

## **GCSE (9–1)**

### **History A (Explaining the Modern World)**

**J410/13:** Personal Rule to Restoration 1629-1660 with Castles:

Form and Function c.1000-1750

General Certificate of Secondary Education

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 SEEN	Noted but no credit given
 NAQ	Not answered question
	Extendable horizontal wavy line

**Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## **USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Personal Rule to Restoration 1629–1660

1. Explain why there was tension between Charles I and Parliament between 1629 and 1642.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 5</b>  <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<i>Please see following page(s)</i>	<b>9–10</b>
<b>Level 4</b>  <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>		<b>7–8</b>
<b>Level 3</b>  <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>5–6</b>
<b>Level 2</b>  <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>3–4</b>
<b>Level 1</b>  <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>		<b>1–2</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

Levels	Indicative content	Marks
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<p><b>Level 5</b></p>	<p>Level 5 answers will typically explain more than one reason for tension between Charles I and Parliament between 1629 and 1642 e.g.</p> <p><i>There were many reasons for tension between the King and Parliament in this period. Firstly, Parliament was deeply critical of Charles' financial measures during the Personal Rule. Because he could not raise taxes as he had dissolved Parliament, Charles had introduced ways of raising money that did not need Parliament's consent. For example, in 1634 Charles collected Ship Money which people thought was an unfair tax. Many of his opponents thought this was illegal which was why John Hampden went to court over Ship Money and five of the judges ruled in his favour, saying that the King could not take property without permission. This caused tension because Hampden and other campaigners like John Pym constantly criticised Charles for acting this way.</i></p> <p><i>Another reason for tension was religion. Charles had made William Laud Archbishop of Canterbury in 1633 and he introduced a variety of reforms to the English Church. For example, all priests had to conduct their services according to the Book of Common Prayer and more elaborate decoration and ceremony were introduced to church services. These changes were very unpopular with some MPs, particularly Puritan MPs like Hampden and Pym. But this resulted in tension because Charles I supported Laud's actions. When people criticised these reforms, they risked punishment, such as in 1637 when Burton, Bastwick and Prynne had their ears cut off for publishing pamphlets criticising Laud.</i></p> <p><i>[Alternatively, candidates might explain other valid reasons for tension, e.g. the nature of the Personal Rule / prerogative government itself; the trial and execution of Strafford; The Army Plot; the Irish Rebellion; the Grand Remonstrance; the attempt on the Five Members]</i></p> <p><b>Nutshell: Two reasons identified and explained</b></p>	<p><b>9–10</b></p>
<p><b>Level 4</b></p>	<p>Level 4 answers will typically explain one reason for tension between Charles I and Parliament between 1629 and 1642 e.g.</p> <p><i>There was tension because Parliament was critical of Charles' financial measures during the Personal Rule. Because he could not raise taxes as he had dissolved Parliament, Charles introduced ways of raising money that did not need Parliament's consent. For example, in 1634 Charles collected Ship Money which people thought was an unfair tax. Many of his opponents thought this was illegal which was why John Hampden went to court over Ship Money and five of the judges ruled in his favour saying that the King could not take property without permission. This caused tension because Hampden and other campaigners like John Pym constantly criticised Charles for acting this way.</i></p> <p><b>Nutshell: One reason identified and explained</b></p> <p><b>NOTE: Many candidates will attempt to explain several reasons but only explain one reason to the required standard.</b></p>	<p><b>7–8</b></p>
<p><b>Level 3</b></p>	<p>Level 3 answers will typically identify valid reasons(s) without explanation e.g..</p> <p><i>There was tension because Charles introduced financial measures like Ship Money which angered Parliament.</i>  <i>There was tension because of Charles' Personal Rule which angered Parliament.</i></p> <p><b>Nutshell: One or more reasons identified but not explained</b></p> <p><b>NOTE: Award 6 marks for two reasons identified</b></p>	<p><b>5–6</b></p>








<b>Level 2</b>	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.  <i>There was much tension in this period. In 1637 the Puritan protestors Burton, Bastwick and Prynne were arrested for publishing pamphlets. They were tried before the Court of Star Chamber. They were imprisoned, fined £5000 each and had their ears cut off.</i> <b>Nutshell: Description of related events</b>	<b>3–4</b>
<b>Level 1</b>	Level 1 answers will typically contain general points e.g.  <i>There was tension between the King and Parliament because they disagreed on many things. Civil war broke out in 1642.</i> <b>Nutshell: General points</b>	<b>1–2</b>
<b>Level 0</b>	No response or no response worthy of credit.	<b>0</b>

## 2. Study Sources A–C.

'In the years 1646 to 1648 Charles I and his opponents failed to reach a settlement because both sides were unreasonable.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

<b>Assessment Objectives</b>	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	Relevant and effective conclusions can be rewarded within the mark range at Levels 4/5. Answers can still reach Levels 4/5 without a conclusion.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.</li> <li>These analyses are then used to evaluate the sources, reaching a convincing and substantiated judgement in the context of the historical issue in the question.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<i>Please see following page(s)</i>	<b>17–20</b> 
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> </ul>		<b>13–16</b> 

<ul style="list-style-type: none"> <li>• These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>		
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>		<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources.</li> <li>• These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.</li> </ul>		<p><b>5–8</b></p> 
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance of one of the sources.</li> <li>• This is then used to make a basic judgement about the historical issue in the question.</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>		<p><b>1–4</b></p> 
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<p><b>0</b></p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each source makes the source convincing evidence for or against the statement e.g.</p> <p><i>Source A convinces me that the statement is wrong. It suggests that negotiations failed because it was only Charles who was being unreasonable. Charles' letter reveals that he had no intention of accepting the Propositions of Newcastle but was prepared to string the negotiations out for as long as possible. This means that the negotiations were always bound to fail. I find this source very convincing because Charles was obstinate and believed deeply in the Divine Right of Kings. He would never have accepted any proposals which diminished the monarch's authority because he thought that his power was given to him by God. But he knew his opponents were divided and he cunningly listened to the views and proposals of all the different factions but refused to make a deal with any of them.</i></p> <p><b>[Alternatively, candidates may argue that A suggests that Parliament was being unreasonable because their proposals are making Charles lose his 'honour'.]</b></p> <p><i>Source B also convinces me that the statement is wrong because only Charles was to blame. Berkeley says that it was Cromwell who was making all the effort to get a treaty agreed as fast as possible, and was even critical of other army officers for not being sensitive enough to the King. This suggests that Charles' opponents were not being unreasonable. I'm particularly convinced by this source because, as a former Royalist general, Berkeley might be expected to be less sympathetic towards Cromwell – he even says that he went to the negotiations suspicious of him and that Cromwell's actions had changed his mind.</i></p> <p><b>[Alternatively candidates may argue that B suggests Parliament was to blame because Ireton (or the Army) was being slow and insensitive.]</b></p> <p><i>Source C only partly convinces me that the statement is true. On the face of it, the Bill is fairly aggressive and reveals Parliament refusing to engage any further with the King, even going so far as to say anyone caught in discussions with him will be accused of treason, so this shows that Parliament could be just as stubborn as Charles. Yet I'm not totally convinced by this because by this time, Charles had escaped from captivity and secretly negotiated with the Scots. This shows how it was Charles' actions which forced Parliament into a corner. So on balance I think the statement is wrong, as even when Parliament looks to be behaving unreasonably it was only a response to the actions of Charles I.</i></p> <p><b>[Alternatively, candidates may argue that the source suggests that Parliament have been reasonable because of their 'many attempts' to end the war. They could evaluate this via cross-reference to Source C or to Charles' stubbornness, with Sources A or B. Or candidates may argue it is less convincing about Parliament's lack of blame because they are trying to justify their actions so are likely to over emphasise their 'many attempts to prevent war'.]</b></p> <p><b>NB: Candidates might argue that the statement is partially right rather than wrong i.e. right about Charles but not about his opponents. This is also a valid argument.</b></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE:</b>  <b>17-18 marks = 2 source contents + 2 evaluations</b>  <b>19-20 marks = 3 source contents + 2 evaluations</b></p>	17–20

<p><b>Level 4</b></p>	<p>Level 4 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement e.g.</p> <p><i>Source A convinces me that the statement is wrong. It suggests that negotiations failed because it was only Charles who was being unreasonable. Charles' letter reveals that he had no intention of accepting the Propositions of Newcastle but was prepared to string the negotiations out for as long as possible. This means that the negotiations were always bound to fail.</i></p> <p><i>Source B also convinces me that the statement is wrong and that only Charles was to blame. Berkeley says that it was Cromwell who was making all the effort to get a treaty agreed as fast as possible, and was even critical of other army officers for not being sensitive enough to the King. This suggests that Charles' opponents were not being unreasonable. I'm particularly convinced by this source because, as a former Royalist general, Berkeley might be expected to be less sympathetic towards Cromwell – he even says that he went to the negotiations suspicious of him and that Cromwell's actions had changed his mind.</i></p> <p><i>Source C convinces me that the statement is true. The tone of the Bill is fairly aggressive and reveals Parliament refusing to engage any further with the King, even going so far as to say anyone caught in discussions with him will be accused of treason, So this shows that Parliament could be just as stubborn as Charles.</i></p> <p><b>Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE:</b>  <b>13 marks = 1 source content &amp; evaluation</b>  <b>14 marks = 2 source contents + 1 evaluation</b>  <b>15-16 marks = 3 source contents + 1 evaluation</b></p>	<p><b>13–16</b></p>
<p><b>Level 3</b></p>	<p>Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources e.g.</p> <p><i>Source A convinces me that the statement is wrong. It suggests that negotiations failed because it was only Charles who was being unreasonable. Charles' letter reveals that he had no intention of accepting the Propositions of Newcastle but was prepared to string the negotiations out for as long as possible. This means that the negotiations were always bound to fail.</i></p> <p><i>Source B also convinces me that the statement is wrong and that only Charles was to blame. Berkeley says that it was Cromwell who was making all the effort to get a treaty agreed as fast as possible, and was even critical of other army officers for not being sensitive enough to the King. This suggests that Charles' opponents were not being unreasonable.</i></p> <p><i>Source C convinces me that the statement is true. The tone of the Bill is fairly aggressive and reveals Parliament refusing to engage any further with the King, even going so far as to say anyone caught in discussions with him will be accused of treason, So this shows that Parliament could be just as stubborn as Charles.</i></p> <p><b>Nutshell: Valid use of content of all three sources in relation to statement</b></p>	<p><b>9–12</b></p>

<b>Level 2</b>	<p>Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources e.g.  <i>The statement is correct. Source A shows it was Charles who was being unreasonable because he says he had no intention of accepting any agreement. But then Source C shows that Parliament was also fairly aggressive and refusing to engage with the King.</i>  <b>Nutshell: Valid use of content of one or two sources in relation to statement</b></p> <p><b>NOTE:</b>  <b>5-6 marks = 1 source</b>  <b>7-8 = 2 sources</b></p>	<b>5–8</b>
<b>Level 1</b>	<p>Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of undeveloped / unsupported comments about purpose, provenance or context e.g.  <i>Source A is convincing because it's a private letter so Charles didn't need to lie. I don't think Source C convinces me because it's written by Parliament so they will just try to make themselves look good and make Charles look bad.</i>  <b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></p> <p>Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g.  <i>Source A says that Charles received the Propositions of Newcastle from Parliament. In Source C Parliament banned anyone from negotiating with the king.</i>  <b>Nutshell: Describes/uses sources without addressing question</b></p> <p>Alternatively, Level 1 answers will demonstrate simple knowledge of the relationship between Charles and Parliament e.g.  <i>There were many discussions between Charles I and Parliament between 1646 and 1648. Charles was stubborn and didn't want his power challenged. Parliament got frustrated with him.</i>  <b>Nutshell: Uses own knowledge without sources</b></p> <p><b>NB:</b> responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = <b>MAX 1 MARK</b></p>	<b>1–4</b>
<b>Level 0</b>	No response or no response worthy of credit.	<b>0</b>

## Castles: Form and Function c.1000–1750

3. Explain how the main functions of Kenilworth Castle changed in the period 1120 to 1399.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<i>Please see following page(s)</i>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>		<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically contain two examples of changes in function with the reason for or extent of change explained e.g.</p> <p><i>Kenilworth Castle's functions changed in a number of ways in this period. In the 1124, the castle was built by Geoffrey de Clinton to demonstrate his power and dominance. However, after 1175, the castle was taken into Crown ownership and it became a Royal fortress whose main function was to defend against rebellious barons. For example, Henry II built the stone walls of the inner bailey and a stone gatehouse to garrison the castle during the great rebellion. Furthermore, his son John fortified the castle in case of rebellion by his barons who were unhappy with the actions of the king. His defences included Mortimer's Tower, another gatehouse, which had battlements and a portcullis, and Lunn's Tower, which had arrow loops and a wall walk.</i></p> <p><i>In the late thirteenth and fourteenth centuries the castle became much more of a palace, its function being to provide a comfortable home and show off the status of its owners. It had been given to Edmund who was the younger son of Henry III after he helped his father defeat the previous owner at the siege of Kenilworth. Edmund's sons added a new hall and extra accommodation in the Water Tower. Later John of Gaunt added a new great hall and kitchen and remodelled lots of the accommodation to emphasise his wealth and status as a son of the King, Edward III. He even based the design of the hall on his father's new hall at Windsor castle.</i></p> <p><b>Nutshell: Explains reasons for / extent of two changes in function</b></p>	9–10
Level 4	<p>Level 4 answers will typically contain one example of change in function with the reason for or extent of change explained e.g.</p> <p><i>Kenilworth Castle's function changed in this period. In the 1124, the castle was built by Geoffrey de Clinton to demonstrate his power and dominance. However, after 1175, the castle was taken into Crown ownership and it became a Royal fortress whose main function was to defend against rebellious barons. For example, Henry II built the stone walls of the inner bailey and a stone gatehouse to garrison the castle during the great rebellion. Furthermore, his son John fortified the castle in case of rebellion by his barons who were unhappy with the actions of the king. His defences included Mortimer's Tower, another gatehouse, which had battlements and a portcullis, and Lunn's Tower, which had arrow loops and a wall walk.</i></p> <p><b>Nutshell: Explains reason for / extent of one change in function</b></p>	7–8
Level 3	<p>Level 3 answers will typically identify one or more changes in the function of the castle from the period 1120-1399 but fail to explain the reason for or extent of the change e.g.</p> <p><i>The main functions of Kenilworth Castle changed a lot in this period. In the early period, under Henry II and King John, it was more of a military fortress. Later on it became more of a luxury home.</i></p> <p><b>Nutshell: Identifies change(s) in function without explanation</b></p>	5–6

<b>Level 2</b>	<p>Level 2 answers will typically describe changes in the fabric of the castle but no explicit connection is made between these changes and the functions of the castle, e.g.</p> <p><i>Kenilworth castle became a lot stronger. The inner and outer bailey had stone walls built by the Kings who took over in the 1100s and early 1200s. They also built a very strong gatehouse known as Mortimer's tower. Later on the castle became grander with a new great hall copied from Windsor Castle's and lots of extra accommodation for the kitchens and officials.</i></p> <p><b>Nutshell: Describes changes in the fabric of the castle 1120-1399</b></p> <p>Alternatively, Level 2 answers typically contain description of events from the period e.g.</p> <p><i>Kenilworth was a very strong castle by the 1200s. In 1258 it was the site of a terrible siege where lots of powerful siege engines were used to try and get in to the castle. Eventually the castle surrendered because the men were starving, not because it was built too weakly.</i></p> <p><b>Nutshell: Describes events from 1120-1399</b>  <b>NOTE: Descriptions of changes of ownership should be awarded at L2</b></p>	<b>3–4</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Kenilworth was made stronger; Kenilworth became more impressive</i></p> <p><b>Nutshell: General points</b></p> <p>Alternatively, Level 1 answers will contain description of features of the castle without identifying change e.g.</p> <p><i>Kenilworth Castle had a Great Tower and a bailey.</i></p> <p><b>Nutshell: Describes features without change</b></p>	<b>1–2</b>
<b>Level 0</b>	No response or no response worthy of credit.	<b>0</b>



## 4. Study Sources D and E.

Which of these sources is more useful to a historian studying the history of Kenilworth Castle from c.1500 to c.1700?

<b>Assessment Objectives</b>	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]
<b>Additional Guidance</b>	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to the question.</li> </ul>	<i>Please see following page(s)</i>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.</li> </ul>		<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate the sources, comparing them and reaching a partially supported judgement about them in the context of the question.</li> </ul>		<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources.</li> <li>These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question.</li> </ul>		<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response selects details from the source(s).</li> <li>The response includes a basic judgement about the sources that is linked to the issue in the question.</li> </ul>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically make inferences from both sources to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time e.g.</p> <p><i>Both sources are very useful to historians studying Kenilworth at this time but in different ways. The survey in Source D was from the year Robert Dudley was granted the castle by the Queen and shows that already it was a very desirable residence. At the time most castles were more useful as status symbols and comfortable homes rather than defensive buildings and this one is described as 'stately' with many 'fine' buildings and courtyards, good hunting and views. This was even before the many changes the Earl of Leicester made to make the castle more impressive and comfortable.</i></p> <p><b>[Alternatively, answers might argue the source reveals that Kenilworth was a prize possession; or argue that it reveals the importance/ status of Dudley as he has been given such an impressive castle.]</b></p> <p><i>Source E is also useful because it shows us the extent of the damage caused to Kenilworth after it was slighted and pillaged at the end of the civil war. It reveals how even quite new and beautiful buildings were ruined and fell into disrepair: many of the buildings had been built or refurbished for Elizabeth I's visits in the 1560s and 1570s. We can see that large areas were already roofless and overgrown only 150 years after being built, including Leicester's great hall.</i></p> <p><b>[Alternatively, answers might argue the source reveals that in c.1700 Kenilworth's role had changed to become a curiosity / 'tourist attraction' /site of interest for wealthy people who as a leisure pursuit toured around the country looking at castles, including ruins.]</b></p> <p><b>Nutshell: Supported valid inferences from both sources</b></p>	9–10
Level 4	<p>Level 4 answers will typically make inferences from one source to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time e.g.</p> <p><i>Source D is the most useful. The survey in Source D was from the year Robert Dudley was granted the castle by the Queen and shows that already it was a very desirable residence. At the time most castles were more useful as status symbols and comfortable homes rather than defensive buildings and this one is described as 'stately' with many 'fine' buildings and courtyards, good hunting and views. This was even before the many changes the Earl of Leicester made to make the castle more impressive and comfortable.</i></p> <p><b>Nutshell: Supported valid inference from one source</b>  <b>NOTE: Answers are likely to address both sources but only make one valid inference</b></p>	7–8

<b>Level 3</b>	<p>Level 3 answers will typically make valid unsupported inferences from one or both sources to identify ways in which they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful because it gives useful information about how important and impressive the castle was. E is useful because you can see how the function of the castle has completely changed by this point.</i></p> <p><b>Nutshell: Valid but unsupported inference(s)</b></p> <p><b>NOTE:</b>  <b>5 marks = inference(s) from one source</b>  <b>6 marks = inference(s) from both sources</b></p> <p>Alternatively Level 3 answers will typically argue the usefulness of the sources based on reliability of sources e.g.</p> <p><i>I think Source D is useful because it fits in with what I know about Kenilworth in this period. It was Robert Dudley's father John who had built the stables and the tiltyard which the source talks about.</i></p> <p><b>Nutshell: Valid evaluation of (un)reliability of source(s)</b>  <b>NOTE: Mark at bottom of level if candidate argues sources are not useful</b></p>	<b>5–6</b>
<b>Level 2</b>	<p>Level 2 answers will typically assert the value of extracts or details from the source(s) e.g.</p> <p><i>Source D is useful because it tells you the castle had lots of fine buildings, like courtyards, stables and other accommodation. E is useful because it shows you the castle was a ruin by 1700.</i></p> <p><b>Nutshell: Asserts value of details / extracts</b>  <b>NOTE:</b>  <b>3 marks = detail(s) from one source</b>  <b>4 marks = detail(s) from both sources</b></p>	<b>3–4</b>
<b>Level 1</b>	<p>Level 1 answers will typically make unsupported assertions about the source type or provenance</p> <p><i>Source D is more useful because it contains detailed description. Source E is not useful because it's only a drawing.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type</b></p> <p>Alternatively, Level 1 answers will paraphrase/use details from the source(s) without addressing the question in a valid way e.g.</p> <p><i>Source D says that the castle had a great park with deer.</i></p> <p><b>Nutshell: Paraphrasing without addressing usefulness</b></p>	<b>1–2</b>
<b>Level 0</b>	No response or no response worthy of credit.	<b>0</b>

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 

<b>High performance</b> <b>4–5 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b>Intermediate performance</b> <b>2–3 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b>Threshold performance</b> <b>1 mark</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b>No marks awarded</b> <b>0 marks</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

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