



Questions & Answers

Changes to assessment in National 5 History: question paper

1. If candidates do not link back to the question in two of their factors, do they lose a mark in the 9-mark question?

No, there is no negative marking. However, they would not gain the balance mark. It is good practice to encourage candidates to put a signpost sentence at the beginning of a new factor. For example, in a question on the reasons for Scottish emigration, the factor might be started: 'One reason for Scots emigrating was opportunities abroad'.

2. Do you find that pupils who structure the explain question like the second answer pick up marks easier than the first way of doing it?

There is no mantra for these questions, as long as there is a **fact** and **process** linking to the question then markers will credit it. The examples given are just two ways in which candidates commonly structure their answers.

3. Can you clarify, for a recently qualified person, the balance mark in the 9 mark question?

This is when you have two separate factors, each linking to the question with a little process. This gains a B mark. Many candidates are taught to paragraph their answers, which often helps them organise their answer effectively. However, there is no requirement for candidates to do this. As long as the answer is organised in some way, this meets the assessment standard.

4. For an explain question, do pupils require a full explanation or would marks be given prior to the 'this meant' sentence?

There should be a combination of historical fact and reasons. This can be in one sentence, or two. A simple list of facts will not be credited. The explanation of a fact should be sufficient to make the significance of that fact clear in relation to the question asked. A good 'rule of thumb' for a marker is to consider whether they are having to 'fill in the gaps' from their own understanding in order to understand the point the candidate is making.

5. In Q76, if the candidate had only said 'Another reason why so many black Americans migrated north was because they had better housing opportunities.' Would they need the second sentence to get the mark?

Your example would be awarded as the minimum standard, though it is better to include explanation.

6. So a new factor introduced (with a signpost) eg Another factor which affected health in Britain was better medical care ... after having had a para on sanitation ...?

Yes, that for 2+ different factors.

7. Do explain questions always need to have process?

Yes. The skill being assessed is the ability to provide explanation for cause and effect.

8. Would pupils have been given a mark for saying 'One reason for Irish immigration to Scotland was the potato famine.'? ie using words of question.

This would be discussed by the marking team as it is so minimal. The question is asking candidates to explain the reasons, rather than name them. The example given in your question only identifies, not explains, the significance of the potato famine in causing Irish immigration to Scotland. Therefore, it is likely that more explanation would be required.

9. Isolated factor + 2 others to be sure of marks?

No - 2 or more factors, overall.

10. I'd like the SQA to consider making the How Fully either a standard How Fully Describe OR a How Fully Explain but not both.

The current format is two describe, and one explain across the question paper. There are two reasons why it is important to have both question types. Firstly, it allows for flexibility in assessing the specified content because some topics lend themselves to the 'How fully describe' question and others to the 'How fully explain' question. Secondly, the two question types help provide differentiation. The 'How fully explain' question requires more processing, which in controlled conditions means that not all candidates will be able to demonstrate that skill, but most candidates will be able to show their abilities with the 'How fully describe' question. This means that the exam paper is accessible but also assesses the full range of abilities.

11. Who would I write to, to request this be considered?

Both question types are valid. In the first instance, please contact the qualifications manager (denise.dunlop@sqa.org.uk). Please be advised, however, that although all such requests will receive serious consideration, SQA is not considering changes to assessment in the current circumstances in order to support teachers in delivering learning and teaching.

12. So just to clarify, is there no need to explain the quotes from the source?

Currently, this is the case.

13. Yes, in the How Fully Describe/Explain are they allowed to simply quote the source 3 times and then give 3 recall points?

Yes, until session 2021-22 exam when source points need to be interpreted.

14. So, can I confirm that candidates don't need to explain the quote - they can simply just quote?

Currently, selection is sufficient. From session 2021-22, source points need to be interpreted. This can be done by explaining a quote or putting a source point into your own words.

15. Is there no reason to explain a quote in the how fully describe or explain?

Currently, no. However, from session 2021-22 exam source points need to be interpreted.

16. In the current session, they just need to quote but going forward they will need to quote and explain?

Yes (or simply interpret).

17. Can I confirm that in the How Fully explain question you do not have to give an explicit explanation for the source points for 2020-21?

Yes - selection is sufficient.

18. Thanks, so do they only have to explain recall point in the how fully explain then?

The recall points need to be reasons, rather than simply facts. To this extent, more explanation may be required.

19. For a how fully - if there was no valid recall would it be capped at 2/6 or could it get 3/6 if source points were correct?

It would be capped. Further advice and exemplification are available in the specimen question paper and in the marking instructions for the 2019 exam paper on the [National 5 History subject page](#).

20. Also, it's just enough to say "it is accurate" in the usefulness questions - now and in 2022? For content and type.

For content, a candidate must comment on the usefulness and historical accuracy of the content point. Wherever possible, evaluative comments should be source specific rather than repetition of a generic comment. However, it is sufficient to state that 'a content point is useful because it is historically accurate when it says ...'. When making evaluative comments about the type of source, it is important to make a source specific comment. For example, 'The type of source is useful because it is a textbook and meant to inform school pupils, so it will be accurate.'

21. Do you have any guidance on teaching the evaluation of 'purpose'?

Using marking instructions can be helpful. There are two main ways of making evaluative comments related to the purpose of a source. Firstly, a candidate might look at the content of a source; what it tells you about why a source is being made. Secondly, a candidate might evaluate the significance of the intended audience. Some centres have found it useful to start the training of their candidates in making purpose comments by using examples from contemporary news sources to help candidates in evaluating why a source is made and/or

the difference made to the content of a source by the intended audience. This practice can then be transferred to the historical context.

22. For recall points in Q77 How fully - do the recall points have to be as developed as this candidates? Eg If they only said "The source fails to mention the Freedom Rides"- but doesn't describe what these were, would this be too vague to get the mark?

That was on the marking instructions. As this was a 'How fully describe' question, supplying facts as recall is sufficient.

23. For a content mark in the 'Evaluate the usefulness ...' question do they need to mention 'more' or 'less' useful as they have in the omission/recall points or is stating that "it is useful" enough?

No. It is sufficient to state that 'The source is useful because ...'.

24. Can you clarify difference in exemplars how fully describe and explain?

In a 'How fully describe' question a candidate is interpreting facts from the source and putting the source in context by providing facts as recall. In a 'How fully explain' question a candidate is interpreting reasons from the source and putting the source in context by explaining other reasons as recall.

25. Do you not need any explanation of the quote in an Evaluate if they simply say "which is accurate"?

Accuracy is the **reason** it is useful - so then just evidence and an evaluative comment.

26. The recall for the how fully explain and describe are very similar. How can you explain to kids the difference?

I teach each skill in isolation. The marking instructions also provide useful information. Please see the response for question 24 for more information.

27. At the moment both question types will be in the paper. I would like this to be reconsidered.

I advise contacting the qualifications manager (denise.dunlop@sqa.org.uk). Please see the responses for questions 10, 11 and 24 for more information.

28. I know but the candidate goes on to show a clear understanding of what the Freedom Rides were - I am asking if this is necessary - or can they just say it doesn't mention the freedom rides ...and leave it there?

A recall point should be a stand-alone point. For a how fully describe this should be a fact, and for a how fully explain this should be a reason. Please see the response to question 24 for more information.

29. For a how fully question, if it is an explain stem in the question do they need to include the wording of the question in their recall each time?

No. However, they should make sure that they are explaining a reason.

30. I teach each skill in isolation too. However, the recall for both the describe and the explain how fully are similar. I cannot see the candidate in the how fully explain, explaining their recall points.

The skills are similar and will require a different approach. Please see the responses for questions 10, 11, 24, 28 and 29 for information.

31. In the usefulness question - can pupils just say "The source is from a textbook which makes it useful as it will be accurate".

No. Please see the response for question 20 for more information.

32. In the same usefulness question, can they say the source tells us "quote" this is useful because it is accurate.

Yes. Please see the response to question 20 for more information.

33. To clarify, for this year candidates do not need to interpret source points for how fully or how useful questions?

Yes, that is correct.

34. For the Scottish context, can I just check, do pupils need to give Scottish specific answers in the whole section? Including recall points?

All information given in candidate response needs to be linked to the Scottish context or relevant to the Scottish context. The example given in the presentation is of suffragette activity through the slashing of a painting. Although more commonly associated with protest in England, there was also the slashing of a painting in Edinburgh.

35. In terms of SQA produced assessments, will these be up on SQA secure?

Details will follow on this.

36. Do we have a date of when the 2020 and 2021 papers will be on the secure site?

The Higher and Advanced Higher History questions papers and marking instructions are on the SQA secure website and can be accessed via your SQA Coordinator.

37. The difference is very clear for 2022, less so for 2021?

Please see the responses for questions 10, 11, 24, 28 and 29 for information.