatoes, oatmeal and milk
- they will never get any better/richer in Scotland.

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

- they should be given their own land instead
- land for sheep/deer farming should be given to crofters
- land should be used properly to help the crofters
- help should be given to stop high rents
- landlords should not be allowed to evict them.

ES4 (4)

6. The candidate gives findings such as:

- some thought that life in the Islands was very poor/harsh
- some thought that emigration was the only way out of poverty
- some thought that the island life would improve with help
- some thought that landlords were to blame for poor conditions
- some thought that emigration was not the answer.

ES5 (2)

UNIT I – Context C: 1880s – Present day

1. The candidate describes poor housing using evidence such as:
 - it was crammed/overcrowded
 - there was only one lavatory for many people
 - it was dark/gloomy
 - it was too small/just 2 rooms.

KU1 (2)

2. The candidate assesses the seriousness of poor housing using evidence such as:
 - accommodation was very cramped
 - houses had only one or two rooms
 - many had no fixed bath
 - bathing/washing was done in a tub
 - toilets had to be shared.

KU3 (3)

3. The candidate explains why the number of motor cars increased after World War One using evidence such as:
 - cars became cheaper (lower priced)
 - efficient engines meant cheaper running costs
 - more people could afford them (not just the wealthy).

KU2 (2)

4. The candidate supports the evaluation of **Source D** by selecting:
 - A – it is a primary source
 - C – it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration.

ES1 (2)

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

- children show signs of poverty
- people's houses are made of rough stones and turf
- people share accommodation with animals
- they eat only potatoes, oatmeal and milk
- they will never get any better/richer.

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

- they should be given their own land instead
- land used for sheep/deer should be given to crofters
- land should be used properly to help crofters
- help should be given to stop high rents
- landlords should not be allowed to evict them.

ES4 (4)

6. The candidate gives findings such as:

- some thought that life in the Islands was very poor/harsh
- some thought that emigration was the only way out of poverty
- some thought that the island life would improve with help
- some thought that landlords were to blame for poor conditions
- some thought that emigration was not the answer.

ES5 (2)

Unit III – Context A: USA 1850 – 1880

1. The candidate explains why slavery helped cause the Civil War using evidence such as:
 - Northern employers had to pay wages/Plantation owners got free labour
 - Southern slavery of black people caused much anger in the North
 - North wanted to stop slavery spreading
 - US split over slavery issue/North were against it, South were for it.

KU2 (3)

2. The candidate supports the evaluation of **Source B** by selecting:
 - B – it tells us that Lincoln wanted all American States to remain together
 - D – it was said by Abraham Lincoln.

ES1 (2)

3. The candidate gives two examples of problems such as:
 - made slow progress
 - obstacles: wagons fall into one mud hole after another
 - bad weather: has been raining all day
 - loss of livestock: oxen died
 - trouble with the native people/those camped around us were drunk and noisy.

KU1 (2)

4. The candidate assesses the usefulness of **Source D** using evidence such as:
 - contemporaneity: primary source/produced at the time
 - authorship: official railroad company poster
 - content: advertises good land for sale in the west
 - purpose: to offer land for sale in the prairies/encouraging people to move west.

ES1 (3)

5. The candidate gives two points of agreement using evidence such as:

Source D says: encouraged to buy by a railroad company
Source E says: settlers encouraged to move by railroad companies

Source D says and shows: prairie lands for sale
Source E says: moved into the prairies

Source D shows: empty, untouched areas where people moved
Source E says: people bought a piece of untouched wilderness

Source D says and shows: land for sale in Iowa and Nebraska
Source E says: moved into Nebraska and Iowa

Source D says: ‘buy before July 1st, 1875’
Source E says: a frantic rush took place to buy land

Source D says: expansion was happening in 1875
Source E says: expansion took place between 1870 and 1880.

ES2 (2)

6. The candidate identifies the attitude of the Modoc people using evidence such as:

- they watched them in **silence**
- they shrugged their shoulders/**couldn’t understand**/make sense of it
- they **did not know** why they were digging up the earth
- what they were doing was a **mystery**
- they were **terrified**
- they watched for a long time/for ages.

ES3 (3)

7. The candidate assesses the importance of the Black Hills using evidence such as:

- was sacred land
- belonged to the Sioux
- provided food
- had been promised to them by treaty
- was theirs for ever (as long as grass grows).

KU3 (2)

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

Source G says: White people had made a treaty

Source H says: White people made (threatened to break) the treaty

Source G says: the Black Hills are ours as long as the grass grows

Source H says: the Black Hills should be left to us forever

Source G says: Custer had led his soldiers into the Black Hills

Source H says: they (Whites) threaten to take that (Black Hills) away from us

Source G says: we had to fight or lose our land

Source H says: first kill me/before taking my fatherland

Source G says: land is ours by right

Source H says: land is our fatherland.

ES2 (3)

UNIT III – Context B: India 1917 – 1947

1. The candidate gives two examples of the benefits for India such as:

- made travel cheap
- provided long distance travel
- allowed millions of Indians to travel by train.

KU1 (2)

2. The candidate supports the evaluation of **Source B** by selecting:

- B – it tells us that General Dyer opened fire first
- D – it was written by General Dyer.

ES1 (2)

3. The candidate gives three points of disagreement using evidence such as:

Source B says: crowd numbered 5,000
Source C says: 20,000 men and women

Source B says: Dyer had a few soldiers/a small force
Source C says: Dyer had 50 soldiers/with machine guns

Source B says: I had to open fire
Source C says: gave orders to fire without any real reason

Source B says: between 200 and 300 of the crowd were killed
Source C says: 1,200 dead and 3,600 wounded.

ES2 (3)

4. The candidate assesses the usefulness of **Source D** using evidence such as:

- contemporaneity: primary source/taken/written at the time
- authorship: eyewitness photographer/Indian newspaper
- content: shows/gives Gandhi's view on Untouchables eg shouldn't be rejected
- purpose: to reveal what Gandhi thought about Untouchables.

ES1 (3)

5. The candidate gives two points of disagreement using evidence such as:

Source D says: an Untouchable should not be an outcast
Source E says: they are regarded as rejected outcasts

Source D shows: Gandhi touched an Untouchable
Source E says: we will not touch them

Source D says: they should not be feared/rejected
Source E says: we fear we will be polluted (by them)

Source D says: they should not be rejected
Source E says: we do not like to even share water with them.

ES2 (2)

6. The candidate explains why the demonstration was important using evidence such as:

- shows the level of feeling against the tax
- shows the size of protest against the tax
- shows women were prepared to march
- shows that the protest march was part of a peaceful protest.

KU3 (2)

7. The candidate identifies the attitude of Gandhi towards the Salt Tax using such evidence as:

- he was **angry**
- he began to increase/highlight his **protests**
- he made a **long march** to the sea/the journey took **twenty-four** days
- he **broke the law deliberately**
- was **willing to go to jail**.

ES3 (3)

8. The candidate explains why some Indians disliked the Congress Party using evidence such as:

- Congress Party do not accept that India has many different nationalities
- Congress Party thinks wrongly that the Muslims and the Sikhs can all be treated alike
- Congress Party are wrong to say/think that the Bengalis/Peshawaris all belong to the same nation
- Congress Party are wrong to think that everyone follows the same religion.

KU2 (3)

Unit III – Context C: Russia 1914 – 1941

1. The candidate describes the effects of the war on civilians using evidence such as:

- effects of having loved one killed
- shortage of fuel
- shortage of food
- transport problems resulted in food being inedible.

KU1 (2)

2. The candidate supports the evaluation of **Source B** by selecting:

- B – it tells us that the Tsar had decided to abdicate
- D – it was written by Tsar Nicholas.

ES1 (2)

3. The candidate gives **two** points of agreement using evidence such as:

Source B says: abdication took place in agreement with the Duma
Source C says: delegates from the Duma urged abdication

Source B says: Nicholas decided himself to abdicate
Source C says: Nicholas made no objection and abdicated

Source B says: abdicated out of concern for his son/did not want to be separated
from his son
Source C says: concerned at son's illness

Source B says: the throne given to Tsar's brother/Grand Duke Michael
Source C says: abdicated in favour of his brother/the Grand Duke Michael.

ES2 (2)

4. The candidate assesses the seriousness of government actions for the peasants using evidence such as:

- peasants had their crops stolen
- meant peasants reduced the amount of food grown
- peasants treated very badly by the 'government' army
- many executions by the 'government' army/hundreds executed.

KU3 (2)

5. The candidate assesses the attitude of Khrushchev towards Stalin using evidence such as:

- power not always used **properly**
- used **cruel** methods
- **not** all his arrests were **justified**.

ES3 (3)

6. The candidate assesses the usefulness of **Source F** using evidence such as:

- contemporaneity: primary source/produced at the time (of collectivisation)
- authorship: produced by the (Soviet) Government/official Government poster
- content: details from poster plus text, eg will produce more crops
- purpose: to convince/persuade the peasantry into supporting collectivisation.

ES1 (3)

7. The candidate gives three points of disagreement using evidence such as:

Source F shows/says: smiling/enthusiastic farm workers
Source G says: many peasants were unhappy with Stalin's plans for farming

Source F shows/says: collectivisation was meant to increase the amount of grain produced.
Source G says: grain harvest went down by 4 million tons.

Source F shows/says: collectivisation was intended to increase the number of farm animals.
Source G says: there were 71 million cattle in Russia in 1928 but only 40 million in 1932.

Source F shows/says: new machinery/tractors (peasant sitting on a tractor)
Source G says: very little farming equipment actually arrived.

ES2 (3)

8. The candidate explains why so many kulaks died using evidence such as:

- were shot for refusing to cooperate
- froze to death in unheated trains
- died of hunger in transit/in the camps
- worked to death in labour camps.

KU2 (3)

UNIT III – Context D: Germany 1918 – 1939

1. The candidate describes what Kaiser Wilhelm did at the end of the war using evidence such as:

- met with his army advisers
- gave up the throne/abdicated
- went into exile in Holland.

KU1 (2)

2. The candidate assesses the seriousness of inflation using evidence such as:

- had to spend salary immediately
- two million marks bought just a little food (bread and cheese)
- people had to exchange possessions for food.

KU3 (2)

3. The candidate gives points of agreement between **Sources B** and **C** using evidence such as:

Source B says: as soon as I was paid, I rushed out to buy
Source C says: I rushed off to spend (my pay)

Source B says: 2 million marks was just enough to buy bread & cheese
Source C says: 2 million marks bought just enough for evening meal

Source B says: sometimes I had to exchange possessions for food
Source C says: I had to swap belongings for basic ingredients/flour.

ES2 (2)

4. The candidate supports the evaluation of **Source D** by selecting:

- B – it tells us that the Nazis wanted people to vote for Hitler
- D – it is a poster made by the Nazis.

ES1 (2)

5. The candidate gives an explanation of the attitude of van der Lubbe using evidence such as:

- **hated** political parties
- **wanted to show** that politicians were not helping people
- thought that politicians were **doing nothing**
- **needed to damage** something that belonged to the political system.

ES3 (3)

6. The candidate assesses the usefulness of **Source F** using evidence such as:

- contemporaneity: primary source/drawn at the time
- authorship: Nazi artist
- content: shows activities/uniform of Hitler Youth
- purpose: propaganda/to get support for Hitler Youth.

ES1 (3)

7. The candidate gives points of agreement between **Sources F** and **G** using evidence such as:

Source F says: Hitler Youth (Jugend) encourages one-ness/unity of youth
Source G says: gave a feeling of unity/great community of the young

Source F shows: gave a feeling of power/others running away
Source G says: feeling of power (Hitler Youth gave)

Source F shows: young people got a uniform
Source G says: they like the uniform

Source F shows: young boys marching
Source G says: they like the drill/marching along

Source F shows: young boy drumming and someone following
Source G says: follow the Nazi drum.

ES2 (3)

8. The candidate explains opposition to Nazi youth groups such as:

- some not interested in the drill/regimentation
- some were members of other (church) groups/some did not like Nazi ideas
- some did not like being organised
- some loathed the strict system.

KU2 (3)

[END OF MARKING INSTRUCTIONS]