

**2003 History**

**Higher 1**

**Finalised Marking Instructions**

# Paper 1

- 1 Each question should be marked out of 25.
  
- 2 In Paper 1 candidates will be rewarded according to the quality of thought revealed in their answers. They will not be rewarded solely, or even mainly, for the quantity of knowledge conveyed. "Quality of thought" should be taken as including the extent to which the candidate:  
  
gives an answer which is relevant to the question and relates explicitly to the question's terms;  
  
argues a case, when requested to do so;  
  
makes the various distinctions required by the question;  
  
responds to all the elements in the question;  
  
where required, explains, analyses, discusses and assesses rather than simply describes or narrates;  
  
answers with clarity and fluency and in language appropriate to historical writing at this level.
  
- 3 The following descriptions provide some additional guidance on the features of essays at grades C, B and A respectively. Clearly, many essays will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than in another. These characteristics do, however, provide a general indication of aspects to be expected in an essay at a particular grade.

**C: 13 – 14 marks**

a reasonable quantity of evidence relevant to the issue will have been presented, though the style may be largely narrative or descriptive;

some irrelevance is likely;

there will be basic analysis of the issue;

there will be a conclusion, although not particularly well structured.

**B: 15 – 17 marks**

there will be a more substantial body of relevant evidence;

the amount of irrelevance will be limited;

there will be some coherence to the argument, making positive use of the evidence presented to illustrate and develop appropriate points;

a conclusion will have been drawn, supported by some reference to the evidence.

**A: 18 – 25 marks**

there will be a considerable body of evidence, selected appropriately and used to illustrate and develop the analysis;

the line of argument will be well developed, clear and coherent throughout the essay;

there will often be awareness of possible alternative interpretations of the issue;

there will be a fluent presentation of the conclusion, arising in a logical manner from the argument.

## Issues to consider in marking an essay

Markers may find it useful to consider the following aspects when evaluating an essay. For the avoidance of doubt, these are guides to questions that should influence your view of the quality of an essay, not a checklist of questions that must be answered positively in order to award a pass or a particular grade.

- Structure -           Is the evidence organised appropriately by paragraph?  
Is the structure essentially analytical, or can it be described more accurately as narrative or descriptive?  
What is the quality of analysis contained in the development section?
- Introduction -       Does the essay have a recognisable introduction that indicates an understanding of the issue in the question?  
Does the introduction place the issue in its broader historical context?  
Does it indicate, where relevant, an awareness of a range of factors influencing a particular event or description?
- Evidence -           Does the candidate communicate a good understanding of the historical evidence?  
Is there sufficient evidence to address the issue effectively?  
Is the evidence used in support of an argument, or is it merely presented?  
Is the candidate aware of potential (or actual) differences in interpretation, making reference to historiography where appropriate?
- Conclusion -        Is there a recognisable conclusion?  
If so, is it merely a repetition, without discussion, of points made earlier in the essay, or does it summarise the argument effectively?  
Does it provide a clear answer to the issue in the question?
- Overall -            Taking all of the above into account, what mark should be awarded?

## Awarding a mark

In allocating marks, it may be helpful to break down the process of decision into a number of stages, bearing in mind the question above and the broad descriptions of typical features of answers at various levels of performance:

1. Does the essay contain sufficient of the characteristics described in the marking instructions to justify the award of a pass mark?
2. If so, does it have enough of the features of the higher band awards to take it above the C pass level?
3. Again, if so, does it match enough of the qualities of an A pass essay to justify that award?
4. Once the appropriate band has been identified, where within the range of marks available should the essay be placed? Does it just demonstrate enough of the relevant features to reach that band, or does it have additional qualities to take it higher up the range of marks, part or all of the way to the top mark available within the band?

In marking essays of high quality, it should be noted that the full range of marks is available to be awarded. It is important to bear in mind that most candidates will be sixteen or seventeen years old. Marks should reflect what it is reasonable to expect from a candidate of that age, and quality rewarded accordingly. An essay worthy of an "A" grade should not, therefore, automatically receive 18 or 19 marks, but as high a mark as you consider it merits; full marks should not be reserved for the "perfect" answer. In History no such thing exists anyway.

[END OF MARKING INSTRUCTIONS]