



# **2012 History**

## **SG - 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.

<b>4</b>	indicates a relevant, credited piece of evidence.
<b>R</b>	indicates that recall has been credited.
<b>DP</b>	indicates a developed point of evidence.
<b>P</b>	indicates that the process is apparent.
<b>X</b>	indicates irrelevance or error.
<b>NP</b>	indicates that process is suspect or non-existent.
<b>C</b>	indicates that the candidate has <b>simply</b> copied presented evidence.
<b>WP</b>	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 – be aware that many candidates are minimalist in terms of selecting and adapting evidence.

The Marking Instructions only give acceptable evidence from presented sources. All relevant, recalled evidence should also be rewarded.

### **Section B (Enquiry Skills)**

#### **ES2**

Prompts are supplied to assist in making comparisons, so the candidate only needs to provide appropriate supporting evidence.

Be aware that it is perfectly legitimate for candidates to “mix and match” – examples are not prescriptive.

Be aware that quoting in support of agreement/disagreement can sometimes be minimalist.

Recall cannot be credited here.

#### **ES3**

Ideally the candidate should express an “attitude/opinion/view” on the part of the author eg “He/she hates.../likes...” or “He/she feels.../believes...” but direct quotes are acceptable – treat “He/she says.../states.../writes...” sympathetically.

Wording highlighted in MI is not exhaustive: valid alternatives supplied by the candidate should be credited.

Recall cannot be credited here.

In an **ES5** item requiring candidates to select evidence from two sources, **full** marks cannot be obtained unless some relevant evidence is selected from each source.

A table is now provided to help the candidate select and record supporting evidence.

In this item straight copying of relevant points from presented evidence should always be rewarded.

Quotes need to “stand alone” – candidates do not need to explain.

Recall cannot be credited.

**ES6**

There is no need for a balanced conclusion.

Relevant recalled evidence should be credited.

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.

## 2012 History – Standard Grade

### Foundation Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
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1. The candidate explains why many of Scotland's people moved from the countryside to the towns using evidence such as:
- changes in farming meant people lost their land in countryside
  - people couldn't find work in the countryside
  - moved to industrial towns to find better wages. **KU2 (3)**
2. The candidate explains the importance of the 1833 Factory Act in improving working conditions for children using evidence such as:
- children under 9 not allowed to work in a textile mill
  - children 9 to 13 only allowed to work eight hours a day. **KU3 (2)**
3. The candidate describes the steps taken to stop the spread of killer diseases using evidence such as:
- street scavengers kept the streets clean
  - pavements laid to stop dirt collecting in the holes and ruts. **KU1 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **B** – It was written by people who studied the parliamentary system in Scotland.
  - **D** – It tells us that the parliamentary system needed to be reformed. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- only 4,200 men (out of a population of over two million) could vote
  - open voting meant landlords could bribe and threaten voters
  - large industrial towns had no MP
- The candidate selects evidence from **Source E** such as:
- number of voters increased (to over 65,000)
  - middle class Scots gained the vote
  - new industrial towns gained a number of MPs **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.

Parliamentary system still had **problems** by 1830:

- 1 • only 4,200 men (out of a population of over two million) could vote
- 2 • open voting meant landlords could bribe and threaten voters
- 3 • large industrial towns had no MP.

Parliamentary system had **improved** after 1832:

- 4 • number of voters increased (to over 65,000)
- 5 • middle class Scots gained the vote
- 6 • new industrial towns gained a number of MPs.

**ES6 (2)**

**UNIT I – Context B: 1830s – 1930s**

1. The candidate explains why many of Scotland's people moved from the countryside to the towns using evidence such as:
- new ways of farming meant fewer workers were required
  - life in the towns seemed more attractive
  - there were few opportunities for high wages in the countryside. **KU2 (3)**
2. The candidate shows that the 1842 Mines Act was important in improving the working lives of children using evidence such as:
- girls were not allowed to work underground
  - boys under 10 were not allowed to work underground. **KU3 (2)**
3. The candidate describes the steps taken to stop the spread of killer diseases using evidence such as:
- street scavengers kept the streets clean
  - pavements were laid to stop dirt collecting in the holes and ruts. **KU1 (2)**
4. The candidate supports the evaluation of **Source D** by selecting the following statements:
- **B** – It was written by someone who had studied the Suffragette campaign.
  - **D** – It tells us that the Suffragettes' actions harmed the cause of votes for women. **ES1 (2)**
5. The candidate selects evidence from **Source D** such as:
- bombs and arson attacks made the Suffragettes very unpopular
  - support for the movement dropped every time there were incidents of increased violence
  - the government could not give in to such terrorism
- The candidate selects evidence from **Source E** such as:
- the bravery of the Suffragettes won admiration from women of all classes
  - vast sympathetic crowds lined the streets for Emily Davison's funeral
  - everyone was talking about votes for women. **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.

Suffragettes **lost** support for votes for women

- 1 • bombs and arson attacks made the Suffragettes very unpopular
- 2 • support for the movement dropped every time there were incidents of increased violence
- 3 • the government could not give in to such terrorism.

Suffragettes **won** support for votes for women

- 4 • the bravery of the Suffragettes won admiration from women of all classes
- 5 • vast sympathetic crowds lined the streets for Emily Davison's funeral
- 6 • everyone was talking about votes for women.

**ES6 (2)**



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

Suffragettes **lost** support for votes for women

- 1 • bombs and arson attacks made the Suffragettes very unpopular
- 2 • support for the movement dropped every time there were incidents of increased violence
- 3 • the government could not give in to such terrorism.

Suffragettes **won** support for votes for women

- 4 • the bravery of the Suffragettes won admiration from women of all classes
- 5 • vast sympathetic crowds lined the streets for Emily Davison's funeral
- 6 • everyone was talking about votes for women.

**ES6 (2)**

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

1. The candidate describes the naval arms race between Britain and Germany using evidence such as:
  - 1 • Britain was in the lead/her navy was stronger
  - 2 • Britain built the Dreadnought/improved battleship

**KU1 (2)**
  
2. The candidate assesses the importance of the assassination at Sarajevo using evidence such as:
  - 1 • gave Austria an excuse to declare war on Serbia
  - 2 • caused Germany to go to war in support of Austria

**KU3 (2)**
  
3. The candidate supports the evaluation of **Source C** by selecting the following statements:
  - **C** – It tells us that the tank could crush the barbed wire
  - **D** – It was written to show that tanks were very useful weapons

**ES1 (2)**
  
4. The candidate identifies **three** points of agreement between **Sources C** and **D** using evidence such as:
  - 1 • **Source C** says: tanks have caterpillar tracks  
and **Source D** also shows: tanks have caterpillar tracks
  - 2 • **Source C** says: tanks carried fascines/bundles of brushwood  
and **Source D** also shows: tanks carried fascines/bundles of brushwood
  - 3 • **Source C** says: tanks have machine guns  
and **Source D** also shows: tanks have machine guns

**ES2 (3)**
  
5. The candidate explains why women's war work helped win the First World War using evidence such as:
  - 1 • they nursed soldiers back to health
  - 2 • by working as drivers they freed men up for fighting service
  - 3 • worked in munitions factories/producing shells and bullets

**KU2 (3)**
  
6. The candidate supports the evaluation of **Source F** by selecting the following statements:
  - A – It is a primary source.
  - C – It was published to encourage men to join the army.

**ES1 (2)**

7. The candidate identifies the negative attitude of **Source G** using evidence such as:
- 1 • described treaty as a “Diktat”/a dictated peace which was very **unfair**
  - 2 • **hated** the war guilt clause
  - 3 • believed having to pay for the damage was a **disgrace**. **ES3 (3)**

8. The candidate identifies **three** points of disagreement between **Sources G** and **H** using evidence such as:

- 1 • **Source G** says: the treaty/Diktat was unfair  
but **Source H** says: the treaty was very fair
- 2 • **Source G** says: blamed Russia and France for starting the war  
but **Source H** says: Germany is (they are) to blame for starting the war/blamed Germany for starting the war
- 3 • **Source G** says: having to pay for the cost of war was a disgrace  
but **Source H** says: it is right that the Germans should pay for the damage. **ES2 (3)**

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

1. The candidate supports the evaluation of **Source A** by selecting the following statements:
  - **A** – It was taken to show the damage done.
  - **D** – It shows us people were bombed out of their homes.

**ES1 (2)**
  
2. The candidate identifies **three** points of agreement between **Sources A** and **B** using evidence such as:
  - 1 • **Source A** shows: bomb-damaged streets  
and **Source B** also says: streets were destroyed
  
  - 2 • **Source A** shows: rubble from collapsed/damaged buildings  
and **Source B** also says: rubble from collapsed buildings was everywhere
  
  - 3 • **Source A** shows: a family/people made homeless  
and **Source B** also says: civilians were made homeless.

**ES2 (3)**
  
3. The candidate explains the importance of radar in the Second World War using evidence such as:
  - 1 • radar could track German aircraft long before they arrived
  - 2 • this meant British fighter aircraft could be sent up to shoot them down.

**KU3 (2)**
  
4. The candidate describes **two** ways the Home Guard defended Britain during the Second World War using evidence such as:
  - 1 • set up road blocks (to spot enemy agents)
  - 2 • protected airfields.

**KU1 (2)**
  
5. The candidate supports the evaluation of **Source E** by selecting the following statements:
  - **B** – It is a primary source.
  - **D** – It was published to encourage people to grow their own food.

**ES1 (2)**
  
6. The candidate explains why the United Nations was set up using evidence such as:
  - 1 • to replace the League of Nations
  - 2 • to maintain world peace
  - 3 • to encourage people of the world to work together

**KU2 (3)**

7. The candidate identifies the negative attitude shown in **Source G** using evidence such as:

- 1 • he is **worried** these missiles can hit Washington
- 2 • he **thinks** this is a **reckless** (threat)
- 3 • he is **sad** they are forced to blockade Cuba

**ES3 (3)**

8. The candidate identifies **three** points of disagreement between **Sources G** and **H** using evidence such as:

- 1 • **Source G** says: (Russian) missiles can hit our capital, Washington DC  
but **Source H** says: (Russia) did not want to bomb Washington
- 2 • **Source G** says: (asking Russian leader) stop this reckless threat to world peace  
but **Source H** says: America was more of a threat to world peace than Russia
- 3 • **Source G** says: forced to blockade Cuba  
but **Source H** says: no need to blockade Cuba
4. • **Source G** says: Russia had placed missiles on Cuba  
but **Source H** says: Russia was not to blame for the Cuban missile crisis

**ES2 (3)**

[END OF MARKING INSTRUCTIONS]