



**2009 History**

**Higher – Extended Essay**

**Finalised Marking Instructions**

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## Marking Instructions

The Extended Essay is marked out of 30. The essay is designed to permit each candidate to *research and produce an **independent** piece of work in which he/she:*

- identifies clearly a suitable issue
- demonstrates knowledge and understanding of the issue, its context and related concepts
- selects, organises and presents relevant evidence from a variety of sources
- develops the line(s) of argument and substantiates these with evidence
- reaches an appropriate conclusion based on the evidence and argument presented.

## The Plan

The essay **must** be accompanied by a plan of not more than 200 words. The intention of the plan is to reduce the importance of memory in the essay, thus making it a better test of the skills described above. It also stands as evidence that the essay has been produced in the correct manner as provided by the Arrangements document. Should an essay **not** be accompanied by a plan, or should the plan be blatantly in excess of the prescribed limit, the essay should be marked normally. Thereafter you may deduct up to 10 marks as a penalty for non-compliance with the regulations, in accordance with the advice given at the Markers' Meeting. All such deductions should be noted on the fly sheet, and the script then referred to the Principal Assessor in case any further investigation proves to be necessary. It should, however, be noted that there is no need to count the words in every plan which looks slightly long.

## The Grid

Marks should be entered on the grid on the Flyleaf, using criteria for each aspect of the essay.

The criteria provide guidance as to the features of Extended Essays categorised as meriting the rankings of D, C, B, A, A+ and A++. Many Essays will exhibit some, but not all, of the features listed; others will be stronger in one area than another. To reward candidates for what they have achieved, the features of the Essay are awarded maximum marks as indicated below:

	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>A+</b>	<b>A++</b>
Introduction/Conclusion [S]	1	2	3	4	5	6
Argument [A]	1-2	3-4	5-6	7-8	9-10	11-12

Knowledge [KU] (up to 12 marks, based on valid points)

For **Structure** [S], marks are awarded for the *overall* quality, using the criteria statements for the Structure, Introduction and Conclusion.

Marks are awarded for the overall quality of the **Argument** [A], using the criteria statements. There is a higher and a lower mark in each range and these should be used to reflect the degree to which the criteria are met.

Marks for **Knowledge** [KU] are awarded for each recognisable and relevant point, up to a maximum of 12 marks. Points that are developed may be credited with 2 marks.

Points made can only be credited under one heading.

**If in doubt, go with the candidate.**

## Criteria Statements

### Structure (including Introduction + Conclusion)

- 1 mark**            There is some organisation of the response.  
There is minimal establishment of context or line of argument.  
A conclusion is linked to the topic/issue. It may be implicit.
- 2 marks**            An attempt is made at an introduction, development and conclusion. This may be implicit.  
Some attempt is made to establish context and/or line of argument.  
The conclusion is a summary linked to the topic/issue. It may be implicit throughout the essay.
- 3 marks**            A recognisable attempt is made at an introduction, development and conclusion.  
A recognisable attempt is made to establish context and/or line of argument and/or factors to be developed.  
There is a clear attempt to address the topic/issue.  
The conclusion is an explicit summary linked to the topic/issue.
- 4 marks**            There is a coherent introduction, development and conclusion.  
The introduction establishes the context, demonstrates a solid line of argument and indicates relevant factors to be developed.  
The conclusion is clearly based on the evidence presented and directly relates to the topic/issue.
- 5 marks**            There is a coherent structure with an introduction, development and conclusion.  
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 topic/issue and clearly based on the arguments and evidence presented.
- 6 marks**            There is a coherent structure directly focused on the issue.  
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 topic/issue.

### Argument/Evaluation

- 1-2 marks**     There is some comment that recognises the topic/issue.  
The style is narrative and descriptive in approach.
- 3-4 marks**     Some meaningful comment is used that recognises the topic/issue.  
The overall style is narrative and descriptive in approach.
- 5-6 marks**     Some evidence is used with meaningful comments that recognise the topic/issue.  
There is a clear awareness of the topic/issue to be addressed.
- 7-8 marks**     The evidence is used to lead the development of the line of argument.
- 9-10 marks**    The evidence is integrated into a developed and sustained analysis. There is some awareness of areas of debate.
- 11-12 marks**   The evidence is integrated into a developed, fluent and sustained analysis. There is awareness of different interpretations.

Markers should note that no comments should be written on the script. It is, however, helpful if markers use the following codes in the margin to indicate where credit has been given:

KU     for a point of knowledge and understanding

KU+    for where a previously mentioned point has been developed

Markers may also find it useful when assessing the quality of the essay to note:

A     for an argument or evaluation (this is not credited specifically, but acts as a reminder when the quality of argument and evaluation is being assessed).

S     for a point of structure, again acting as a reminder rather than being credited specifically.

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]