



Questions and answers

Higher History

Assignment

Can candidates use resources that are not books, for example, podcasts like 'the rest is history'?

Podcasts can be used as a valid reference. However, they must be the viewpoints of reputable historians and offer opinion.

How would a documentary / podcast, for example, be referenced?

Author, podcast title and quotation.

Are ellipses permitted in references or must the full quote be included on the resource sheet?

It is advisable for the full quote to be included on the resource sheet.

Do they need to put the reference into their own words or is it enough to just use it appropriately within their paragraph?

It is advisable to use the full quote as written by the historian.

Are candidates penalised/capped/ if they don't use a quote?

In the detailed marking instructions which can be found within the *Higher History Assignment Assessment task* that is available on the [subject page](#) of the SQA website, it states: 'Award **1 mark** for each source candidates refer to in order to support a factor, **up to a maximum of 4 marks.**' If candidates do not have quotes, then they cannot access any reference marks.

Assignment and question paper 1

Does the candidate not need to include any new knowledge to support their overall judgement in the conclusion?

No new knowledge should be brought into a conclusion. All evidence in the conclusion should have already been discussed in the body of the essay.

If a candidate always gives a new piece of evidence summing up the importance of the factor in the paragraph first before going on to make a relative judgement against the line of argument – is this necessary (as long as they give new evidence in their relative judgement)? If the candidate just said even though factor x was important, it was not important as y because (insert new knowledge that supports this). Or are they expected to say why factor x was important before dismissing it? In that, providing a reason.

Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:

- The extent to which the factor is supported by the evidence, for example, this evidence shows that X was a very significant area of impact.
- The relative importance of factors, for example, this evidence shows that X was a more significant area of impact than Y.

- Counter-arguments including possible alternative interpretations, for example, one factor was ...however, this may not be the case because ...or however, more recent research tends to show that ...
- The overall impact and/or significance of the factors when taken together, for example, while each factor may have had little effect on its own, when we take them together they became hugely important.
- The importance of factors in relation to the context, for example, given the situation which they inherited, these actions were more successful than they might appear.

Marks are awarded where candidates develop a line of argument which makes a judgement on the issue, explaining the basis on which the judgement is made. Candidates should present the argument in a balanced way, making evaluative comments which show their judgement on the individual factors, and may use counter-arguments or alternative interpretations to build their case.

Candidates are not expected to say why factor x was important before dismissing it. However, many candidates do make evaluative comments in this style.

So just to clarify, for evaluation candidates don't need to sum up another reason why the factor is important, they can just go straight into making their relative judgement against the line of argument? For timing reasons, we don't encourage candidates to sum up importance first in the evaluation but just to go straight into making the judgement against the line of argument with new evidence.

In the detailed marking instructions which can be found within the *Higher History Assignment Assessment task* that is available on the [subject page](#) of the SQA website, it states: 'Award marks where candidates build evaluative comments on different factors into a line of argument which makes a judgement on the issue.' As long as the candidate is addressing their line of argument then marks can be awarded for the practice above.

Can students achieve all 6 knowledge marks from one factor paragraph?

Yes. Candidates can achieve 6 knowledge marks from one paragraph. However, it would be expected that other factors are addressed in the essay. Writing at length on one factor would not be advisable.

Should candidates avoid line of arguments that state 'successful to an extent', as it appears that would give them more to do in evaluations and conclusions to support this line of argument?

Marks are available for all lines of argument for an assessment essay. For example, successful, not successful, successful to an extent. It all depends on what the candidate writes to gain evaluation marks.

In an assessment type essay, can A and A+ focus on "successful because" and "limited because" rather than repeating the full question wording every time?

Yes, as long as valid information is provided.

If a candidate's analysis is not deemed worthy of a mark, but their following limitation/counter argument is acceptable, is that given as A or A+?

This would be awarded A+ as it is a counter argument.

If candidates argue that they are somewhat effective/to an extent, would each evaluation have to be very balanced or would it be okay to say that some groups needs were met, whereas others were not?

For example, young peoples were met, whereas the elderly were not, therefore they were only effective to a limited extent.

Yes, this would be acceptable. However, the essay must be approached as an assessment essay, not an evaluation essay.

Can A+ be given for further developing an argument – such as 'Furthermore' or is it only credited for limitations?

The following information is from the *Higher 2025 British, European and World History Marking Instructions* that are available on the [subject page](#) of the SQA website with regard Analysis +.

‘Examples of relationships between identified factors could include:

- Establishing contradictions or inconsistencies within factors, eg, while they were successful in that way, they were limited in this way . . .
- Establishing contradictions or inconsistencies between factors, eg, while there were political motives for doing this, the economic factors were against doing this.
- Establishing similarities and consistencies between factors, eg, in much the same way as this group were affected by this development, this group were also affected in this way.
- Establishing links between factors, eg, this factor led to that factor. OR At the same time there was also . . .
- Exploring different interpretations of these factors, eg, while some people have viewed the evidence as showing this, others have seen it as showing . . . OR While we used to think that this was the case, we now think that it was really . . .’

What is evaluation plus?

Evaluation plus is when candidates connect their evaluative comments to build a line of argument that recognises the issue and takes account of counter-arguments or alternative interpretations.

If the candidate uses the exact same wording in the conclusion as they have used in the body of their essay, does this affect the marks able to be awarded in the conclusion at all?

No, this would be good practice. By doing this the candidate would be bringing together their arguments used in the body of their essay.

Can we allocate 4 marks of knowledge and understanding in one paragraph? Is there no cap on knowledge and understanding per paragraph?

Yes, 4 knowledge marks can be awarded from one paragraph as there is no cap on knowledge. However, it would be expected that other factors are addressed in the essay. Writing at length on one factor would not be advisable.

Must Evaluation+ marks be linked to the isolated factor in an evaluation type essay or is linking to the most important factor enough?

Linking it to the most important factor stated in the line of argument would be the strongest and best approach and would provide a clear line of argument.

If the candidate is arguing in their line of argument "X is more important than Y in...", must they then mention both factors to gain Evaluation+ for factor Z?

In this case, the strongest approach would be to be consistent to the line of argument.

Do candidates need to reference the factor in the question before introducing their line of argument in the introduction to get the mark or can they just say what factor they believe is most important? I know they have to do so in their assignment but what about in paper 1 essays?

Yes, the question must always be addressed, even if candidates select another factor as their most important factor.

Can you get 4 Evaluation+, marks or is it capped at 2?

You can access 4 Evaluation+ marks. Evaluation+ marks are not capped.

To clarify, if you only write three factors you can't get 4 Evaluation marks?

No, you would need to discuss four factors to access 4 marks.