

GCSE

History A (Explaining the modern world)

Unit **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 2018

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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

Stamp	Annotation Name	Description
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	SEEN	Noted but no credit given
	NAQ	Not addressing question
	Highlighter/Wavy line	Valid point / Development / Evidence / Support
	BP	Blank page

Personal Rule to Restoration 1629–1660

1. Explain why Parliament and the King were not able to reach a settlement between 1646 and 1648.

Assessment Objectives	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]
Additional Guidance	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
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<i>Please see following page(s)</i>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 		7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		5–6
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 		3–4
Level 1 <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. 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. 		1–2

Level 0 No response or no response worthy of credit.		0
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Explain why Parliament and the King were not able to reach a settlement between 1646 and 1648.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify and explain more than one reason why Parliament and the King were not able to reach a settlement between 1646 and 1648, e.g.</p> <ul style="list-style-type: none"> • <i>One reason was that Members of Parliament were divided and could not agree on what the settlement should be. The Presbyterians were willing to restore Charles to power with few limits on his powers. The Independents refused to trust the King and wanted more limits on his power. This meant no settlement was reached as due to these divisions Charles refused to make a deal with any of them.</i> <p><i>Another reason was Charles' actions in the period 1646-48. From Carisbrooke Castle he made secret negotiations with the Scots who agreed to invade England, causing a second civil war. This led to the Vote of No Addresses in January 1648 with both Parliament and the Army refusing to negotiate any further with the king.</i></p> <p>Nutshell: Two reasons identified and explained, specific to period 1646-48</p> <p>NOTE: Award at L2 NOT L5 for answers which focus on the general issue of dispute between Charles and Parliament rather than the specific difficulties of reaching a settlement</p>	9–10
Level 4	<p>Level 4 answers will typically explain one reason that Parliament and the King were not able to reach a settlement between 1646 and 1648, e.g.</p> <ul style="list-style-type: none"> • <i>One reason was that Members of Parliament were divided and could not agree on what the settlement should be. The Presbyterians were willing to restore Charles to power with few limits on his powers. The Independents refused to trust the King and wanted more limits on his power. This meant no settlement was reached as due to these divisions Charles refused to make a deal with any of them.</i> <p>Nutshell: One reason identified and explained</p> <p>NOTE: At Level 4 it should be noted that many candidates will attempt to explain several reasons but only explain one reason to the required standard.</p>	7–8
Level 3	<p>Level 3 answers will typically identify valid reason(s) why Parliament and the King were not able to reach a settlement between 1646 and 1648 eg</p> <ul style="list-style-type: none"> • <i>Parliament was divided and could not agree on what kind of settlement to make with the King.</i> <p>OR</p> <ul style="list-style-type: none"> • <i>Charles believed in the divine right of kings and would not compromise with Parliament.</i> <p>OR</p> <ul style="list-style-type: none"> • <i>Charles refused to agree a deal with Parliament.</i> <p>Nutshell: One or more reasons specific to 1646-48</p>	5–6

<p>Level 2</p> <ul style="list-style-type: none"> • 	<p>Answers at Level 2 will typically identify / explain general reasons for tension / conflict in the 1640s e.g. <i>Charles believed in the Divine Right of kings</i> OR <i>Charles and Parliament did not agree about finance, religion etc</i></p> <p>Nutshell: Identifies / explains general causes of tension in 1640s</p> <p>NOTE: Award responses which are clearly explanations of causes of Civil War at this level</p> <p>Alternatively, Level 2 answers will typically contain description of events that is linked to the issue in the question eg <i>In 1646 Charles rejected the Newcastle Propositions which said that Parliament would be called every 3 years and bishops would be abolished. Then he also rejected the Army's Heads of Proposals in 1647 which offered to keep bishops but with limited powers. Charles escaped from imprisonment in November 1647. He was recaptured on the Isle of Wight but then began secret negotiations with the Scots for the Scots to invade England.</i></p> <p>Nutshell: Description of relevant events (1646-48)</p>	<p>3–4</p>
<p>Level 1</p> <ul style="list-style-type: none"> • 	<p>Level 1 answers will typically contain general assertions OR description of events before 1646 eg <i>It was Charles' fault</i> OR <i>In 1640 Charles needed money to fight the Scots so he called Parliament.</i></p> <p>Nutshell: General assertions or description of events before 1646.</p>	<p>1–2</p>
<p>Level 0</p>		<p>0</p>

2. Study Sources A–C.

‘Cromwell was an unpopular ruler in the period 1653–1658.’ How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Assessment Objectives	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]
Additional Guidance	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.

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

<ul style="list-style-type: none"> • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question. 		
<p>Level 3</p> <ul style="list-style-type: none"> • Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source. • These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question. • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question. 		<p>9–12</p> 
<p>Level 2</p> <ul style="list-style-type: none"> • 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. • These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question. • 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. 		<p>5–8</p> 
<p>Level 1</p> <ul style="list-style-type: none"> • Response selects details from the source content and/or provenance of one of the sources. • This is then used to make a basic judgement about the historical issue in the question. • Response demonstrates basic knowledge that is relevant to the topic of the question. • 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 		<p>1–4</p> 
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

1 Study Sources A–C.

‘Cromwell was an unpopular ruler in the period 1653–1658.’ How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Levels	Indicative content	Marks
Level 5 •	<p>Level 5 answers will typically explain how the sources support or contradict the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider why such factors such as the purpose, context, provenance or other features of the sources make the source convincing evidence for or against the statement e.g.</p> <p>•</p> <p><i>Source A convinces me that the statement is right. Cromwell is ordering the seizure of printing presses belonging to people who have been producing pamphlets which he describes as ‘rebellious’ and ‘harmful’ to himself and the state. Cromwell seems very concerned about the nature of the pamphlets and the extent of the opposition. This convinces me that the regime must have been very unpopular if ‘several’ people are willing to break the censorship laws which had been reintroduced in 1649. The source also convinces me that the statement is right because it fits with other evidence of disapproval of Cromwell. For example, at the time the source was written (in November 1654) there had been a lot of opposition from MPs towards the Instrument of Government. They said that Cromwell and the army were becoming too powerful.</i></p> <p><i>Source B suggests that Cromwell’s rule was not unpopular and therefore that the statement is not true, although I don’t find the source completely convincing. The source shows us that Parliament are ‘thankful’ to Cromwell for ‘saving’ the country from the ‘tyranny’ of Charles I and they offer him the crown. However, Parliament are trying to persuade Cromwell to accept their offer by flattering him. Parliament’s motivation in offering Cromwell the crown was more about finding a final settlement and returning more power to Parliament from the army. The Humble Petition and Advice would reduce the size of the army and ensure that Parliament would need to approve taxation. Cromwell’s use of the Major Generals had been hugely unpopular throughout the country and Parliament forced Cromwell to recall the Major Generals. So all in all the source implies he is popular but is not convincing evidence that the statement is wrong.</i></p> <p><i>Source C partly convinces me that the statement is true. It portrays Cromwell as being in league with the devil – sitting by his side in fact - whilst he was alive; this shows that the artist is highly critical of him. However, the image was produced after the Restoration of the monarchy in 1660, when changes made during Cromwell’s rule were reversed and his reputation was ruined. Nevertheless, anti-Cromwell images were very typical after 1660, especially as something as extreme as this is unlikely to have been published during Cromwell’s rule – we can see from Source B that censorship did exist.</i></p>	17–20 

	<p><i>On balance, the sources convince me that the statement is correct. Although there were people who supported Cromwell's rule, these people tended to be army officers and those in favour of 'godly reformation'. They were not representative of the country as a whole. Even the people who seem to want him to rule (like in Source B) were doing so because they disliked the Army and feared radicals rather than because they actually liked Cromwell.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</p> <p>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18</p>	
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<p>Level 4</p> <ul style="list-style-type: none"> • 	<p>Level 4 answers will typically explain how the sources support or contradict the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider why such factors as purpose, context, provenance or other features of the sources make the source convincing evidence for or against the statement e.g.</p> <p><i>Source A convinces me that the statement is right. Cromwell is ordering the seizure of printing presses belonging to people who have been producing pamphlets which he describes as ‘rebellious’ and ‘harmful’ to himself and the state. Cromwell seems very concerned about the nature of the pamphlets and the extent of the opposition. This convinces me that the regime must have been very unpopular.</i></p> <p><i>Source B suggests that Cromwell’s rule was not unpopular and therefore that the statement is not true. The source shows us that Parliament are ‘thankful’ to Cromwell for ‘saving’ the country from the ‘tyranny’ of Charles I and they offer him the crown.</i></p> <p><i>Source C partly convinces me that the statement is true. It portrays Cromwell as being in league with the devil – sitting by his side in fact - whilst he was alive; this shows that the artist is highly critical of him. However, the image was produced after the Restoration of the monarchy in 1660, when changes made during Cromwell’s rule were reversed and his reputation was ruined. Nevertheless, anti-Cromwell images were very typical after 1660, especially as something as extreme as this is unlikely to have been published during Cromwell’s rule – we can see from Source B that censorship did exist.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of one source</p> <p>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14</p>	<p>13–16</p> 
<p>Level 3</p> <ul style="list-style-type: none"> • 	<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>Sources A and C convinces me that the statement is right. In A, Cromwell is ordering the seizure of printing presses belonging to people who have been producing pamphlets which he describes as ‘rebellious’ and ‘harmful’ to himself and the state. Cromwell seems very concerned about the nature of the pamphlets and the extent of the opposition. This convinces me that the regime must have been very unpopular. This is also shown in Source C when by 1660 Cromwell is portrayed as being in league with the devil whilst he was alive; this shows that the artist is highly critical of him so clearly he was unpopular..</i></p> <p><i>On the other hand, Source B suggests that Cromwell’s rule was not unpopular and therefore that the statement is not true, although I don’t find the source completely convincing. The source shows us that Parliament are ‘thankful’ to Cromwell for ‘saving’ the country from the ‘tyranny’ of Charles I and they offer him the crown.</i></p> <p>Nutshell: Valid use of content of all three sources in relation to statement</p>	<p>9–12</p> 

Level 2	<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.</p> <p><i>The statement is correct. Source A shows that people are printing things that go against Cromwell so he cannot have been popular with everyone. This is also shown in Source C when by 1660 Cromwell is portrayed as being in league with the devil.</i></p> <p>Nutshell: Valid use of content of one or two sources in relation to statement</p> <p>Alternatively, Level 2 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.</p> <p><i>Source A is convincing because it is Cromwell's own orders and these make him look bad so he cannot be trying to make himself look good. This means it is reliable. Source B is from Parliament so it is not typical as most people were not in Parliament. Source C is a Royalist pamphlet so it cannot be trusted.</i></p> <p>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</p>	5–8 
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Level 1 1	<p>Level 1 answers will typically identify (correctly) whether sources agree or disagree with statement OR use details from the source(s) without addressing the question OR demonstrate simple knowledge of the rule of Cromwell, e.g.</p> <ul style="list-style-type: none"> <i>Source A disagrees with the statement. So does C. However, B says he is good.</i> OR <i>In Source A Cromwell shuts down printers. In C he is with the devil.</i> OR <i>Cromwell became Lord Protector in 1653. He used Major Generals to try to bring about godly reformation in 1656. Parliament later offered Cromwell the crown but he rejected it.</i> <p>Nutshell: Uses own knowledge and or sources but fails to address question</p>	1–4 
Level 0 0		0

Castles: Form and Function c.1000–1750

3. Explain how Framlingham Castle changed between 1100 and c.1250.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]		
Additional Guidance	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5] 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	
Level 5 <ul style="list-style-type: none"> • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<i>Please see following page(s)</i>	9–10	
Level 4 <ul style="list-style-type: none"> • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 		7–8	
Level 3 <ul style="list-style-type: none"> • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		5–6	
Level 2 <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 		3–4	

Level 1 <ul style="list-style-type: none">• Response demonstrates basic knowledge that is relevant to the topic of the question.• 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.		1–2
Level 0 No response or no response worthy of credit.		0

3. Explain how Framlingham Castle changed between 1100 and c.1250.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically contain two examples of changes in the castle from the period 1100-1250 with the nature or reason or extent of change explained, e.g.</p> <p><i>Framlingham Castle changed hugely between these dates. For example, it became a lot stronger and easier to defend. We think that when Roger Bigod died in 1107 he had already built a timber fortress to protect the manor of Framlingham. Over the next fifty years Roger's son added to this with some stone buildings and then Roger Bigod II expanded the castle massively and rebuilt it with stone walls, multiple towers, a gatehouse and defensive ditches. All of these changes made the castle harder to burn down and penetrate, for example stone being more resistant to fire than timber, and the towers and gatehouse protecting defenders while allowing them to see attackers coming and prepare for them. Framlingham also became a more comfortable home during this time. The addition of the stone Chamber block and a timber Great Hall provided much more comfortable accommodation than a cramped and draughty timber fortress which the castle was when it was first built. In 1140 Hugh Bigod was made the Earl of Norfolk and this rise in status also needed to be reflected in a more imposing home. The expansion of the mere achieved this: the reflection of the castle in the water would have impressed anyone arriving. Equally the addition of a stone Great Hall, latrines, garderobe and well would have made this a cleaner, warmer and more fitting home for nobles of such a high rank as the Bigods.</i></p> <p>Nutshell: Explains nature / reason / extent of two changes</p>	9–10
Level 4	<p>Level 4 answers will typically contain one example of change in the castle from the period 1100-1250 with the nature or reason or extent of change explained, e.g.</p> <p><i>Framlingham Castle changed hugely between these dates. For example, it became a lot stronger and easier to defend. We think that when Roger Bigod died in 1107 he had already built a timber fortress to protect the manor of Framlingham. Over the next fifty years Roger's son added to this with some stone buildings and then Roger Bigod II expanded the castle massively and rebuilt it with stone walls, multiple towers, a gatehouse and defensive ditches. All of these changes made the castle harder to burn down and penetrate, for example stone being more resistant to fire than timber, and the towers and gatehouse protecting defenders while allowing them to see attackers coming and prepare for them.</i></p> <p>Nutshell: Explains nature / reason / extent of one change</p>	7–8
Level 3	<p>Level 3 answers will typically identify one or more changes in the castle from the period 1100-1250 e.g.</p> <p><i>There were several changes, including changing wood for stone walls and adding a gatehouse which even had a drawbridge and portcullis. There was a lot more accommodation made out of stone, with rooms in the towers to sleep in as well as the chamber block.</i></p> <p>Nutshell: Identifies examples of change(s) from 1100-1250</p>	5–6

	<p>Alternatively, Level 3 answers will typically identify types of change in the castle from the period 1100-1250 eg <i>Between 1100 and 1250 there were many changes to Framlingham Castle. These were all to improve its defence.</i></p> <p>Nutshell: Identifies examples of change(s) from 1100-1250</p>	
Level 2	<p>Level 2 answers will typically contain description of events from the period 1100-1250 OR description of features of the castle without identifying change e.g. <i>England was dangerous at this time because of the civil war between Stephen and Matilda. Barons modified their castles.</i> OR <i>There was a double story house in 1100. A park was built for deer.</i></p> <p>Nutshell: Describes events from 1100-1250 (eg Barons War)</p> <p>NOTE: Descriptions of changes of ownership should be awarded at L2</p>	3-4
Level 1	<p>Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g. <i>England became more dangerous.</i> <i>The castle was rebuilt and fancy.</i> <i>It became a poorhouse.</i></p> <p>Nutshell: General points or events outside 1100-1250</p>	1-2

4 Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle from c.1300–1750?

Assessment Objectives	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]		
Additional Guidance	<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>		
Levels	Indicative content	Marks	
<p>Level 5</p> <ul style="list-style-type: none"> 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. 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. 	<i>Please see following page(s)</i>	9–10	
<p>Level 4</p> <ul style="list-style-type: none"> 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. These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question. 		7–8	
<p>Level 3</p> <ul style="list-style-type: none"> 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. 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. 		5–6	

Level 2 <ul style="list-style-type: none">• 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.• 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.		3–4
Level 1 <ul style="list-style-type: none">• The response selects details from the source(s).• The response includes a basic judgement about the sources that is linked to the issue in the question.		1–2
Level 0 No response or no response worthy of credit.		0

4 Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle from c.1300–1750?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically make supported 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 useful to historians studying the history of Framlingham castle between these dates.</i></p> <ul style="list-style-type: none"> <i>Source D is useful for several reasons. This source comes from a time when the Bigods had lost much of their wealth and the castle had been taken over by the King. It tells us that Edward II thought that this area was of strategic importance and took the defences of the castle seriously as he ordered the constable to repair and provision it, highlighting the personal involvement of the monarch in defending the realm.</i> <p><i>[Alternative inferences could include that the source is: useful as evidence about the management of royal castles (e.g. using constables); useful as evidence of how repairs were carried out and paid for i.e. borrowing and then claiming back.]</i></p> <p><i>On the other hand I think Source E is more useful as a source about Framlingham in the whole period 1300-1750. Source E shows us much more of the history of the castle. Most importantly we can see from Source D how the use of the castle changed from around 1500 under the Howard family. Basically it changed from being a fortress to a prestige home. We can see this from evidence like the ornate chimneys and the windows in the outer walls which were no longer for defensive purposes. The source also gives us a glimpse of other changes in the history of the castle. We can just see the roof of the poor house which was built there in the 1700s.</i></p> <p><i>So overall I think E is more useful. Source D gives us a useful insight into what was happening in 1310 but Source E gives us a wider picture of the castle's history.</i></p> <p>Nutshell: Supported valid inferences from both sources</p>	9–10
Level 4	<p>Level 4 answers will typically make supported 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> <ul style="list-style-type: none"> <i>Source D is useful for several reasons. This source comes from a time when the Bigods had lost much of their wealth and the castle had been taken over by the King. It tells us that Edward II thought this area was of strategic importance and took the defences of the castle seriously as he ordered the constable to repair and provision it, highlighting the personal involvement of the monarch in defending the realm. I think this is more useful than Source E which is basically just a photograph of the ruins of the castle. It just shows some things like old towers.</i> <p>Nutshell: Supported valid inference from one source</p> <p>NOTE: Answers are likely to address both sources but only make one valid inference</p>	7–8

<p>Level 3</p>	<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 shows us that the king thought this area was of strategic importance. Source E is useful because it shows changes.</i> <i>OR Source E is useful because it shows some of the refurbishments which the Howards brought in to make it a home.</i></p> <p>Nutshell: Valid but unsupported inference(s)</p> <p>Alternatively Level 3 answers will typically argue the usefulness of the sources based on reliability of sources e.g. <i>I think Source D is useful because it fits with what I know about Framlingham. In the early 1300s The Constable had to borrow money to pay for the repairs to the castle. The constable worked for Roger Bigod IV and Roger was always in debt. In fact he was in so much debt that he eventually made the king his heir so that when he died the king took possession of the castle. Source E is also reliable because it shows things which I know to be true. For example it shows the parts of the walls which were destroyed. I know the king had this done in 1173.</i></p> <p>Nutshell: Valid evaluation of (un)reliability of source(s)</p> <p>NOTE: Mark at bottom of level if candidate argues sources are not useful</p>	<p>5–6</p>
<p>Level 2</p>	<p>Level 2 answers will typically assert the value of extracts or details from the source(s) eg</p> <p><i>Source E is useful because it shows you that the castle was built of strong stone walls with wall walks, towers and a gatehouse. Source D is useful because it shows how Mouncy borrowed money..</i></p> <p>Nutshell: Asserts value of details / extracts</p>	<p>3–4</p>
<p>Level 1</p>	<p>Level 1 answers will typically make unsupported assertions about the source type or provenance OR paraphrase/use details from the source(s) without addressing the question in a valid way e.g.</p> <p><i>Source D is more useful because it contains facts and figures. Source E is not from any one time. OR Source D says that William Mouncy borrowed some money.</i></p> <p>Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness</p>	<p>1–2</p>
<p>Level 0</p>		<p>0</p>

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

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

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