



Question & Answer document

Higher History Webinar

Section 1 – Scottish

Q 1 Will Evaluate the usefulness questions be on the whole mandatory content area/issue?

A1 While the *How fully* question will be based on one of the mandatory content areas, both the *Evaluate the usefulness* question and the *Compare the views* question can relate to either the main mandatory content areas or to the relevant Illustrative areas. This is exemplified in the Specimen Question Paper on the Higher History homepage at <http://www.sqa.org.uk/sqa/47923.html>

Q2: In the *Evaluate the usefulness* question, for evaluative comments on the content of the source, do candidates have to make it clear that it is accurate information to get source content marks?

A2: While good practice from N5 is credited, when evaluating the content of a source, candidates at Higher level do not necessarily have to use the word ‘accurate’ nor are they required to comment that source points can be corroborated by other sources, for example. However candidates would be expected to explain the usefulness of the points they have selected in answer to the question. Exemplars of standards relating to aspects of the *Evaluate the usefulness* question in Section 1 of the Higher History Question Paper can be found at: www.understandingstandards.org.uk

Q 3 In the *Evaluate the usefulness* question, would an appropriate comment relating to significant omission be “However, the source fails to mention...(recall) which reduces the source's usefulness because it does not give a full explanation of ...(focus of question)”

A3 A comment like this which relates the candidate’s recall to the question would be adequate. Good practice from N5 is also credited. Exemplars of standards relating to aspects of the *Evaluate the usefulness* question in Section 1 of the Higher History Question Paper can be found at: www.understandingstandards.org.uk

Section 2 British and Section 3 European and world

Q4: Is historiography counted as analysis +?

A4: Candidates can demonstrate developed analysis by exploring different interpretations of factors. Candidates can also analyse the factors in terms of the question by linking their comments directly in answer to the issue/question. There are many ways to demonstrate developed analysis and some of these approaches are exemplified in the General Marking Principles for Higher History which can be found in the Specimen Question paper Marking Instructions at <http://www.sqa.org.uk/sqa/47923.html> In addition counter-arguments including possible alternative interpretations can be used to demonstrate evaluation. This is also exemplified in the General Marking Principles for Higher History.

Q5: Can candidates pick up knowledge points related to limitations (analysis +)?

A5: Comments which offer contradictions and balance within a factor are likely to be credited for demonstrating the skill of analysis rather than for demonstrating analysis and knowledge. However each individual candidate response is marked on its own merits in line the General Marking Principles and the Detailed Marking Instructions.

Q6: When making A+ points do these have to be directly linked back to the question? For example, “However the Provision of School Meals Act was limited in that... this means that the Liberal Government did not fully meet the needs of the people. Or would the 'however it was limited' followed by a limitation of the act suffice?

A6: Analytical comments which link factors to the question exemplify best practice. Exemplars of standards relating to the skill of analysis in the Extended Response in Section 2 and Section 3 of the Higher History Question Paper can be found at: www.understandingstandards.org.uk

Q7: Are candidates only credited with an evaluation mark if they provide new evidence to support their judgement?

A7: If candidates make reasoned evaluative comments relating to the extent to which *a factor is supported by the evidence*, it would be expected that the evidence/knowledge used to support the judgement would not be repeated knowledge which had already been credited. However candidates can make reasoned evaluative points relating to the relative importance of factors and can also use counter arguments. Historical opinions, interpretations and arguments may be used without ‘new evidence/knowledge’. There are many ways to demonstrate evaluation and some of these approaches are exemplified in the General Marking Principles for Higher History which can be found in the Specimen Question paper Marking Instructions at <http://www.sqa.org.uk/sqa/47923.html>

Q8: For one mark to be awarded for evaluation does a candidate need to make an evaluative comment/judgement which is supported on the ISSUE or the QUESTION?

A8: Candidates are awarded one mark for each isolated evaluative point made up to a maximum of two marks while up to four marks (and up to 5 marks in the assignment) are awarded for evaluative comments which are linked to build a line of argument in response to the issue/line of argument established in the Historical Context.

The Assignment

Q9: What is the split between (A) and (A+) marks in the assignment?

A9: There are seven marks for analysis (Section B Analysing different factors contributing to an event or development). Within this, a maximum of four marks are awarded for comments which analyse aspects within individual factors, i.e. for more straight forward analytical comments. Candidates of course can still score up to 7 marks for developed analytical comments which analyse the factors in terms of the question (A+).

Q10: Are five main paragraphs required in the assignment to access the full five marks for evaluation?

A10: Evaluation involves making a judgement based on criteria. Up to a maximum of 5 marks can be awarded for developing a line of argument which makes a judgement on the issue, explaining the basis on which the judgement is made.

Candidates can be credited in a number of ways up to a maximum of 5 marks. Some candidates, for example, provide an evaluation paragraph for which more than one mark may be awarded. Candidates who make evaluative comments on five factors in the assignment and connect these to build a line of argument can be credited the full five marks for evaluation.

Q11: Can candidates type their assignments even if they are not typing in the final exam?

A11: Candidates can type their assignments. School SQA Co-ordinators will have details of the security steps which would have to be followed if candidates are using ICT. There is also advice on assessment arrangements on SQA's Secure Site at <https://secure.sqa.org.uk/secure>

Q12: Can candidates use two different books from two different authors, for a total of 4 quotes?

A12: One mark is awarded for each clearly referenced source referred to up to a maximum of 4 marks. When using information from sources, candidates should refer to **at least** two different sources, for example different textbooks. Candidates who use four different authors/sources exemplify best practice.

Q13: Does the name of the book need to be stated in the main body of the assignment or can it just be on the Resource Sheet?

A13: Sources should be clearly referenced both in the body of the Assignment and on the Resource Sheet. Candidates who provide the author's name, book title or website and quotation/viewpoint in the body of the assignment exemplify best practice.

Q14: Are page numbers required in referencing?

A14: Page numbers are not required. **The** author's name, book title or website and quotation/viewpoint are sufficient.

The Assignment Resource Sheet

Q15: Should complete quotes be written on the Resource Sheet

A15: Including full quotations in the Resource Sheet can help candidates in the writing up of their assignment as quotations can be copied in full. References included in the Resource Sheet will also help Markers gain an insight into what the candidate intended in their assignment.

The origin and quotation used as a reference should be recorded on the Resource Sheet. If the source used is a secondary source, the author's name, book title/website and quotation should be recorded. If the source is a primary source then the author, date and quotation should be recorded.

Q16: Can students add an analysis point to their Resource Sheet?

A16: The purpose of the Resource Sheet is to help candidates make use of both their evidence and references collected during their research. It is hoped that candidates will be encouraged to use the Resource Sheet as a plan/prompt and to include only key information such as references, factors and brief summary points, which they can then expand on during their assignment write up. Summary points can be used to help write up knowledge, analysis and evaluation points. Candidates however must not copy over pre-written text as copied narrative/text does not attract marks. An exemplar Higher Resource Sheet can be found at: www.understandingstandards.org.uk

Q17: Is colour coding on the Resource Sheet acceptable?

A17: Colour coding is acceptable. Resource Sheet can also be typed for clarity if candidates prefer. Clear and straight forward Resource Sheets can often be of more support to candidates during their write-up.