

## **FOI Request (FOI 24-25 166)**

### **Request:**

The full chat log from the Higher History Understanding Standards webinar held in December 2024

### **Response**

**[REDACTED] 12/12/2024 1:35 PM**

Thesr is a massive echo on the Team - can this be sorted - it making Robert very diffiult to understand.

**[REDACTED] (Unverified)**

Thesr is a massive echo on the Team - can this be sorted - it making Robert very diffiult to understand.

There is no echo at our side. Can you try logging off and coming back into the meeting. thanks

**[REDACTED] 12/12/2024 1:38 PM**

Can you please share your screen so we can see the examples?

**[REDACTED]**  
Can you please share your screen so we can see the examples?

Hi, we can see [REDACTED] screen. There may be a delay at your side. Can you try logging off and re joining the meeting please? thanks

**[REDACTED] > 12/12/2024 1:40 PM**

Are we supposed to be seeing examples as only seeing [REDACTED]?

**[REDACTED] 12/12/2024 1:41 PM**

Are you going to exemplify any provenance marks for the evaluate the usefulness question?

**[REDACTED] (External)**

Are we supposed to be seeing examples as only seeing [REDACTED]

Yes there are examples throughout the presentation. We can see it at our side. There may be delays at your side. Can you try logging off and re joining the meeting. thanks

**[REDACTED] 12/12/2024 1:43 PM**

We need to manually move the slides as they are not moving when the presenter is moving on

**[REDACTED]**  
We need to manually move the slides as they are not moving when the presenter is moving on

You can do this if you have set up at your side. thanks

12/12/2024 1:49 PM

Could you say which of these comments will get a mark? **For timing marks:**

1- Timing: 30 May 1883. Useful as it dates from the middle of the 'Crofters War' and not long after the setting up of the Highland Land League, a time when many people in the Highlands were given the opportunity to give evidence to the Royal Commission of Inquiry into the Condition of Crofters and Cottars in the Highlands and Islands (the Napier Commission) highlighting their distress and the grievances causing them to emigrate. (marking scheme)

2- Timing: 30 May 1883. Useful as it dates from a time when many people in the Highlands were leaving Scotland due to the harsh conditions in the highlands which forced them to emigrate

3- Timing: 30 May 1883. Useful as it dates from a time when many people in the Highlands were given the opportunity to give evidence to the Royal Commission highlighting their distress and the grievances causing them to emigrate.

#### **For Author**

1- John Morrison, a crofter. Useful as he is a crofter who has worked the land in Loch Eport, North Uist and was well informed about the misery that forced people to move abroad. (marking scheme)

2- John Morrison, a crofter. Useful as he is a crofter who was well informed about the misery that forced people to move abroad.

12/12/2024 1:50 PM

In the source points, do candidates not need to make a comment on how the information is true/accurate?

12/12/2024 1:50 PM

could we see how the candidate would answer the purpose of a letter from the Migration and Empire question?

12/12/2024 1:50 PM

For recall should we be encouraging candidates to explicitly say that the omission makes the source less useful due to the omission? Or is that not necessary as the example there did not.

12/12/2024 1:50 PM

Purpose of source? What would be an example of good practice?

12/12/2024 1:50 PM

Would you encourage candidates to add own knowledge to source points or just ensure they have solid interpretation?

12/12/2024 1:50 PM

The omission example for the Wars of Independence question was hugely detailed. Is this the amount of information now required for an omission mark?

> +like 12/12/2024 1:54 PM

12/12/2024 1:50 PM

For SWI - when they are quoting the source - when rewording do they need further information or just rewording?

12/12/2024 1:50 PM

Can I clarify something... in terms of recall for the evaluate the usefulness question, do points have to be explained? Do candidates have to link them back to the question?

12/12/2024 1:50 PM

can you please clarify that the candidate does not need to state (in hte own knowledge/source omission) sentences that "the source is less useful as it fails to mention..."

12/12/2024 1:50 PM

The purpose of the source?

12/12/2024 1:50 PM

Do they have to use the word 'accurately' when interpreting the source?

12/12/2024 1:50 PM

Can you clarify on whether they need to use full quotes to gain the mark?

12/12/2024 1:50 PM

For the TYPE in the SWOI example, all it says is that the letter is useful because it has valuable information then just rewords the question, is that really enough? That feels more like N5 standard.

> 12/12/2024 1:50 PM

It would be useful to see a borderline provenance mark now that we've seen an high standard mark

> +like 12/12/2024 1:51 PM

+like 12/12/2024 1:53 PM

> +like 12/12/2024 2:01 PM

> -like 12/12/2024 2:01 PM

12/12/2024 1:51 PM

in your example of Era of great war source explanation the candidate added more than what the quote was saying. is this good practice or should they just reword the quote?

12/12/2024 1:51 PM

If evidence from one descriptor is relevant to another why can't it be credited similar to the 'Any other relevant point' in the essays?

12/12/2024 1:51 PM

Some of the source interpretation examples seem very basic and not much beyond a rewording the source. Is this all that's required?

**12/12/2024 1:51 PM**

In terms of the recall for Era of the Great War - if they discussed the White Feather Campaign in relation to the Scotland would this still be seen as too general. If they discussed the notion of the sense of adventure and opportunity to leave Scotland is this still too generic. Furthermore more if you have a candidate that stated the idea of the short war theory and quotes a soldier from the Black watch in their recall would this still gain the mark?

**12/12/2024 1:51 PM**

Can pupils receive 2 marks if they make 2 evaluative comments on one aspect of the source? E.g. why a particular newspaper article is useful and less useful?

**12/12/2024 1:52 PM**

Just to clarify, when explaining a point in a source is it preferable to bring in your own knowledge?

**12/12/2024 1:54 PM**

Do the omission points need the level of detail shown in the Wars of Independence example here?

**12/12/2024 1:54 PM**

What was the specific cut off for recalled knowledge regarding the death of the Maid of Norway? She dies in 1290, Norham was 1291. It was a result of the death of the Maid. Many of the specific points in the Scottish Wars of Independence descriptors overlap. If a candidate shows the impact of the death of Maid of Norway why wouldn't they get the mark?

**12/12/2024 1:54 PM** > +like 12/12/2024 1:54 PM

Can you gain more than one mark for comments on one aspect of a source?

**Message edited: 12/12/2024 1:55 PM**

(Unverified) - hi both, can you please state your full name and centre for our register please

**12/12/2024 1:56 PM**

Are there any examples of purpose?

**12/12/2024 1:56 PM**

attending in place of

**12/12/2024 1:57 PM**

) my colleague  
booked and put me as a substitute

+like 12/12/2024 1:57 PM  
**12/12/2024 1:57 PM**

Do you have any examples for what is required to get the purpose marks?

**12/12/2024 1:57 PM**

What level of detail is required for timing providence? Obviously the example for the great war was very specific but presumably they could have scored without specifically referencing the battle of loos?

**12/12/2024 1:57 PM**

What is the baseline amount of relevant information required to gain an omission mark?

**12/12/2024 1:57 PM**

It would be more helpful to see more examples of borderline marks, so we can fully understand the minimum standard. I often find these events and exemplars etc. focus more on high level examples which is not useful in trying to help our candidates who are struggling.

**12/12/2024 1:58 PM** +like 12/12/2024 1:58 PM

**12/12/2024 1:58 PM**

Can presenters mute their mics when the others are talking please? It creates an echo 🗣️ thanks

**12/12/2024 1:58 PM**

colleague **12/12/2024 1:58 PM**  
booked and put me as a substitute

Thanks for letting us know

**12/12/2024 1:58 PM**

And the point of using recall in interpretation/content does that also get credited as omission/recall?

**12/12/2024 1:58 PM**

I have a similar question about the recall for the SWI question, you said points about Edward were not awarded but I can't understand why points made about Edward becoming involved would have not been awarded as an impact of the Maid's death?

**12/12/2024 1:58 PM**

what about when type and purpose is quite repetitive but 2 different points, will still get a mark?

**12/12/2024 1:59 PM**

Do you have any answers that look at the purpose of the source?

**12/12/2024 1:59 PM**

**12/12/2024 1:59 PM**

**12/12/2024 2:01 PM** > +like 12/12/2024 2:01 PM

**12/12/2024 2:01 PM**

How much information/detail is needed for it to be considered 'correct, relevant detail' in an omission point?

**12/12/2024 2:02 PM**

That's because purpose is the hardest element, with not a lot of examples of it, it'd be good to see some examples of this so we can support more attempting this.

**12/12/2024 2:02 PM**

What guidance could you give to demonstrate purpose though - so we can pass this on to our young people

**12/12/2024 2:02 PM**

Can you give an actual example of a minimum purpose mark? This feels like a mark that majority of candidates can't actually access

> +like 12/12/2024 2:02 PM

**12/12/2024 2:02 PM**

Feel that the SWOI description of content are so narrow and invariably overlap...almost impossible to think of discrete points for the example given

**12/12/2024 2:03 PM**

So why are they still being assessed on a skill that cannot be measured?

**" 12/12/2024 2:03 PM**

is also here with (Unverified)

+like 12/12/2024 2:03 PM

> **12/12/2024 2:03 PM**

(Unverified) can you please confirm your centre, we don't have your name on our register - thank you

**)" 12/12/2024 2:04 PM**

6 people so far have liked this, so I'm reposting, please: What was the specific cut off for for recalled knowledge regarding the death of the Maid of Norway? She dies in 1290, Norham was 1291. It was a result of the death of the Maid. Many of the specific points in the Scottish Wars of Independence descriptors overlap. If a candidate shows the impact of the death of Maid of Norway why wouldn't they get the mark?

**12/12/2024 2:04 PM**

Should the fact that the examples shown are very high level (in omission marks anyway) suggest that the ones less detailed were not given the mark? Or will there be some that are just enough be shown later?

**12/12/2024 2:04 PM**

It might be helpful when going through very detailed candidate points to state what details could be removed with the point remaining awarded.

**12/12/2024 2:06 PM**

Could there be a 2 source question about the reaction of the Scots to Italian immigrants? or Jewish immigrants? or Lithuanian immigrants?

12/12/2024 2:08 PM

Please keep questions until the questions slot.

12/12/2024 2:13 PM

If pupils had written that employers had a positive reaction to Irish immigrants as they were seen as a cheap labour source in order to construct railways/canals/Glasgow tube. Would this have been valid?

12/12/2024 2:13 PM

For clarification - is Scottish women worked as nurses suitable or is it a named person?

12/12/2024 2:14 PM

Are we to ignore the updated course spec for Migration and Empire? 'Reaction of Scots' to immigrant groups is not in the description of content. My understanding was that the wording of questions for evaluate or two source questions had to be lifted from one description of content item.

12/12/2024 2:14 PM

+like 12/12/2024 2:17 PM

Award up to 6 marks for recalled knowledge. Candidates can develop points from the sources - haven't seen this before in a markscheme at Higher level - only at AH level - is this just for the two source

12/12/2024 2:14 PM

Are we not getting any SWOI examples?

12/12/2024 2:14 PM

Can the quote just be reworded or words moved around for a mark? in the example of era of great war candidates are adding so much more detail compared to the content.

12/12/2024 2:14 PM

Could other areas of M&E be narrowed in two ways e.g. the impact of Scots on economy and enterprise in Canada or the Impact of Scots on the natives in Australia?

12/12/2024 2:15 PM

+like 12/12/2024 2:18 PM

If we still have questions about the SWI usefulness question can this be followed up? A lot of people asked the same question about the recall points

12/12/2024 2:15 PM

If the course spec now just says experience of Irish immigrants, are there unspecified elements (such as Scottish reaction) that could be specifically asked about?

12/12/2024 2:15 PM

For clarity, with the change to the course spec the expectation was that the sub-section of issues e.g. Issue 2 M+E would be the focus of targeted questions like Evaluate and Two source. Is it the case that other variations such as reaction are to be expected in future years?

12/12/2024 2:15 PM

For Part 3 M & E, could you have a question about the impact the Scots had on education in Australia, or would it just be about the impact on Australia?

> +like 12/12/2024 2:21 PM

12/12/2024 2:16 PM

For M&E, points like set up of Celtic, subways and railways could be tied into issue 2 reactions by saying that the Scots disliked the Irish for stealing jobs, working for less money, religious tension. Tying it to the reactions to Irish?

12/12/2024 2:16 PM

it might be useful to put a date in a question so pupils know not to go beyond the remit re Maid of Norway comment

12/12/2024 2:16 PM

When talking about the experience of immigrants, you said that they cannot get a mark with setting up football teams etc. Is there not a way to get this mark by explaining that Scots enjoyed these new clubs and this was positive view of the Irish immigrants?

12/12/2024 2:16 PM

> +like 12/12/2024 2:16 PM

12/12/2024 2:17 PM

(Unverified)

Are we to ignore the updated course spec for Migration and Empire? 'Reaction of Scots' to immigrant groups is not in the description of content. My understanding was that the wording of questions for evaluate or two source questions had to be lifted from one description of content item.

Can question please be answered as it is an important one.

12/12/2024 2:17 PM

In the 2024 exam, the M&E Issue 2 question was the ONLY one that deviated from the specific points in the description of content. How can there be parity if you are deviating from the course descriptor

> +like 12/12/2024 2:20 PM

12/12/2024 2:18 PM

For Era of the Great War - if discussing about the role of Scottish leadership - I am under the assumption that this is not just military leadership (i.e. Haig and Sir Alymer Hunter) but can you include the political side such as Andrew Bonar Law and Arthur Henderson and Arthur Balfour in the war cabinet?

12/12/2024 2:18 PM



Reaction of Scots was removed from the course spec.

12/12/2024 2:18 PM

For more specifically Scottish topics, the 'Scottishness' of examples is less relevant but there is the sense that examples need specific named people, not just examples of e.g. jobs (say nursing), I suppose this is because otherwise it's not Scottish enough? Would this transfer over to War of Ind, Treaty of Union etc? Do we need them to give names of people to get the recall marks?

12/12/2024 2:18 PM

Those points are not specifically mentioned in the M&E course spec

12/12/2024 2:19 PM

Questions was about reaction of scots

> +like 12/12/2024 2:19 PM

12/12/2024 2:19 PM

In the 2022 US it was said that evidence from another description of content as long as it links to the question - the example was the Great Cause and candidates were awarded for linked points on Norham - can this be clarified?

> +like 12/12/2024 2:19 PM

12/12/2024 2:21 PM

Source A used in the SWOI is "the Appeal to Edward" which is next bullet point in the course descriptor. Yet candidates are not allowed use "the Appeal to Edward." This is also an issue in Section 3 where the content clearly overlaps.

> +like 12/12/2024 2:21 PM

Message edited: 12/12/2024 2:21 PM

I am worried about this reaction of scots question. This is no longer in the course spec. Are the students still to prepare for this type of question even though it is not in the spec?

+like 12/12/2024 2:21 PM

> +like 12/12/2024 2:21 PM

12/12/2024 2:21 PM

to reiterate: saying that scots employer will like Irish immigrants for building the subway cheaply will NOT get a mark as it is not a reaction of Scots??

12/12/2024 2:22 PM

Course outline for 2024 do not mention 'reaction of Scots'. This was in the old outline. Some candidates may be penalised as 2024 key issues state 'the experience of immigrants in Scotland' and 'description of content' only mentions Irish, Jewish, Lithuanians, Italian.

12/12/2024 2:22 PM

In the SQA guidance on creating Higher assessments it states: "The two-source interpretation (How much do...) question must be based on an area from the **description of content** in the course specification."

12/12/2024 2:22 PM

Reactions isn't in there. It was removed.

> +like 12/12/2024 2:22 PM

12/12/2024 2:22 PM

If you are a new teacher with the new course spec there is no mention of reaction so it may not be covered.

+like 12/12/2024 2:23 PM

12/12/2024 2:23 PM

Should this be added back in to the course spec then please

> +like 12/12/2024 2:23 PM

] 12/12/2024 2:23 PM

But the descriptors changed?

12/12/2024 2:23 PM

Maybe the old version should be added back in them

+like 12/12/2024 2:23 PM

12/12/2024 2:23 PM

The course spec only has the four immigrant groups listed and the name of the issue is the experience of immigrants in Scotland. This does not state anywhere that reactions is part of this specifically

Message edited: 12/12/2024 2:24 PM

Surely the question should have been 'How much do sources A and B reveal about the experience of Irish immigrants.' This follows the specific course point and not a new point.

> 12/12/2024 2:23 PM

I'm teaching M&E for the first time this year. There is no 'reaction of the Scots' on the document

] 12/12/2024 2:23 PM

Do the narrow questions no longer have to use the phrasings of the descriptors?

12/12/2024 2:23 PM

In light of the extensive need for Scottish examples, names, actions for each and every point does this suggest Higher History is not as accessible for pupils in the same way as Higher English, Mod Studies, RMPS, Geography due to the sheer volume of recall?

12/12/2024 2:24 PM

Is it possible to get a copy of the old course spec if this is more detailed?

12/12/2024 2:24 PM

words/phrases were removed from the course spec though - this made changes to it?

> 12/12/2024 2:25 PM

Is it possible in future to have some examples from the other (less popular) topics e.g. Treaty of Union, made available on Understanding Standards?

12/12/2024 2:25 PM

When course specs are changed, as professionals we interpret this as a change to the course content. This needs to be clarified further!

12/12/2024 2:25 PM

can you put up the course spec on the screen and show us where reaction is?

12/12/2024 2:25 PM

As asked earlier- M&E was the only topic in which the question wasn't based exactly on the wording of the course descriptor. how can there be parity between topics if this is the case?

> +like 12/12/2024 2:26 PM

12/12/2024 2:25 PM

Old course spec used to say experiences and reactions of Scots to new immigrants. 2024 spec just states experiences. Hence why I changed my old notes and lesson, to fit with new course description

12/12/2024 2:26 PM

I'm not sure what the course spec is for if it is not to show us what can be assessed and therefore what has to be taught

> 12/12/2024 2:26 PM

For the Great War are we safe to assume topics that have been in previous course specs e.g. DORA and changing prices for food etc won't be asked specifically?

12/12/2024 2:26 PM

If things were taken out of the descriptors, would it not be reasonably assumed the questions couldn't ask about them? In Treaty could the question on section 4 still ask specifically about the Jacobite challenge even though it's not in the description of content?

12/12/2024 2:26 PM

So does this mean, in Great War, that they could be asked on contribution or experience re Somme/Loos?

12/12/2024 2:27 PM

Can you clarify the difference between culture and society for M&E?

12/12/2024 2:27 PM

So we can potentially expect How much do sources A and B reveal about the assimilation of Jewish immigrants?

Identity, assimilation and reactions was removed from the course spec to have it as experience. But, from 2024 question, it seems this could potentially return?

> 12/12/2024 2:27 PM

Noone is disputing the inclusion of 'Irish' source, its the 'reaction' bit. Could we face a question on assimilation, for example

12/12/2024 2:27 PM

can you please confirm your full name for the register please, thank you

12/12/2024 2:27 PM

for - Its's using a colleague's computer

> +like 12/12/2024 2:28 PM

12/12/2024 2:28 PM

I would appreciate Age of Reformation examples.

12/12/2024 2:28 PM

So we can potentially expect How much do sources A and B reveal about the assimilation of Jewish immigrants?' Identity, assimilation and reactions was removed from the course spec to have it as experience. But, from 2024 question, it seems this could potentially return?

Can you confirm whether this is a possibility or not? I have changed how I teach this to match the course spec

12/12/2024 2:28 PM

Areas then such as EGW - land issues, rationing and DOra safe t say isn't in the exam and cant be asked as a question specfically source based?

12/12/2024 2:28 PM

RMPS has a team with examples put there by principal assessors for all topics and all skills. could this be set up for history as well since we are lacking information?

> +like 12/12/2024 2:28 PM

12/12/2024 2:29 PM

<b>1. The Migration of Scots</b> <ol style="list-style-type: none"> <li>1. Push and pull factors in internal migration and emigration <ol style="list-style-type: none"> <li>a. Economic</li> <li>b. Social</li> <li>c. Cultural</li> <li>d. Political aspects</li> </ol> </li> <li>2. Opportunity and coercion</li> </ol>	<b>2. The experience of immigrants in Scotland</b> <ol style="list-style-type: none"> <li>1. The experiences of immigrants with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians</li> <li>2. The reactions of Scots to immigrants</li> <li>3. Issues of identity and assimilation</li> </ol>
<b>3. The impact of Scots emigrants on the empire</b> <ol style="list-style-type: none"> <li>1. The impact of the Scots emigrants on the growth and development of the empire (focus Canada, Australia, New Zealand and India) in terms of: <ol style="list-style-type: none"> <li>a. Economy and enterprise</li> <li>b. Culture and religion</li> <li>c. Native societies</li> </ol> </li> </ol>	<b>4. The effects of migration and empire on Scotland up to 1939</b> <ol style="list-style-type: none"> <li>1. The contribution of immigrants to Scottish society, economy and culture</li> <li>2. The impact of the empire on Scotland</li> <li>3. The significance of migration and empire in the development of Scottish identity</li> </ol>

Migration and  
Empire  
1830-1939

this was what the content used to say

+heart 12/12/2024 2:29 PM  
+like 12/12/2024 2:29 PM  
12/12/2024 2:29 PM

It has changed. It used to ask about assimilation but it does not now.

12/12/2024 2:29 PM

## **Scottish**

### **Part D: Migration and emigration**

Population movement and migration  
1830 and 1939. Themes:

### **Key issues**

- 1 The migration of Scots

[REDACTED] +like 12/12/2024 2:29 PM  
[REDACTED]" 12/12/2024 2:29 PM

So are the narrow questions no longer having to be worded according to what you have in the descriptors side

[REDACTED] 12/12/2024 2:29 PM

Will setters be accessing updated WOI translations of sources being done by [REDACTED]? As discussed at SATH conference.

[REDACTED] 12/12/2024 2:29 PM

Previous course content.

[REDACTED] 12/12/2024 2:29 PM

Surely we should be returning to the old course spec then?

[REDACTED] 12/12/2024 2:29 PM

Perhaps going forward a good idea would be examples on the US site which tag into each topic - then solo practitioners of which there are a number would be able to engage with the standard better -

[REDACTED] 12/12/2024 2:29 PM

It's a valid question from the previous course spec, not the current.

[REDACTED] +like 12/12/2024 2:30 PM  
[REDACTED] > +like 12/12/2024 2:30 PM  
[REDACTED] 12/12/2024 2:30 PM

What was the point of changing the course specification?

[REDACTED] 12/12/2024 2:30 PM

Key issues	Description of content
1 The migration of Scots	<ul style="list-style-type: none"><li>♦ push factors for emigration of Scots</li><li>♦ pull factors for emigration of Scots</li><li>♦ push factors for internal migration of Scots</li><li>♦ pull factors for internal migration of Scots</li></ul>
2 The experience of immigrants in Scotland	<ul style="list-style-type: none"><li>♦ Irish immigrants</li><li>♦ Jewish immigrants</li><li>♦ Lithuanian immigrants</li><li>♦ Italian immigrants</li></ul>
3 The impact of Scots emigrants on the empire	<ul style="list-style-type: none"><li>♦ Canada</li><li>♦ Australia</li><li>♦ New Zealand</li><li>♦ India</li></ul>
4 The effects of migration and empire on Scotland, to 1939	<ul style="list-style-type: none"><li>♦ contribution of immigrants to Scottish society</li><li>♦ contribution of immigrants to the Scottish economy</li><li>♦ contribution of immigrants to Scottish culture</li><li>♦ the impact of empire on Scotland</li></ul>

[REDACTED] 12/12/2024 2:30 PM

But, as a relatively inexperienced teacher in History - and especially for teachers who start this year, I/they only have the CAS to base off? You can't presume everyone knows what was expected previously if it is not explicitly stated what we need to cover.

**12/12/2024 2:30 PM**

To clarify, do pupils need the overall viewpoints for each source to access all the marks?

**12/12/2024 2:31 PM**

(Unverified)

To clarify, do pupils need the overall viewpoints for each source to access all the marks?

No - they can get 4 from the source interpretations and 6 from recall = 10.

**12/12/2024 2:31 PM**

(Unverified)

In the SQA guidance on creating Higher assessments it states: "The two-source interpretation (How much do...) question must be based on an area from the description of content in the course specification."

When the updated course spec was issued, where was the communication that the course content would not change and that the wording of questions would not relate to the updated course spec?

**12/12/2024 2:31 PM**

This is really stressful. I do not know which course spec to use. Can you please confirm if M&E iss 2 should include assimilation and reactions?

**12/12/2024 2:32 PM**

With respect, it has been changed. The 2024 Q is based the old descriptors: experiences, reaction of Scots and assimilation of new immigrants. The actual 2024 new spec no longer mentions reaction of Scots or assimilation. Many teachers will still teach these aspects anyway but lessons have been adapted to suit the exact course descriptors

**12/12/2024 2:32 PM**

"the course descriptor needs to be followed" except when it is removed from the course spec???

> +laugh 12/12/2024 2:32 PM

+like 12/12/2024 2:36 PM

**12/12/2024 2:32 PM**

I think the issue is if they can continue to use the wording of the old course spec it clearly was not communicated clearly to teachers - hence the confusion now.

**12/12/2024 2:32 PM**

Have we to guess when to follow the content or not?

**12/12/2024 2:32 PM**

How do teachers find out what the course content is? If this is not covered in the course spec?

**12/12/2024 2:33 PM**



M&E How much is the only question that was not lifted from the course spec. How is this fair? All others were taken exactly from it. M&E is the only one to include a previous course spec specific point.

12/12/2024 2:33 PM

How do teachers find out what the course content is? If this is not covered in the course spec?

I suppose you have to know already what the course spec used to be, remember your old resources and hope for the best?

12/12/2024 2:33 PM

Is it possible some (many?) of your markers took the additional detail in each example in the MIs as indicating the new standard, even if that's not what the team meant them to do?

12/12/2024 2:33 PM

In the course report for Issue 2 M&E it shows how poorly this question was accessed by pupils- it is clearly not accessible for the reasons numerous teachers have made clear- its not in the course spec. There needs to be clarity and consistency about what can be asked to ensure we are teaching what is required.

12/12/2024 2:33 PM

Please can you answer the question then about the change to the 2024 course spec so I can feel a little more reassured that what I am doing is correct

12/12/2024 2:34 PM

With respect, it's not about the Irish, it's about the wording 'reaction of the Scots'. we know that candidates can be asked about the Irish as a specific group. Some of us are questioning the 'reaction of the Scots' as that phrase is no longer in the course content. It used to be.

12/12/2024 2:34 PM

We do understand that, obviously the point of this session is to help. But, as you can see, we are feeling confused and discouraged. We want to do the best for our young people and, right now, it does not feel like we are able to do that. If we don't know, then the kids don't know. If the kids don't know, then they can't perform at their best.

12/12/2024 2:35 PM

(Unverified)

We do understand that, obviously the point of this session is to help. But, as you can see, we are feeling confused and discouraged. We want to do the best for our young people and, right now, it does not feel like we are able to do that. If we don't know, then the kids don't know. If the kids don't...

as we saw overall this year with the drastic drop!

12/12/2024 2:35 PM

How many marks can candidates be awarded for interpretations for the two source question? Two or three from each source? Thanks.

12/12/2024 2:35 PM

How much do Sources B and C reveal about differing interpretations of the **changing role of women in wartime?**

Direct course spec lift.

How much do Sources B and C reveal about differing interpretations of the reactions of Scots to Irish immigrants?

Not a direct lift.

How much do Sources B and C reveal about differing interpretations of **contrasting attitudes in Scotland towards union?**

Direct lift.

How much do Sources B and C reveal about differing interpretations of the contribution made by **Mary's gender and marriages** to her difficulties in ruling Scotland, 1561–1567?

Lift

How much do Sources B and C reveal about differing interpretations of the **subjugation of Scotland in 1296?**

In course spec.

Message edited: [REDACTED] 12/12/2024 2:36 PM

[REDACTED] (Unverified)

How many marks can candidates be awarded for interpretations for the two source question? Two or three from each source? Thanks.

2 from each source. Plus an overall from each source.

[REDACTED] 12/12/2024 2:36 PM

I think for some of us, the benefit of the new course spec was that we could streamline the course slightly for issue 2 in order to focus on the assignment/paper 1. It just seems like quite a bit, including named examples (alongside a minimum of 8 essays) for young people to grasp - especially with Higher Drama on the day before !

[REDACTED] 12/12/2024 2:37 PM



[REDACTED] 12/12/2024 2:38 PM

[REDACTED] (Unverified)

Is it possible some (many?) of your markers took the additional detail in each example in the MIs as indicating the new standard, even if that's not what the team meant them to do?

There was no evidence of this in marker check or finalisation. The marking, to my recollection, was done professionally and well.

12/12/2024 2:38 PM

Thank you

12/12/2024 2:40 PM

can I ask again about the comment - being able to develop from the source - in this years markscheme for the two source - thought this was only at AH?

Message edited: 12/12/2024 2:48 PM

Is it possible some (many?) of your markers took the additional detail in each example in the MIs as indicating the new standard, even if that's not what the team meant them to do?

I would suggest that due to the examples used as Briefing Scripts, Practice Scripts and Qualifying Scripts, there would be many opportunities for markers to see that we were not looking for the exact level of detail in the MI to award a mark. We have been asked by markers (and the profession) to add more detail to MIs, to support teachers and learners.

12/12/2024 2:42 PM

This seems more like a describe than explain question to me

12/12/2024 2:42 PM

How much do Sources B and C reveal about differing interpretations of the changing role of women in wartime? Direct course spec lift. How much do Sources B and C reveal about differing interpretations of the reactions of Scots to Irish immigrants? Not a direct lift. How much do So...

Can we just admit that the M&E question was wrong. It was from an old course spec didn't fall inline with the other units and the updated course spec. If we just admitted this, everyone would be fine. Not addressing the fact that this is wrong is causing teachers extra stress!

12/12/2024 2:44 PM

I would suggest that due to the examples used as Briefing Scripts, Practice Scripts and Qualifying Scripts, there would be many opportunities for markers to see that we were not looking for the exact level of detail in the MI to award a mark. We have been asked by markers (and the profession) to ad...

Would more examples of key points with appropriate levels of explanation not have made more sense? And limited the chance of it seeming like a new standard?

12/12/2024 2:46 PM

The US example is explaining reasons which could arguably be considered more accessible than explaining an impact which may have confused candidates as they are used to describing impacts at N5.

12/12/2024 2:49 PM

At the markers meeting and it was exemplified that there should be specific reference to particular Scots/ Scots organisations etc. This was outlined and exemplified on the screen on a ppt at the markers meeting. There was shock around the room at the time. There clearly was a discrepancy between the expectations of assessment in line with previous years and the marking for session 2024. This is clearly

seen when comparing the marking guidelines for 2023 to 2024.

[REDACTED] > +like 12/12/2024 2:52 PM  
[REDACTED] > +like 12/12/2024 2:52 PM  
[REDACTED] 12/12/2024 2:49 PM

From SATH comments

[REDACTED] 12/12/2024 2:53 PM

I don't see the difference between sending a letter to tell them to join and iron and steel workers teaching their jobs across the empire. Both are as vague as the other (no place mentioned or specific person). why only the one about the letter sent home get the mark and not the other?

[REDACTED] 12/12/2024 2:53 PM

If a candidate in M&E gives a great explanation of an impact that Scots had on the Empire, and then tries to give a specific named example as supplementary evidence and gets the name wrong, will they be given a mark if the explanation was valid and only the name was wrong?

[REDACTED] 12/12/2024 2:53 PM

I would suggest that due to the examples used as Briefing Scripts, Practice Scripts and Qualifying Scripts, there would be many opportunities for markers to see that we were not looking for the exact level of detail in the MI to award a mark. We have been asked by markers (and the profession) to ad...

Can briefing scripts/ practice scripts/ qualification scripts from this session be made available to non markers? Might be helpful to see this

[REDACTED] 12/12/2024 2:53 PM

do you want the stem of the question each time?

[REDACTED] 12/12/2024 2:53 PM

Returning to the conversation over the Course Spec, could we ask for clarification on a question regarding Description of Content, please. We cover the Treaty of Union and in the course spec, under key issue 1 and in the description of content, it simply says: "famine". We have historically interpreted this as the Ill Years and we teach about the causes and effects of this. Is this what this descriptor refers to? If so, please can we request that the course spec is changed to reflect this as it is unclear from the one word "famine" what you would want a candidate to know. Thank you...

[REDACTED] 12/12/2024 2:53 PM

Curling question example does not seem to include specific Scottish detail?

[REDACTED] 12/12/2024 2:54 PM

Do they need the percentage "25%" or the exact number of ships "481" to get the marks?

[REDACTED] 12/12/2024 2:54 PM

Will this get a mark: Scots had an impact on the political life in Canada. A Scot was the first Prime Minister of Canada ?

12/12/2024 2:55 PM

If the candidate in an impact of the Great War explain on politics - if the candidate explained the rise of the political unionism with the Scottish Unionist Party becoming the largest party by 1924 due to their pro-war base, "wrapping themselves around the flag" and link to the decimation of the Liberal Party base in Scotland- is that enough or would you want more scottish specificity

> 12/12/2024 2:57 PM

does the specific wording of the question need to be repeated for each point? What if they say something like "This shows Wallace was important" but have not said "important to Scottish resistance" would they get a mark?

12/12/2024 2:57 PM

Why was there not a similar drop in results in other subjects then? Surely if it was a weaker cohort and the responses were not as good as had been seen before, this would have been reflected across all subjects?

12/12/2024 2:58 PM

thank you

12/12/2024 2:58 PM

If a candidate made a good point explaining the impact of Scots introducing merino sheep to Australia, would they be awarded the mark without a named example?

Message edited: 12/12/2024 2:59 PM

"Scots had an impact on Canada as they helped develop the fur trade" - is this enough for a mark? Either in the explain or as a recall point for the other question types

12/12/2024 2:59 PM

The impact was teaching this jobs abroad?

12/12/2024 2:59 PM

so other people learned skills they did not have?

12/12/2024 3:00 PM

For example, would the Merino sheep importation to Australiua need a Scottish name?

12/12/2024 3:00 PM

When you have said that they do not need to repeat the question stem over and over in previous years it was suggested that each point must on its own make a clear link to that question. Can you exemplify how that link could be made without wording of q instead then please?

12/12/2024 3:01 PM

For example, would the Merino sheep importation to Australia need a Scottish name?

Our department was told by a marker at an LA meeting that Merino sheep was no longer accepted as someone had researched it and found out it wasn't a Scot.

12/12/2024 3:01 PM

If candidates are answering the question as you have demonstrated and then providing a further sentence with a specific named example, would this then gain an additional mark? E.g if the answer was about impacting politics in Australia, then explained, and a further sentence about a Scottish PM would this gain 2 marks?

12/12/2024 3:01 PM

Returning to the conversation over the Course Spec, could we ask for clarification on a question regarding Description of Content, please. We cover the Treaty of Union and in the course spec, under key issue 1 and in the description of content, it simply says: "famine". We have historically interpreted this as the Ill Years and we teach about the causes and effects of this. Is this what this descriptor refers to? If so, please can we request that the course spec is changed to reflect this as it is unclear from the one word "famine" what you would want a candidate to know. Thank you...

12/12/2024 3:01 PM

For example, would the Merino sheep importation to Australia need a Scottish name?

Some argue John McArthur isn't Scottish due to being born in England, (if I remember correctly) I get the kids to add 'of Scottish blood'. This isn't a question for the group, just a wee bit of practice I do with the kids 😊

12/12/2024 3:02 PM

Can you get different marks for curling, another point for Burns suppers and Highland games considering the impacts all link to cultural? Could this have 3 marks if in three different points?

12/12/2024 3:02 PM

If the additional detail in the marking instructions didn't (accidentally) change the standard, we are stumped. Our marks were down exactly(!) in line with national trends but we didn't have a less able cohort than previous years.

12/12/2024 3:03 PM

(Unverified) can you please state your full name for the register please?

12/12/2024 3:03 PM

Please clarify what counts as cultural Vs society for M&E

12/12/2024 3:04 PM

Hi, I'm

+like 12/12/2024 3:05 PM

12/12/2024 3:05 PM

"Scots had an impact on Canada as they helped develop the fur trade" - is this enough for a mark? Either in the explain or as a recall point for the other question types

[REDACTED] 12/12/2024 3:08 PM

[REDACTED] (Unverified) can you please state your full name for the register please?

[REDACTED] 12/12/2024 3:08 PM

[REDACTED]

[REDACTED] > +like 12/12/2024 3:09 PM  
[REDACTED] > 12/12/2024 3:09 PM

[REDACTED] (Unverified) can you please state your full name for the register please?

[REDACTED] 12/12/2024 3:11 PM

[REDACTED] . Last minute replacement for [REDACTED]

[REDACTED] @sqa.org.uk> +like 12/12/2024 3:11 PM  
[REDACTED] 12/12/2024 3:11 PM

[REDACTED]

[REDACTED] > +like 12/12/2024 3:14 PM  
[REDACTED] > 12/12/2024 3:13 PM

[REDACTED] (Unverified) can you please state your full name for the register please?

[REDACTED] 12/12/2024 3:15 PM

The source in the how fully question (M&E) was bamboozling for candidates. Some of the points made were more relevant to issue 2. And the candidates interpreted it in this way. Need better quality assurance of sources.

[REDACTED] 12/12/2024 3:18 PM

Does this mean that there won't be any specific question on culture or society alone since they overlap so much and that music/football/religion/food can go in both?

[REDACTED] 12/12/2024 3:20 PM

[REDACTED]

[REDACTED] > +like 12/12/2024 3:21 PM  
[REDACTED] 12/12/2024 3:21 PM

[REDACTED] (Unverified) can you please state your full name for the register please?

[REDACTED] 12/12/2024 3:22 PM

When candidates use recall to 'go further' do they get an additional recall point? I am sure we used to do that in the old days before new higher.

12/12/2024 3:22 PM

I'm now slightly confused on the level of explanation needed for the 'How Fully' question based on a point made earlier on merino sheep. If the question was on 'The impact of Scots on the Empire', would the recall need the same level of explanation as the 'Explain' question? For example, would the following be credited... 'The source fails to mention another impact was that Scotsman John Macarthur introduced merino sheep to Australia.' Is that okay or does it need another sentence to explain the impact further?

12/12/2024 3:22 PM

Returning to the conversation over the Course Spec, could we ask for clarification on a question regarding Description of Content, please. We cover the Treaty of Union and in the course spec, under key issue 1 and in the description of content, it simply says: "famine". We have historically interpreted this as the Ill Years and we teach about the causes and effects of this. Is this what this descriptor refers to? If so, please can we request that the course spec is changed to reflect this as it is unclear from the one word "famine" what you would want a candidate to know. Thank you...

Message edited: 12/12/2024 3:23 PM

12/12/2024 3:22 PM

When was the 2024 paper written - was it before or after changes to the course specs

like 12/12/2024 3:23 PM

12/12/2024 3:23 PM

Going back to a comment made about the number of candidates sitting Migration and Empire. 75% of candidates sat a 10 mark question (Q.14) that many on here have viewed as erroneously worded. Could struggles in accessing these 10 marks partly explain the drop in overall marks?

12/12/2024 3:23 PM

Could we have a question on DORA which is no longer in the course descriptor?

12/12/2024 3:24 PM

"Scots had an impact on Canada as they helped develop the fur trade" - is this enough for a mark? Either in the explain or as a recall point for the other question types

12/12/2024 3:24 PM

can there be a question on culture or society alone?

12/12/2024 3:24 PM

Are there any plans to further review the Migration and Empire course content from a decolonisation point of view - more priority given to the 'darker side' of Scottish contributions to the Empire that it is currently given.

12/12/2024 3:25 PM

Can I hear a bit more about the decolonisation answer please?

> +like 12/12/2024 3:25 PM

12/12/2024 3:26 PM



██████████ has been cut off twice now when trying to answer questions. Could he be allowed to finish please.

██████████ 12/12/2024 3:26 PM

The course report says the 2 source question was poorly done.

██████████ 12/12/2024 3:26 PM

What document should teachers use to understand what the course content is?

██████████ 12/12/2024 3:26 PM

Is consideration being given by the SQA to adding Higher History to the pilot for requesting papers to be returned? If we could see the papers (preferably for 2024 as well as going forward) we would be able to see where we all went so badly wrong last year.

██████████ 12/12/2024 3:26 PM

Would you recommend teaching M&E issue two with a focus on experience, reaction and assimilation or will questions going forward just be on experience?

██ > +like 12/12/2024 3:27 PM

Message edited: ██████████ 12/12/2024 3:28 PM

What document should teachers use to understand what the course content is?

Ideally the course spec but, who knows which version.

██████████ 12/12/2024 3:28 PM

Cheers, ██████████

██ > 12/12/2024 3:29 PM

If candidates are answering the question as you have demonstrated and then providing a further sentence with a specific named example, would this then gain an additional mark? E.g if the answer was about impacting politics in Australia, then explained, and a further sentence about a Scottish PM would this gain 2 marks? Trying to see what the value in learning specific names is.

██████████ 12/12/2024 3:29 PM

I would like to ask a question about Thomas Lipton as an example.

His name came up in the MI as contributing to the Indian economy through domination of the tea trade - from what I've read his influence was in Ceylon/Sri Lanka (although he did use Indian Tamil labourers). I have been using him in class and was wondering if anyone had raised this as an issue?

Also, would pupils be able to use his name in more than one section ie impact on Empire on Scotland, Impact of Empire on Scots, and Experiences of Immigrants as long as it was applicable and explained well?

██████████ 12/12/2024 3:30 PM

In the MI for M&E, Q16 the question regarding providing careers says that the "Empire provided many middle- class Scots with successful careers" Is that enough of an an interpretation as it does not explain the impact this had on Scotland?

**12/12/2024 3:31 PM**

I'm now slightly confused on the level of explanation needed for the 'How Fully' question based on a point made earlier on merino sheep. If the question was on 'The impact of Scots on the Empire', would the recall need the same level of explanation as the 'Explain' question? For example, would the following be credited... 'The source fails to mention another impact was that Scotsman John Macarthur introduced merino sheep to Australia.' Is that okay or does it need another sentence to explain the impact further?

**12/12/2024 3:31 PM**

can you please attach the PPT now so we can download and share. it takes more than a month for things to be published on sqa website

**12/12/2024 3:32 PM**

If the extra details are kept in the MIs next year, can it please be in the form of more examples, so that individual points don't have huge amounts of detail? This would reduce the chance of accidental inflation of the standard. The examples would then reflect the minimum detail to be given to get a mark. I realise the team are loathe to accept this may have happened, but in lieu of another explanation for the dramatic drop in marks...

**12/12/2024 3:33 PM**

Powerpoint as soon as possible would be very useful for sharing with colleagues who are not able to be on here.

**12/12/2024 3:33 PM**

Thank you everyone.

**> 12/12/2024 3:33 PM**

Providing names is obviously better practice but my question was is it possible to gain an additional mark for this if it follows an already good explanation?

**12/12/2024 3:33 PM**

Would you recommend teaching M&E issue two with a focus on experience, reaction and assimilation or will questions going forward just be on experience?

*+like 12/12/2024 3:34 PM*

**12/12/2024 3:33 PM**

Thank you for your time and expertise.

*+like 12/12/2024 3:34 PM*

**12/12/2024 3:34 PM**



12/12/2024 3:34 PM

Cheers folks...

12/12/2024 3:34 PM

thank you

12/12/2024 3:34 PM

thank you

12/12/2024 3:34 PM

Many thanks 😊

12/12/2024 3:34 PM

Thank you

" 12/12/2024 3:34 PM

Thanks

12/12/2024 3:34 PM

thank you

12/12/2024 3:34 PM

Thank you.

12/12/2024 3:34 PM

thank you

12/12/2024 3:34 PM

thanks

(Guest) 12/12/2024 3:34 PM

Thanks 😊

> 12/12/2024 3:34 PM

Thank you!

12/12/2024 3:34 PM

Thank you!

12/12/2024 3:34 PM

Thank you

**[REDACTED]** 12/12/2024 3:34 PM

Thanks

**[REDACTED]** 12/12/2024 3:34 PM

Thank you

**[REDACTED]** 12/12/2024 3:34 PM

Thanks

**[REDACTED]** 12/12/2024 3:34 PM

Thank you

**[REDACTED]** 12/12/2024 3:34 PM

Thank you

**[REDACTED]** 12/12/2024 3:34 PM

Thank you

**[REDACTED]** 12/12/2024 3:34 PM

Tapadh leibh.

**[REDACTED]** 12/12/2024 3:35 PM

Thank you

**[REDACTED]** > 12/12/2024 3:35 PM

**[REDACTED]** (External)

Providing names is obviously better practice but my question was is it possible to gain an additional mark for this if it follows an already good explanation?

Apologies on my part. The short answer is no it would not gain an extra mark.

**[REDACTED]** +like 12/12/2024 3:35 PM

**[REDACTED]** 12/12/2024 3:35 PM

Thank you

**[REDACTED]** 12/12/2024 3:35 PM

Many thanks

**[REDACTED]** 12/12/2024 3:35 PM

Thank you.

**[REDACTED]** 12/12/2024 3:35 PM

Thank you!

**[REDACTED] 12/12/2024 3:35 PM**

Thank you

**[REDACTED] 12/12/2024 3:35 PM**

"Scots had an impact on Canada as they helped develop the fur trade"- is this enough for a mark? Either in the explain or as a recall point for the other question types

**[REDACTED] > 12/12/2024 3:35 PM**  
**(External)**

Apologies on my part. The short answer is no it would not gain an extra mark.

Thank you for clarifying!

**[REDACTED] 12/12/2024 3:35 PM**

How and when will we receive a copy of the powerpoint? Thanks

**[REDACTED] 12/12/2024 3:35 PM**

Thank you.

I Morrison  
20 December 2024