



Oxford Cambridge and RSA

GCSE

History A Explaining the Modern World

J410/12: The English Reformation c.1520-c.1550 with Castles: Form and Function c.1000-1750

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.











9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

1. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

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 seemingly 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.

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

Where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who srteam@ocr.org.uk can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

The English Reformation c.1520–c.1550

What was the impact of the dissolution of the monasteries between 1534 and 1540? Explain your answer.

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	<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"> 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. 	<p>Level 5 answers will typically explain more than one impact of the dissolution of the monasteries between 1534 and 1540, e.g.</p> <p><i>One impact was an increase in the wealth of the crown. The Dissolution of the Lesser Monasteries Act of 1536 gave the king the power to close down smaller monasteries if they were not following a religious life, and all the property of the dissolved house went to the Crown. Within a year of the second Dissolution Act of 1539, all the monasteries were gone. Richard Rich helped to manage the income from the dissolution and the Crown's annual income more than doubled to £250,000. The resale of monastic land raised another £1.3 million. So one impact was huge financial gain for the crown.</i></p> <p><i>The dissolution led to unemployment because many people who worked in the religious houses as servants and labourers no longer had a job. Abbeys and monasteries were a vital part of the local community where they were an important source of help for the poor, for example through charity and education. As a result, many ordinary people were poorer once the monasteries had closed. Many monks and nuns also found themselves unemployed and homeless as a result of the closure.</i></p> <p>[Alternatively, candidates could cite: impact on local gentry who</p>	9–10

Levels	Indicative content	Marks
	<p><i>profited; impact on education because of loss of libraries/ role of monks as teachers; impact on buildings and local shrines; dissolution led to unrest/uprisings, e.g. Pilgrimage of Grace/Lincolnshire Rising; impact on monks/nuns – even though majority of monks received pensions or found alternative employment, some faced poverty and nuns faced extreme hardship as they couldn't marry or become priests; loss of shelter for travellers or the sick].</i></p> <p>Nutshell: Two impacts identified and explained.</p>	
<p>Level 4</p> <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. 	<p>Level 4 answers will typically explain one impact of the dissolution of the monasteries between 1534 and 1540, e.g.</p> <p><i>The dissolution led to unemployment because many people who worked in the religious houses as servants and labourers no longer had a job. Abbeys and monasteries were a vital part of the local community where they were an important source of help for the poor, for example through charity and education. As a result, many ordinary people were poorer once the monasteries had closed. Many monks and nuns also found themselves unemployed and homeless as a result of the closure.</i></p> <p>Nutshell: One impact identified and explained. NOTE: Many candidates will attempt to explain several impacts but only explain one impact to the required standard.</p>	7–8
<p>Level 3</p> <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. 	<p>Level 3 answers will typically identify valid examples of impact(s) of the dissolution of the monasteries between 1534 and 1540, e.g.</p> <ul style="list-style-type: none"> • <i>The dissolution led to an increase in wealth for Henry VIII as the money went to the crown.</i> • <i>The dissolution took away jobs for the monks and nuns. Some were forced into poverty.</i> • <i>The dissolution led to uprisings such as the Pilgrimage of Grace because many people were very unhappy about the loss of the monasteries.</i> • <i>Some people became richer, like the gentry who bought the monastic lands.</i> • <i>Learning and education suffered as monastic libraries were destroyed.</i> • <i>The magnificent priories and abbeys fell into ruin.</i> 	5–6



Levels	Indicative content	Marks
	<p><i>[Note: identification should be made specific to the impact of the dissolution and general comments about Henry's wealth or destroyed buildings require some sense of the dissolution to be credited in Level 3.]</i></p> <p>Nutshell: One or more impacts identified but not explained. NOTE: Award 6 marks for two impacts identified.</p>	
<p>Level 2</p> <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.. 	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g.</p> <ul style="list-style-type: none"> • <i>Cromwell carried out visitations to the monasteries. The Dissolution of the Lesser Monasteries Act was passed in 1536 and gave the king power to close down smaller monasteries. By 1540 563 houses had been dissolved.</i> • <i>Relics were destroyed or sold. Lead roofs, gutters and plumbing were seized.</i> <p>Nutshell: Description of dissolution/ related events without identifying the impact.</p>	3–4
<p>Level 1</p> <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. 	<p>Level 1 answers will typically contain general points, e.g.</p> <ul style="list-style-type: none"> • <i>People were unhappy.</i> • <i>Some people benefitted.</i> • <i>The buildings</i> <p>Nutshell: Valid but general assertions.</p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0



2. Study Sources A–C. ‘England became a Protestant country during the reigns of Henry VIII and Edward VI.’ 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	<p>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]</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]</p>
Additional Guidance	<p>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</p> <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"> • 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. 	<p>Level 5 answers will typically explain how two or more source(s) support or contradict 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 partly convinces me that the statement is correct. We can see the Pope being beaten by the words from the Bible, which shows sympathy with the Protestant belief that people could find God without the Pope, just by reading the Bible. This shows the statement as correct because Henry VIII was supporting this idea by displaying the image at one of his palaces. However, I think that Henry was using this as a piece of propaganda to convince others at court that his actions, such as making himself Supreme Head of the Church of England, were correct. He’s justifying his Break from Rome by saying that the Bible has more authority than the Pope. So actually the need to produce this propaganda suggests that there must have been Catholic opposition.</i></p> <p>[Alternatively, candidates might argue that the source is convincing evidence to support the statement because it is supported by other actions of Henry linked to Protestantism, such as the introduction of an English bible in 1535, passing of the</p>	<p>17–20</p> 

	<p>Ten Articles in 1536; conversely they may point to other actions of Henry which suggest that the source does not prove that he made England a Protestant nation, only that he rejected Papal authority, e.g. devotion to traditions of the Catholic mass, Act of the Six Articles.]</p> <p>[Note: any knowledge must be linked to the question of support for Protestantism and used to evaluate the source to be credited (e.g. 'Henry got divorced/ shut down monasteries' would not be credited.)]</p> <p>Source B partially convinces me that the statement is not true. The writer himself has embraced the Protestant faith (he criticizes the rebels' belief, saying they 'preferred to cling to the last remains of their old superstitions than be refreshed by God's word'). However, when he says "most of the people in the Kingdom were happy with the King's religious changes" I don't fully trust this. This is because John Hooker was a reformer who later became an adviser to Sir Peter Carew who led the king's forces against the rebels. Hooker therefore has a motive to downplay the significance of the rebellion and wants to portray it as a one-off.</p> <p>[Alternatively this fact could be challenged by referring to knowledge, e.g. people's wills tell us that statues were removed from churches but hidden rather than destroyed.]</p> <p>Source C is further evidence that the statement is incorrect. The vicar describes how his church was stripped in Edward's reign. This would be a sign of the Church becoming more plain in line with the Protestant faith, but he seems very unhappy about this, saying, 'the church decayed a great deal' and then goes on to say that it was a 'blessing' when the Catholic Queen Mary came to the throne and the church was 'renewed'. I trust this because it fits in with other records we have of Catholic beliefs carrying on. For example, . people's wills tell us that statues were removed from churches but hidden rather than destroyed.</p> <p>[Alternatively candidates might use knowledge / cross-reference to Source B to argue this source is not untypical, coming from a Devon parish, where the rebellion had earlier occurred.]</p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE: 17-18 marks = 2 source contents + 2 evaluations.</p>	
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<p>Level 4</p> <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. • 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>19-20 arks = 3 source contents + 2 evaluations.</p> <p>Level 4 answers will typically explain how the source(s) support or contradict the statement based on valid and relevant evaluation of at least one source. 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 partly convinces me that the statement is actually incorrect. We can see the Pope being beaten by the words from the Bible, which shows sympathy with the Protestant belief that people could find God without the Pope. This shows Henry VIII was supporting this idea by displaying the image at one of his palaces. However, I think that Henry was using this as a piece of propaganda. He’s trying to justify things like his Break from Rome by saying that the Bible has more authority than the Pope. So the need to produce this propaganda suggests that there must have been Catholic opposition.</i></p> <p><i>Source B convinces me that the statement is not true. Even though the writer himself has embraced the Protestant faith (he criticizes the rebels’ belief, saying they ‘preferred to cling to the last remains of their old superstitions’), he talks about how many people in Devon have supported the rebellion against the new Protestant Prayer Book, around ‘ten thousand’. This shows rejection of Protestantism was widespread.</i></p> <p><i>Source C is further evidence that the statement is incorrect. The vicar describes how his church was stripped in Edward’s reign. This would be a sign of the Church becoming more plain in line with the Protestant faith, but he seems very unhappy about this, saying, ‘the church decayed a great deal’ and then goes on to say that it was a ‘blessing’ when the Catholic Queen Mary came to the throne and the church was ‘renewed’.</i></p> <p>Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE: 13 marks = 1 source content & evaluation. 14 marks = 2 source contents + 1 evaluation. 15-16 marks = 3 source contents + 1 evaluation.</p>	<p>13–16</p> 
<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. 	<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 correct. We can see the Pope being beaten by the words from the Bible, which shows sympathy with the Protestant belief that people could find God without the Pope. This shows Henry VIII was supporting this idea by displaying the image at one of his palaces.</i></p>	<p>9–12</p> 

<ul style="list-style-type: none"> This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question. 	<p><i>Source B convinces me that the statement is not true. Even though the writer himself has embraced the Protestant faith (he criticizes the rebels' belief, saying they 'preferred to cling to the last remains of their old superstitions'), he talks about how many people in Devon have supported the rebellion against the new Protestant Prayer Book, around 'ten thousand'. This shows rejection of Protestantism was widespread.</i></p> <p><i>Source C is further evidence that the statement is incorrect. The vicar describes how his church was stripped in Edward's reign. This would be a sign of the Church becoming more plain in line with the Protestant faith, but he seems very unhappy about this, saying, 'the church decayed a great deal' and then goes on to say that it was a 'blessing' when the Catholic Queen Mary came to the throne and the church was 'renewed'.</i></p> <p>Nutshell: Valid use of content of all three sources in relation to statement.</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>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>Source A partly convinces me that the statement is correct. We can see the Pope being beaten by the words from the Bible, which shows sympathy with the Protestant belief that people could find God without the Pope. But Source C is evidence that the statement is incorrect. The vicar describes how his church was stripped in Edward's reign and seems very unhappy about this, saying, 'the church decayed a great deal' and then goes on to say that it was a 'blessing' when the Catholic Queen Mary came to the throne and the church was 'renewed'.</i></p> <p>Nutshell: Valid use of content of one or two sources in relation to statement. NOTE: 5-6 marks = 1 source. 7-8 = 2 sources.</p>	<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>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.</p> <p><i>Source B is convincing because Hooker was an eye-witness to the rebellion. I don't think Source A convinces me because it's a piece of government propaganda.</i></p> <p>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</p> <p>Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g.</p> <p><i>Source A is an anti-Catholic image showing the Pope being attacked by stones. Some people protested about Protestant changes, like in Source B.</i></p>	<p>1-4 </p>

	<p>Nutshell: Describes/uses sources without addressing question,</p> <p>Alternatively, Level 1 answers will demonstrate knowledge of the English Reformation relevant to the question, e.g.</p> <p>. <i>Henry VIII introduced an English bible. In 1549 there was a rebellion against the new Prayer book.</i></p> <p>Nutshell: Uses own knowledge without sources. NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK</p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

SECTION B: Castles: Form and Function c.1000–1750

3. Explain why Kenilworth Castle changed between c.1150 and c.1270.

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. 	<p>Level 5 answers will typically contain reasons for changes in the castle from the period 1150-1270 with at least two of them explained, e.g.</p> <p><i>One reason Kenilworth Castle changed was because it moved into royal ownership. Originally Kenilworth had been built as a military stronghold by Geoffrey de Clinton who was treasurer of Henry I. However, the de Clintons weren't always loyal, and the castle was in such a strategic location that Henry II decided to take it into his own hands. This brought change because from now on it would be strengthened and turned into a royal castle, in need of greater impact and prestige in building works, for example in enlarging the mere and building greater walls and a new storey to the Great Tower.</i></p> <p><i>Another reason it changed was because of the difficult situation in England during this time. Henry II and King John made changes to the castle by strengthening its military defences. Both of them invested in strong fortifications, by building inner and outer bailey stone walls and John also built gatehouses and a number of towers in the walls. Henry II experienced a rebellion by his wife and sons, and King John needed a strong military base in case of rebellion by his barons who were unhappy with his actions as King, especially after he was excommunicated by the Pope. This meant the castle changed because the security concerns of kings at the time caused them to strengthen it.</i></p> <p>Nutshell: Explains two reasons for change.</p>	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. 	<p>Level 4 answers will typically contain reasons for changes in the castle from the period 1150-1270 with one of them explained, e.g.</p> <p><i>One reason Kenilworth Castle changed was because it moved into royal ownership. Originally Kenilworth had been built as a military stronghold by Geoffrey de Clinton who was treasurer of Henry I. However, the</i></p>	7–8

<ul style="list-style-type: none"> This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p><i>de Clintons weren't always loyal, and the castle was in such a strategic location that Henry II decided to take it into his own hands. This brought change because from now on it would be strengthened and turned into a royal castle, in need of greater impact and prestige in building works, for example in enlarging the mere and building greater walls and a new storey to the Great Tower.</i></p> <p>Nutshell: Explains one reason for change.</p>	
<p>Level 3</p> <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. 	<p>Level 3 answers will typically identify one or more specific reasons for change in the castle from the period 1150-1270, e.g.</p> <p><i>England was dangerous and there was the risk of rebellion, especially under King John and at the end of Henry II's rule.</i> OR <i>Simon de Montfort was a powerful baron and felt he needed protection and to look important, as he was married to the King's sister.</i> OR <i>One reason the castle changed was because it moved into royal ownership under Henry II.</i></p> <p>Nutshell: Identifies reasons for change(s) from 1150-1270.</p>	5-6
<p>Level 2</p> <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. 	<p>Level 2 answers will typically contain description of events from the period 1150-1270 OR description of features of the castle without reasons for change, e.g.</p> <p><i>England was dangerous at this time because of rebellions. Kings and barons felt threatened.</i> OR <i>The castle added inner and outer bailey walls, a bigger mere and more towers and gatehouses.</i> OR <i>It became a royal castle/was taken into royal hands.</i></p> <p>Nutshell: Describes events from 1150-1270.</p>	3-4
<p>Level 1</p> <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 	<p>Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g.</p> <p><i>England became more dangerous.</i> <i>The castle was rebuilt more strongly.</i> <i>They added more living space.</i> <i>They added more stone walls.</i></p> <p>Nutshell: General points or events outside 1150-1270.</p>	1-2

explicitly, but some very basic understanding of these is apparent in the answer.		
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 Kenilworth Castle from c.1300-c.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. 	<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 Kenilworth Castle between these dates.</i></p> <p><i>Source D is useful for telling us how Kenilworth changed in the 1300s from a military base to become an important residence and home. It tells us they used 40 oak trees for the floor of the Great Chamber 'so that dancing can take place at Christmas'. This shows that the castle was being used as a home for its owner (John of Gaunt) and he was hosting large social gatherings</i></p> <p>[Alternative inferences could include that the source is: useful as evidence about how castle changes were funded (by selling local woodland); useful as evidence of how building works were carried out (by commissioning a local mason to take charge and recruit local tradesmen) useful to show that the castle was owned by wealthy people (who needed locks to protect jewels in private rooms).]</p> <p><i>Source E is useful because we can see it was no longer a defensive castle after the civil war. It shows the damage to the curtain wall caused by the slighting ordered by parliament in 1649 and the neglect afterwards as it was left as a roofless ruin</i></p> <p>OR</p> <p><i>Source E is useful as evidence that the castle changed from a military base to a home for the nobility. Robert Dudley made the castle fit for royal visits and we can see the huge Elizabethan garden first planted by him and the building of Leicester's gatehouse.</i></p> <p>Nutshell: Supported valid inferences from both sources.</p>	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. 	<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> <p><i>Source D is useful for telling us how Kenilworth changed in the 1300s from a military base to become an important residence and home. It tells us they used 40 oak trees for the floor of the Great Chamber 'so that dancing can take place at Christmas'. This shows that the castle was being used as a home for its owner (John of Gaunt) and he was hosting large social gatherings</i></p> <p>Nutshell: Supported valid inference from one source. NOTE: Answers are likely to address both sources but only make one valid inference.</p>	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. 	<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 how the castle was being used to entertain.</i></p> <p><i>Source E is useful because it shows how Kenilworth was no longer functional (became a ruin) after it was damaged by the slighting.</i></p> <p><i>Source E is useful because it shows how the castle was adapted more for leisure during this time.</i></p> <p>Nutshell: Valid but unsupported inference(s). NB Valid inference(s) from one source: 5 Valid inference(s) from both sources: 6</p> <p>Alternatively Level 3 answers will typically argue the usefulness of the sources based on reliability, e.g. <i>I think Source D is useful because it fits with what I know about Kenilworth. John of Gaunt made changes to the castle at this time to improve the living accommodation and make the castle fit for a King's son, and here we can see him doing that by hiring masons to improve the main living blocks, even adding locks to protect jewels.</i></p>	5-6

	<p>Nutshell: Valid evaluation of (un)reliability of source(s). NOTE: Mark at bottom of level if candidate argues sources are not useful.</p>	
<p>Level 2</p> <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. 	<p>Level 2 answers will typically assert the value of extracts or details from the source(s), e.g.</p> <p><i>Source E is useful because it shows you that the castle was built of very strong stone walls with towers and gatehouses. Source D is useful because it shows how the King hired masons.</i></p> <p>Nutshell: Asserts value of details / extracts.</p>	3-4
<p>Level 1</p> <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. 	<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 less useful as it only shows the ruins and not the buildings when they would have been in use.</i></p> <p>Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness.</p>	1-2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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