

# Questions & Answers

## Higher History webinar (15 January 2025)

### Assignment and question paper 1

**Can I check if header and footers count in the word count for the resource sheet? For example: to include their name.**

No, they don't.

**Does it need to be four different sources? Is two enough?**

Candidates can use the same source (textbook or website and author only **twice**).

**What if it is two different books by same author?**

Four references from one author, from two books = 2 marks.

**Are you looking only for word-for-word quotes, or can candidates paraphrase a historiographical opinion?**

The quotes used in the body of the assignment should be the same on the resource sheet. It is not recommended to paraphrase historical opinion.

**Is there any issue with colour coding in the plan, eg for Ks As and A+s?**

There is no issue with this approach. Many candidates do this.

**Is it necessary for the full attribution to be included in both the body and resource sheet for a mark to be awarded?**

It is good practice, however, if a candidate gave the quote in their assignment and did not state the author and title, but did in resource sheet, then they would still be awarded a reference mark. This is positive marking.

**Does the date when the website was accessed need to be included?**

No, there is no requirement for this.

**Do references need to go in a specific place in the assignment to get the marks?**

References should be used to support argument. References should not be knowledge based; they should offer opinion. References should be used correctly, linking to what is being discussed.

**Are the references, eg name of author, book and date included in the word count for the resource sheet?**

Yes, these are included.

**What are considered acceptable abbreviations on the resource sheet?**

Well known historical abbreviations such as WSPU are acceptable – this would count as one word.

**If a candidate was to use the Podcasting the Past resources, how would they reference this?**

Author and name of podcast would be acceptable.

**Do they have to make a comment after the quote to say how it links to their argument to get a mark?**

Some candidates do this, but it is not compulsory. The important thing is to ensure that quotes/references:

- ◆ are used to support argument
- ◆ are not knowledge based; they should offer opinion
- ◆ are used correctly, linking to what is being discussed

**If a candidate reduces their quote to save on word count on the resource sheet but gives the correct quote in the assignment, would this be credited?**

No, the quotes should match up. There is no requirement for candidates to memorise quotes. They should use their quotes to back up their argument.

**Do opinions have to be from historians? Could you use a historic figure?**

References can be primary or secondary sources. The most important part of references used (primary or secondary) is that they are:

- ◆ used to support argument.
- ◆ are not knowledge based; they should offer opinion.
- ◆ used correctly, linking to what is being discussed.

**Can the quotes go against the overall line of argument for the essay if the candidate goes on to disprove it in their analysis or evaluation for that factor?**

Of course, as long as the factor is still addressed in line of argument.

**Does the quote count as one word?**

No, all the words in the quote count towards word count on the resource sheet.

**Can historiography be credited if it is included in evaluations?**

It cannot be credited as both. It will be rewarded what benefits the candidate the most.

**Can extra historiography not included on the sheet be awarded as an A+ mark or evaluation?**

Yes.

**And could that be paraphrased Historians opinion?**

Yes – it's not being used a reference.

**Can there be two quotes in evaluation: one will be counted towards evaluation and the other as reference?**

Yes.

**How do you determine whether a candidate would be awarded a reference mark or evaluation mark?**

Whatever helped the candidate most.

**Must candidates reference the isolated factor in the Line of Argument (LoA) to gain marks?**

Yes, candidates must reference the isolated factor to gain a line of argument mark.

**Can a candidate gain an LoA and factors mark within the same sentence?**

It's very poor practice, so not to be advised.

**What is the minimum number of factors which need to be addressed to access the full range of marks in the assignment?**

There is no minimum number of factors as it depends how much candidates write for each factor.

**Is the LoA mark awarded purely for the comment at the end of their introduction?**

It's credited, regardless of whether the paragraph is ever done.

**If candidates are very literate and they write a sentence about each factor without explicitly stating 'the factors are' can they still be awarded marks?**

There is no need to do this for introductions, however, candidates will not be penalised if they did.

**Is there any issue if a candidate lists five factors in their introduction, but ends up only writing about three or four (if they run out of time)?**

No, candidates would still be awarded a mark for factors listed even if all factors are not completed in the essay.

### **How detailed do the background points need to be?**

Not very detailed, but they need to be relevant and accurate. It is good practice to put the background points into two sentences.

### **For line of argument for an effectiveness essay, can candidates pick a factor that was met most effectively? For example, 'Liberal Reforms effectively met the needs of the British people, in particular the young.'**

This has answered the question, so it's fine. But candidates must remember it is an assessment question, not an evaluation question.

### **Do candidates need to provide a reason to support their LoA in the introduction?**

No, that's done in the conclusion.

### **How many of your factors do you need to deal with in the conclusion?**

There is no set number on this. It always depends on the quality of what the candidate has written.

### **Is it a 2 out of 3 when they summarise analysis and analysis + for each paragraph instead of the evaluation?**

This approach would lead to 2 out of 3 marks.

### **Is there a minimum number of factors that need to be discussed in order to get a 2 or 3-mark conclusion?**

We have never put a set number on this. It always depends on the quality of what the candidate has written.

### **If the candidate does not address the isolated factor in the main essay, can they still get 2 out of 3 marks for their conclusion? That is, they reference in the wording of their LoA but have not written a paragraph on it in the main body.**

If the conclusion links to the line of argument and the isolated factor has been addressed in line of argument, then this is possible.

### **What does relative judgement mean in an effectiveness question?**

To stick to the line of argument and not bring in any new information, judgements must be based on arguments made in the body of the essay.

### **If new information is introduced in the conclusion, will this be credited?**

No, new information cannot be credited in the conclusion.

**For evaluation, do the candidates have to show a link/comparison only to the LoA factor or can they actually do that between any two factors? (eg, the reason the second most important is higher ranked than the third)**

To access all 5 evaluation marks, there would need to be some evaluation for the LoA (consistent LoA), but there are indeed isolated evaluation marks available.

**For effectiveness questions do you have to rank the factors?**

No.

**How do you make relative judgement without ranking?**

To stick to line of argument and not bring in any new information, judgements must be based on arguments made in the body of the essay.

**Is it ok to only use historians' surnames or should candidates be using full names?**

Last names only are fine. Ditto Churchill rather than Winston Churchill.

**What if the candidate is arguing the named factor is not the most important, should all of their evaluation refer back to their most important factor, or to the named factor?**

It would be the line of argument, so whatever factor the candidate is arguing is the most important.

**Will the evaluation gain any marks without the bit that says 'this is supported by ...'**

There is no expectation for candidates to use set words or phrases.

**Is using the phrase 'in evaluation' best practice? Should I be encouraging my candidates to do this?**

It is not a requirement. Many candidates do this, however, just because the words 'in evaluation' are used, does not mean it is evaluation.

**Should each factor discussed in the conclusion have a valid relative judgement in a 2 out of 3-mark conclusion?**

As long as candidates are stating the importance of factors discussed and then also mention the limitation of some points discussed, then this would be a 2-mark conclusion.

**How many factors from the essay need a relative judgement made to receive full marks in the conclusion?**

We never set a number on this. It is based on the quality of response.

**So, do candidate have to have five paragraphs to achieve 5 evaluation marks?**

Yes, you cannot get 2 evaluation marks in the one paragraph.

**Do candidates need to say, ‘this is supported by ...’ in the evaluation to get the evaluation mark?**

Not necessarily. It depends on what candidate has written and how they have expressed their point.

**What are the maximum marks which can be awarded for just Evaluation?**

2 marks in an essay and 3 marks in an assignment.

**Is the standard of marking higher for assignment than in question paper one essays as it is pre-prepared?**

No. All the skills are awarded and treated the same regardless of whether it is an assignment or question paper 1.

**Where would candidates lose marks if they do not write a paragraph on the isolated factor but refer to it in their LoA as not being as important as X?**

If the candidate addresses the question asked, then they do not need to write a paragraph on the isolated factor. However, it would be good practice to address factor asked.

**Is an A+ mark for counter-argument contingent on the initial analysis? So, does A then A+ count as a singular A+ mark, or are they two independent marks?**

They are independent marks.

**Is the only A+ counterargument?**

No. 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.

**Does it have to be counter argument or analysis which support the previous analysis to achieve A+**

No, there are different way to achieve these marks. 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.

### **Is historiography A+?**

If used correctly in a question paper essay, yes.

### **Do they need to list all five factors in introduction? (Or all the factors they cover in the main body, however many that is)**

No.

### **In a named factor essay I always tell my students that they must have a paragraph on the named factor – even if they are arguing it is not the most important. Is this correct?**

No. But it is better practice if they do this.

### **Could a candidate gain 3 A and 3 A+ in just one factor in an assessment essay if they analysed three reforms?**

Yes, candidates could achieve 6 marks.

### **How do candidates achieve E+ in an ‘effectiveness’ essay. How do they make a relative judgement?**

By sticking to their line of argument.

### **For E+ marks, would there need to be a comparison or link to another factor?**

It depends on how the candidate has approached this and how they have expressed their argument.

### **If the candidate sticks to a LoA that reforms were effective in EV comments and supports this with new KU and explains and does not try to balance this with why they were not effective, is that E+?**

Yes, if they have a consistent LoA.

### **To clarify you do not need to have a paragraph on the isolated factor? What is the maximum marks they would be awarded if they did this?**

The candidate does not need to write on the isolated factor, although it is better practice to do this. However, they must address the question asked to gain a line of argument mark and conclusion marks.

### **In order to maximise use of time in 45 minutes, can students lump two knowledge factors together, then Analyse, then Analyse+ ?**

Candidates can structure their essay any way they like as long as it meets requirements.

**If a candidate has used historiography as evidence for their evaluation, would reference to these views count as evidence for their relative judgements in conclusion for 3 out of 3 marks?**

Yes, although they don't need to have any Evaluation to get 3 out of 3 marks. And historiography does not only have to be used for Evaluation.

**Do you need to have a paragraph on the isolated factor?**

No, but it is good practice.

**If a candidate's handwriting is really difficult to read, would a marker ever say 'this is too hard to read' and not give it any marks?**

If a marker was struggling to read the candidate's handwriting, the script would be referred to the Principal Assessor for marking.