



## **2008 History**

### **Standard Grade Foundation**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## 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)**

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 – 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.

## 2008 History – Standard Grade

### Foundation Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
--

1. The candidate explains why people left the Highlands using evidence such as:
  - the market for Highland kelp (seaweed) collapsed
  - the landlords replaced people with sheep
  - families were evicted
  - they were facing hunger/starvation
  - the population rise meant less land was available. **KU2 (3)**
  
2. The candidate identifies two killer diseases using evidence such as:
  - smallpox was a killer disease
  - many people died from fevers
  - thousands died from cholera outbreaks. **KU1 (2)**
  
3. The candidate explains that the Factory Act was important in improving working conditions for children using evidence such as:
  - no children under the age of nine will be employed
  - children between nine and thirteen will not be allowed to work more than nine hours in any day
  - children between 13 and 18 will be limited to twelve hours a day. **KU3 (2)**
  
4. The candidate supports the evaluation of **Source D** using evidence:
  - A – It is a primary source
  - C – It was written by an eyewitness of the Radicals actions. **ES1 (2)**
  
5. The candidate selects evidence on the weaknesses of the Radicals using evidence from **Source D** such as:
  - they were straggling along
  - only a few more men joined them
  - there were no more than forty or fifty Radicals
  - eighteen Radicals were taken prisoner.

The candidate selects evidence on the strengths of the government using evidence from **Source E** such as:

  - the Radical war was easily put down
  - they had spies inside the Radical groups
  - they also had loyal cavalry troops ready to deal with any trouble
  - eighteen Radicals were taken prisoner
  - the government hanged the leaders. **ES5 (4)**

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

6. The candidate gives two conclusions using evidence as given in Question 5.

Weaknesses of Radicals

- only a few more men joined them
- there were no more than forty or fifty Radicals
- eighteen Radicals were taken prisoner

Strengths of Government

- the Radical war was easily put down
- they has spies inside the Radical groups
- they also had loyal cavalry troops ready to deal with any trouble
- eighteen of the Radical leaders were taken to prison
- the Government hanged the leaders.

**ES 6 (2)**

**UNIT I – Context B: 1830s – 1930s**

1. The candidate explains why people left the Highlands using evidence such as:
  - famine (starvation)
  - people were evicted (cleared out)
  - slump in cattle prices
  - fishing industry in difficulty. **KU2 (3)**
  
2. The candidate identifies two killer diseases using evidence such as:
  - influenza was a killer
  - one in three suffered tuberculosis
  - cholera was the most feared. **KU1 (2)**
  
3. The candidate shows that the importance of the Mines Act in improving working conditions using evidence such as:
  - boys under 10 could not work underground
  - no child under 15 years of age was to be in charge of machinery
  - a mines inspector was to be appointed to check the law was carried out. **KU3 (2)**
  
4. The candidate supports the evidence of **Source D** by selecting the following statements:
  - A – It is a primary source
  - C – It was written by an eyewitness of the Militant Suffragette action. **ES1 (2)**
  
5. The candidate selects evidence which tells us that Militant Suffragette action damaged the cause of votes for women using evidence from **Source D** such as:
  - Suffragette speaker was quickly interrupted by an angry crowd/the crowd was angry at the Militants
  - people tried to remove the Militant Suffragette speakers
  - Militant Suffragettes were booed and hissed.

The candidate selects evidence which tells us that Militant Suffragette action helped the cause of votes for women using evidence from **Source E** such as:

  - their actions gained publicity in papers
  - their sacrifices gained them respect
  - even opponents started taking the Militant Suffragettes more seriously. **ES5 (4)**

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

6. The candidate gives two conclusions using evidence as given in Question 5.

Militancy damaged the cause of votes for women:

- the crowd was angry at the Militants
- people tried to remove the Militant Suffragette speakers
- Militant Suffragettes were booed and hissed

Militancy helped the cause of votes for women:

- their actions gained publicity in papers
- their sacrifices gained them respect
- even opponents started taking the Militant Suffragettes more seriously.

**ES6 (2)**

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

1. The candidate explains why people left the Highlands in the late 19th century using evidence such as:
  - moved to the poorer, higher land to make way for larger farms
  - lost their grazing rights
  - forced to pay higher rents
  - they would be evicted if they killed animals on their land. **KU2 (3)**
  
2. The candidate describes some of the main killer diseases in the 20th century using evidence such as:
  - tuberculosis continued to cause many deaths
  - cancer resulting from increased smoking
  - heart attacks/disease caused by unhealthy eating. **KU1 (2)**
  
3. The candidate shows the importance of the Sex Discrimination Act in changing women’s working conditions using evidence such as:
  - women can now do most jobs
  - women can become top managers
  - married women find it easier to work. **KU3 (2)**
  
4. The candidate supports the evidence of **Source D** by selecting the following statements:
  - A – It is a primary source
  - C – It was written by an eyewitness of the Militant Suffragette actions. **ES1 (2)**
  
5. The candidate selects evidence which tells us that Militant Suffragette action damaged the cause of votes for women using evidence from **Source D** such as:
  - Suffragette speaker was quickly interrupted by an angry crowd/the crowd was angry at the Militants
  - people tried to remove the Militant Suffragette speakers
  - Militant Suffragettes were booed and hissed.

The candidate selects evidence which tells us that Militant Suffragette action helped the cause of votes for women using evidence from **Source E** such as:

  - their actions gained publicity in papers
  - their sacrifices gained them respect
  - even opponents started taking the Militant Suffragettes more seriously. **ES5 (4)**

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

6. The candidate gives two conclusions using evidence as given in Question 5.

Militancy damaged the cause of votes for women:

- the crowd was angry at the Militants
- people tried to remove the Militant Suffragette speakers
- Militant Suffragettes were booed and hissed

Militancy helped the cause of votes for women:

- their actions gained publicity in papers
- their sacrifices gained them respect
- even opponents started taking the Militant Suffragettes more seriously.

**ES6 (2)**

**UNIT II – Context A: 1790s – 1820s**

1. The candidate supports the evaluation of **Source A** by selecting the following statements:
  - A – It is a primary source
  - C – It is a cartoon drawn by a British person. **ES1 (2)**
  
2. The candidate identifies the attitude shown in **Source B** using evidence such as:
  - many **welcomed** the Revolution in France
  - Fox saw it as a **victory**
  - Tom Paine **supported** the ideas of the French Revolution
  - Wordsworth wrote how **glad** he was. **ES3 (3)**
  
3. The candidate explains how the war against France affected employment using evidence such as:
  - some farm workers lost their jobs
  - ironworks created more jobs
  - more millworkers were needed. **KU2 (3)**
  
4. The candidate explains the importance of conditions on board ship in causing suffering for sailors using evidence such as:
  - life below deck was very unpleasant
  - sleeping quarters were crowded
  - discipline was severe
  - food was often revolting. **KU3 (2)**
  
5. The candidate identifies points of agreement between **Sources D** and **E** using evidence such as:

**Source D** says: sailors were forced into the navy by press gangs  
and also **Source E** says: press gangs rounded up seamen and forced them on board

**Source D** says: conditions below deck were unpleasant  
and also **Source E** says: below deck was damp and dark

**Source D** says: a crew of 800/slept in crowded quarters  
and also **Source E** says: the huge crew/led to overcrowding

**Source D** says: discipline was severe  
and also **Source E** says: sailors protested about unfair punishments

**Source D** says: food was revolting  
and also **Source E** says: sailors ate biscuits with maggots in them. **ES2 (3)**

6. The candidate supports the evaluation of **Source F** by selecting the following statements.

- A – It is a primary source
- D – It tells us that the British people thought they should help the Greeks in their struggle for independence.

**ES1 (2)**

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

**Source F** says: Greek people suffered under Turkish rule  
but **Source G** says: Greeks enjoyed freedoms and easier life

**Source F** says: Greek people were poor  
but **Source G** says: Greeks worked in business and became rich

**Source F** says: the Turkish army was doing well  
but **Source G** says: the Turkish army did badly

**Source F** says: the Greeks were brave fighters  
but **Source G** says: the Greek soldiers committed terrible crimes.

**ES2 (3)**

8. The candidate describes the actions taken by the Fourth Coalition using evidence such as:

- the Fourth Coalition beat Napoleon at the Battle of the Nations
- the Allies invaded France
- the Allies captured Paris.

**KU1 (2)**

**UNIT II – Context B: 1890s – 1920s**

1. The candidate supports the evaluation of **Source A** by selecting the following statements:
  - A – It is a primary source
  - D – It is a British point of view. **ES1 (2)**
  
2. The candidate identifies points of disagreement between **Sources A** and **B** using evidence such as:

**Source A** says: a large German navy will be a great threat to Britain and the world  
but **Source B** says: that the German navy is not a threat

**Source A** says: Germany is a warlike country  
but **Source B** says: I have always been friendly towards Britain

**Source A** says: Germany is not acting in a friendly way towards Britain  
but **Source B** says: that Germany wants to maintain its friendship with Britain

**Source A** says: that the British government is right to be worried about the growth of the German navy  
but **Source B** says: that the British are too suspicious of Germany. **ES2 (3)**
  
3. The candidate describes the events at Sarajevo using evidence such as:
  - eight assassins hid in the crowds
  - bomb thrown at Archduke's car
  - Princip shot the Archduke at point blank range. **KU1 (2)**
  
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
  - A – It is a primary source
  - C – It shows a large number of men volunteering to join the army. **ES1 (2)**
  
5. The candidate explains how women's work helped win the First World War using evidence such as:
  - women did vital work in the munitions factories
  - women took the places of male farm workers who were in the armed forces
  - women helped to supply the country with food. **KU2 (3)**
  
6. The candidate identifies the attitude of the author of **Source F** using evidence such as:
  - believes war has gone on **too long**
  - believes war is now a war of **conquest**
  - has seen **terrible** conditions in trenches
  - believes war is **evil**
  - troops are **suffering**. **ES3 (3)**

7. The candidate explains the importance of trench conditions in causing suffering to soldiers using evidence such as:

- tunic covered in lice
- flies everywhere
- huge number of rats
- stole food from the soldiers
- fed on the dead
- ran across soldiers whilst they slept.

**KU3 (2)**

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

**Source G** says: there were a huge number of rats  
and also **Source H** says: the soldiers complained that the rats were everywhere

**Source G** says: the rats were very fat  
and also **Source H** says: they were as big as cats

**Source G** says: we hated them as they fed on the dead  
and also **Source H** says: they ate the unburied bodies

**Source G** says: woke up with a fright when a rat ran across his face  
and also **Source H** says: the men got a terrible fright when they woke up in the night to find a rat snuggling under the blanket with them.

**Source G** says: grew very fat on the food they stole from us  
and also **Source H** says: ate any food which was not kept in tins.

**ES2 (3)**

**UNIT II – Context C: 1930s – 1960s**

1. The candidate supports the evaluation of **Source A** by selecting the following statements:
  - A – It is a primary source
  - D – It shows how serious people were about the outbreak of war. **ES1 (2)**
  
2. The candidate identifies the attitude of the author of **Source B** using evidence such as:
  - she **held her breath** when listening to the announcement
  - she was **horrified** when the air raid sirens sounded
  - she was so **scared** her knees were knocking together
  - she **felt sick**. **ES3 (3)**
  
3. The candidate explains how the work done by women helped Britain win the war using evidence such as:
  - women working released men to fight
  - the Land Army helped overcome food shortages
  - factory girls produced ammunition
  - without women, Britain could not have kept up its war effort. **KU2 (3)**
  
4. The candidate explains the importance of air raids in causing suffering using evidence such as:
  - factories and shipyards were destroyed
  - many were killed
  - thousands were made homeless
  - houses/streets had disappeared. **KU3 (2)**
  
5. The candidate identifies points of agreement such as:

**Source D** says: shipyards were destroyed  
and also **Source E** says: shipyards were seriously damaged

**Source D** says: many people were killed  
and also **Source E** says: Clydebank lost 647

**Source D** says: thousands were made homeless  
and also **Source E** says: 6385 houses were damaged

**Source D** says: houses/streets had disappeared  
and also **Source E** says: whole buildings came down. **ES2 (3)**

6. The candidate describes how Britain's position changed after the Second World War using evidence such as:
- Britain no longer had the world's greatest navy
  - Britain's Empire was breaking up
  - Britain's wealth had fallen
  - Britain's share of trade decreasing. **KU1 (2)**
7. The candidate gives two reasons why the source is useful such as:
- A – It is a primary source
  - D – It tells us that Krushchev did not want to start a war. **ES1 (2)**
8. The candidate identifies points of disagreement between **Sources G** and **H** using evidence such as:
- Source G** says: the main aim was not to start a war  
but **Source H** says: Krushchev placed missiles on Cuba to start a war
- Source G** says: Krushchev does not want to threaten the peace and security of America  
but **Source H** says: target is to threaten the peace and security of the Americans
- Source G** says: anyone who thinks Krushchev wants to attack America from Cuba is a fool  
but **Source H** says: it is obvious Krushchev wants to attack America. **ES2 (3)**

[END OF MARKING INSTRUCTIONS]