



2013 History

Higher Extended Essay

Finalised Marking Instructions

© Scottish Qualifications Authority 2013

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 SQA's NQ Assessment team.

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 NQ Assessment team 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.

Criteria Statements

Structure (Introduction + Conclusion)

- 1 mark** The introduction establishes minimal context or line of argument or factors to develop.
- A conclusion is linked to the topic. It may be implicit.
- 2 marks** The introduction establishes context or line of argument or factors to develop.
- The conclusion is a summary linked to the topic.
- 3 marks** The introduction establishes context and either line of argument or factors to be developed.
- The conclusion is an explicit summary linked to the chosen issue.
- 4 marks** The introduction establishes the context, demonstrates a line of argument and indicates relevant factors to be developed.
- The conclusion is clearly based on the evidence presented and directly relates to the chosen issue.
- 5 marks** The introduction clearly establishes the context, demonstrates a solid line of argument and indicates relevant factors to be developed.
- The conclusion is directly related to the chosen issue and clearly based on the arguments and evidence presented.
- 6 marks** The introduction is substantial and clearly sets the issue in its wider context, establishes a coherent line of argument and takes into account a range of relevant factors to be developed.
- The conclusion is clear and balanced, summarising the arguments, and coming to an overall judgement directly related to the chosen issue.

Argument/Evaluation

- 1-2 marks** The style is narrative and descriptive in approach. Comment, though relevant to the *topic*, will fail to address the chosen issue.
- 3-4 marks** Some comment is used that recognises the overall chosen *issue* eg after a narrative about Robert the Bruce: 'this shows that Bruce was important in Scotland gaining independence'
- 5-6 marks** Some comments are made that recognise the *issue* being addressed in the question. This may have elements of 3-4, but will be more consistent throughout the essay.
- 7-8 marks** There is analytical comment appearing in paragraphs that relates to the *issue* eg after a paragraph about Bruce's military ability: 'this meant that Bruce's armies were better able to defeat the English or avoid them altogether.'
- 9-10 marks** There is consistent analytical comment throughout the paragraphs in the essay eg 'this shows that Bruce had a good understanding of the fact that it was important to keep Scottish castles out of English hands at all costs' OR 'This shows that, unlike Wallace, Bruce was able to keep his schiltrons mobile which contributed to the eventual military victory.'
- 11-12 marks** The evidence is integrated into a developed, fluent and sustained analysis. The analysis is supported by the evidence rather than comment being made on the evidence given. There is more awareness of the debate surrounding historical issues at this level eg 'even though Bruce was considered to be a good military commander, he mostly faced weaker and less organised English forces' OR 'even Bruce's great victory at Bannockburn can be argued as being an English loss rather than a Scottish triumph'.

Markers should note that no comments should be written on the script. However markers **MUST** use the following codes in the margin to indicate where credit has been given:

- K** for a point of knowledge and understanding
- K+** for where a previously mentioned point has been developed
- a** for a comment relevant to the topic/issue
- A** for analysis/argument relevant to the issue

This is not credited specifically, but acts as a reminder when the quality of argument and evaluation is being assessed.

Where markers wish to comment on the marking of the essay, they should use the space for comment under the grid on the flyleaf.

[END OF MARKING INSTRUCTIONS]