



2013 History

Intermediate 2 Extended Response

Finalised Marking Instructions

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Intermediate 2 History Extended Response 2013 – Criteria Statements

The Extended Response is marked out of 20. The response is designed to permit candidates to *research and produce an **independent** piece of work in which he/she:*

- identifies clearly a suitable issue *
- sets the issue in context
- demonstrates knowledge and understanding of the issue, its context and related concepts
- selects, organises and presents relevant evidence from a variety of sources which substantiates the line of argument
- reaches an appropriate conclusion which shows evidence of analysis.

* If you think the title is invalid, the Extended Response should be marked as if it were valid and then referred to the Principal Assessor (see General Marking Instructions (under PA referrals).

The following criteria provide guidance as to the features of Extended Responses categorised as meriting the rankings of D, C, B, A, A+ and A++. Many Responses 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 Response are awarded maximum marks as indicated below:

	D	C	B	A	A+	A++
Introduction/Conclusion [IC]	1	2	3	4	5	5
Argument [A]	1	2	3	4	5	6
Knowledge [KU] (up to 9 marks, based on valid points)						<input type="text"/>

Criteria Statements

Introduction + Conclusion

- 1 mark** Limited attempt at an introduction/states the question.
Unclear/limited attempt at a conclusion.
Conclusion has a limited relationship to the topic/issue.
- 2 marks** Basic introduction which refers to context or factors.
Basic conclusion which relates to the topic/issue.
- 3 marks** Introduction identifies context or the factors covered/refers to context and lists factors.
Reasonably well constructed conclusion which relates to the evidence.
Addresses the topic/issue.
- 4 marks** Clear introduction which sets the topic/issue in its historical context and identifies the factors involved in answering the question.
Well structured conclusion arising from the evidence and arguments.
Clearly addresses the topic/issue.
- 5 marks** Clear introduction which sets the topic/issue in its historical context and identifies the factors involved in answering the question. Indicates a line of argument.
Fluent conclusion which gives an overview and a judgement of factors.
Clearly addresses the topic/issue.

Argument

- | | |
|----------------|--|
| 1 mark | The style is narrative and descriptive but there is at least one hint of analysis. |
| 2 marks | The style is largely narrative or descriptive in nature. Basic analysis of some of the points covered. |
| 3 marks | Basic analysis with use of evidence to illustrate and develop some of the points made. |
| 4 marks | Some analysis of most of the points and in most places the line of argument is clear. |
| 5 marks | The line of argument is well developed, and clear throughout the Response. |
| 6 marks | Clear, coherent analysis which advances the argument in depth and/or breadth. |

Marks for the Introduction and Conclusion [IC] are awarded for the *overall* quality, using the criteria statements, eg the Introduction merits 2 marks and the Conclusion merits 3 marks, therefore the mark is rounded up to 3 marks.

Marks are awarded for the overall quality of the Argument [A], using the criteria statements.

Marks for Knowledge [KU] are awarded for each recognisable and relevant point, up to a maximum of 9 marks. Points that are developed may be credited with 2 marks.

If in doubt, go with the candidate.

Marking Code

I	=	Introduction
✓	=	KU point
D✓	=	Developed point KU
A	=	Well developed argument/analysis
a	=	Simple, limited analysis
IR	=	Irrelevance
SE	=	serious error
C	=	Conclusion

[END OF MARKING INSTRUCTIONS]