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June 2022 – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

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

Time allowed: 1 hour 15 minutes

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the Changes for 2022 qualification web page.

You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets **[ ]**.
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

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Section A

The English Reformation c.1520–c.1550

Answer **all** the questions
You are advised to spend about **45 minutes** on this section.

1. Explain why the church was wealthy in the early 1530s.

[10]

2. Study **Sources A–C**.

'The Dissolution of the monasteries was a popular measure.'
How far do **Sources A-C** convince you that this statement is correct?
Use the sources and your knowledge to explain your answer.

[20]

Source A

Lichfield: "two of the nuns were with child"
Whitby: "Abbot Hexham took a share of the proceeds from piracy"
Bradley: "the prior has six children"
Abbotsbury: "abbot wrongfully selling timber"
Pershore: "monks drunk at mass"

From a report on monastic houses published in 1535. The report was commissioned by King Henry VIII and supervised by the king's chief minister Thomas Cromwell

Source B

So much sin and disgusting living is seen daily in the small abbeys, priories, and other religious houses of monks, canons and nuns. This is upsetting to Almighty God and the king. Therefore these small houses will be utterly suppressed. The monks and nuns in them will be moved to the great and honourable monasteries in this realm, where they may be required to improve their lives. The possessions of these houses shall be put to better uses. They will be given to the king and his heirs to honour God and for the good of the realm.

From the Act to Suppress the Lesser Houses (the smaller monasteries and convents), 1535.

Source C

The closing of the monasteries means that religious services will not be carried out, and the poor will not be looked after. The monasteries are much loved by the people.

From a letter by Robert Aske, one of the leaders of the Pilgrimage of Grace, 1536.

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Section B

Castles: Form and Function c.1000–1750

Answer **all** the questions
You are advised to spend about **30 minutes** on this section.

Please note, the June 2022 exam will be on Kenilworth Castle, as noted in the specification. These questions on Conwy Castle are for illustrative purposes only.

3. Explain why Conwy Castle fell into disrepair in the period 1400–1600

[10]

4. Study **Sources D** and **E**.
Which of these sources is more useful to a historian studying the first hundred years of Conwy Castle (from the 1280s to the 1380s)?

[10]

Source D



An aerial photograph of the remains of Conwy Castle in North Wales.

Source E

March 1283 to November 1284	£5819
December 1284 to December 1292	£7870
February 1296 to February 1301	£500
December 1304 to December 1330	£88

Extracts from accounts showing spending on Conwy Castle in the period 1283-1330. [From History of the King's Works by HM Colvin]

END OF QUESTION PAPER

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Copyright Information:

Source A: Extract from a report on monastic houses, 1535, accessed via Spartacus Educational, www.spartacus-educational.com, March 2015.
Source B: Quote in G. Moorhouse, *The Last Office: 1539 and the Dissolution of a Monastery*, p. 128-129, Weidenfeld & Nicolson, London, 2011.
Source C: From a letter by Robert Aske, one of the leaders of the Pilgrimage of Grace, 1536.
Source D: © Jonathan C.K.Webb, www.webbaviation.co.uk
Source E: From H. M. Colvin (General Editor), R. Allen Brown and A. J. Taylor. *The History of The King's Works Vol 2*, (Appendix C p1027). Published by HMSO, 1963. Reproduced under Crown Copyright

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June 2022

GCSE (9–1) History A (Explaining the Modern World)

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

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 50

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 **required number of** 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**

Annotation	**Meaning**

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.

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.

The English Reformation c.1520–c.1550

1. Explain why the church was wealthy in the early 1530s.

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	At Level 5, answers will distinguish between how the church was wealthy and why the church was wealthy. Below this level, candidates are likely to answer the question using 'how'. 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 • 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.	Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g. *There were many reasons why the church was wealthy in the 1530s, especially its possession of land. One source of wealth was the tithe. This was a tax which all people had to pay and was one tenth of their annual income and this went to the church. The church also made money out of the sale of indulgences. People gave donations to the church and the church in return promised to pray for their souls which would mean that they would go to Heaven more quickly when they died and not have to suffer as long in Purgatory. The church also made money from pilgrimages. People would travel many miles to shrines like Walsingham or holy places like Canterbury. The church made money providing accommodation or selling religious artefacts like crosses. However, one of the main reasons for the wealth of the church was bequests. Many people, especially wealthy nobles, gave land to the church during their lifetimes or in their wills when they died, to show their faith and possibly to gain favour with God. This made the church so rich that by around 1530 the church's income was around 10 times greater than the Crown's.*	**9–10**

Level 4 • 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.	Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g. *The church was wealthy because it owned so much land. Some estimates suggest the church owned about one third of the land in England around 1530 and this made the church wealthy from rents, farming and other activities like wool. The church also made money from pilgrims visiting holy sites like Canterbury, selling relics or crosses or other religious items.*	**7–8**
Level 3 • 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.	Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g. *The church was wealthy because it owned so much land. Some estimates suggest the church owned about one third of the land in England around 1530 and this made the church wealthy from rents, farming and other activities like wool. The church also made money from pilgrims visiting holy sites like Canterbury, selling relics or crosses or other religious items.*	**5–6**
Level 2 • 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..	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. *The church was so rich because it owned around one third of all the land in England so it was probably the wealthiest organisation in the country, even richer than the Crown. All this land gave the church rents and other income. The church sold indulgences and collected tithes.*	**3–4**
Level 1 • 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.	Level 1 answers will typically contain general points e.g. *The church was very rich. It owned churches and monasteries which were worth a lot.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

2. Study Sources A–C. 'The Dissolution of the monasteries was a popular measure.' 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	At Level 5, responses should address 'how far', based on a nuanced argument, with 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 • 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.	Level 5 answers will typically use their analysis of the sources to construct a well-supported argument that reaches a valid conclusion, e.g. *Source A partly convinces me that the statement is correct. It describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy. This would have angered people at the time to see monks and nuns behaving so badly so that when the king came along and closed down these bad monasteries it would have been popular. On the other hand, I am not totally convinced by this source because it was from a report which was produced by Thomas Cromwell. He wanted to reform the church in England. So it is possible that these reports were untrue or exaggerated to give Henry VIII an excuse to close down the monasteries.* *Source B also partly convinces me that the statement is true. It also talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other about people being angry about the monasteries. However, many of the MPs who passed this law and the other Acts which suppressed the monasteries agreed with Thomas Cromwell and Thomas Cranmer (the Archbishop of Canterbury) that the English church needed reforming and that monasteries stood in the way of getting reform. Also, many of the MPs and other wealthy people in the country ended up owning the lands and wealth of these monasteries. So for them the dissolution would have been a positive measure.*	**17–20**

	Clearly Source C goes against the statement and convinces me that the Dissolution was a very unpopular measure. Robert Aske says the monasteries are much loved. He also talks about how losing the monasteries has hurt the poor. This is an emotive source written by a rebel but actually this makes it a reliable source about how some people reacted to the Dissolution. Aske was one of the leaders of the Pilgrimage of Grace. This was a massive uprising protesting against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536 so we can say that Aske was not a one off troublemaker. *In conclusion I would say that it could be argued that the statement is true and untrue. The Dissolution was popular with some people as we can see from Source A and B, and from the views of the king and Thomas Cromwell and many MPs. On the other hand, Source C and the events of the Pilgrimage of Grace show it was very unpopular.*	
Level 4 • 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.	Level 4 answers will typically use their analysis of the sources to construct a well-supported argument e.g. *Source A partly convinces me that the statement is correct. It describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy. This would have angered people at the time to see monks and nuns behaving so badly so that when the king came along and closed down these bad monasteries it would have been popular. On the other hand, I am not totally convinced by this source because it was from a report which was commissioned by the king. We know that Henry VIII had major money problems and he wanted to get his hands on the wealth of the monasteries.* *Source B also partly convinces me that the statement is true. It also talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other. Many of the MPs who passed this law and the other Acts which suppressed the monasteries agreed with Thomas Cromwell and Thomas Cranmer (the Archbishop of Canterbury) that the English church needed reforming and that monasteries stood in the way of getting reform.* *Clearly Source C goes against the statement and convinces me that the Dissolution was a very unpopular measure. Robert Aske says the monasteries are much loved. He also talks about how losing the monasteries has hurt the poor. This is reliable evidence about how unpopular the Dissolution was. The Pilgrimage of Grace was a massive uprising protesting*	**13–16**

	against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536 so we can say that Aske was not a one off troublemaker.	
Level 3 • 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.	Level 3 answers will typically use their analysis of the sources to construct a supported argument, e.g. *In some ways Sources A and B do convince me that the dissolution of the monasteries was popular. Source A describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy. This would have angered people at the time to see monks and nuns behaving so badly so that when the king came along and closed down these bad monasteries it would have been popular. Source B also partly convinces me that the statement is true. It talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other. The king, Thomas Cromwell and many MPs were in favour of this measure.* *On the other hand Source C shows us that many people were opposed to the dissolution of the monasteries. The monasteries provided work and helped the poorer members of society. Source C shows that people were extremely angry about what was happening to the monasteries because they were much loved and the monasteries can no longer help the poor. The Pilgrimage of Grace was a massive protest against the dissolution. .*	**9–12**
Level 2 • 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.	Level 2 answers will typically use their analysis of the sources to identify reasons for the Dissolution being popular/unpopular e.g. *The statement is correct. Dissolution was popular because so many monks and nuns were corrupt. They were not serving God properly and were getting up to mischief like selling worthless religious items or having children as it shows in Source A. We can see from Source B that Parliament wanted to dissolve the monasteries because it would make the monks and nuns behave better. So the statement is correct because the people in Source C cannot be trusted because they were rebels.*	**5–8**
Level 1 • 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	Level 1 answers will typically use details from the source(s) and demonstrate simple knowledge of the Dissolution, e.g. *The dissolution of the monasteries came about because so many monasteries were too*	**1–4**

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.	*rich and corrupt. Some of the monks and nuns had children which they were not supposed to. They were not religious enough.*	
Level 0 No response or no response worthy of credit.		**0**

Castles: Form and Function c.1000–1750

3. Explain why Conwy Castle fell into disrepair in the period 1400-1600.

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 • 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.	Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g. *There were several reasons why Conwy Castle fell into disrepair in this period.* *First of all there were changes in the political situation in England and Wales. Edward I had built Conwy in the 1280s to oppress the Welsh people he had conquered. The last ruler to spend money on Conwy was Edward V. After he died in 1376 no money was spent on the castle. By 1400 English rulers believed that their control of Wales was relatively secure. Even though the castle had been attacked in 1401 it was not attacked after that. English rulers did not see Conwy as a priority in the 1400s. For most of that time England was torn by the Wars of The Roses and the battles in this war were not fought in Wales.* *Another reason why Conwy declined was that English rulers no longer needed a military outpost there. By the 1520s Conwy was being used again but not really as a military building. Henry VIII did carry out repair work on the castle but not on a big scale. The castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. Henry was fighting wars in Ireland and Conwy was a useful staging post for armies and officials on their way to Ireland but it did not have an important military role.* *Another reason for the decline of Conwy was the cost of maintaining it. As well as the cost of repairing and maintaining the castle there was also the cost of soldiers and servants to run it. A typical big castle cost about £500 per year to run. This was a huge amount of money. Henry VII tried to cut his costs and in 1405 we know there were just 12 archers manning Conwy*	**9–10**

	Castle. *One further reason why Conwy went into decline was that it was a royal castle and not a privately owned castle. In England castles like Kenilworth were being redeveloped from fortresses into homes. Conwy did not have a rich noble family living in it who were prepared to look after it and develop it into an impressive home. Other castles in England were being used for other purposes such as courts or prisons but Conwy was not in the right geographical position for this.* *So the combination of location, cost and changing political situation meant that English rulers did not need or want to spend money on Conwy Castle in the period 1400-1600. This view is supported by the fact that when the English Civil War began in the 1640s and troops from Ireland were brought into England through North Wales Conwy was repaired and played an important military role again.*	
Level 4 • 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.	Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g. *There were several reasons why Conwy Castle fell into disrepair in this period.* *First of all there were changes in the political situation in England and Wales. By 1400 English rulers believed that their control of Wales was relatively secure. Even though the castle had been attacked in 1401 it was not attacked after that. English rulers did not see Conwy as a priority in the 1400s and after.* *Another reason why Conwy declined was that English rulers no longer needed a military outpost there. Henry VIII did carry out repair work on the castle but not on a big scale. The castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired.* *One further reason why Conwy went into decline was that it was a royal castle and not a privately owned castle. In England castles like Kenilworth were being redeveloped from fortresses into homes. Conwy did not have a rich noble family living in it who were prepared to look after it and develop it into an impressive home.*	**7–8**

Level 3 • 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.	*Conwy Castle declined in this period because it was not being used. By 1400 English rulers believed that their control of Wales was relatively secure. English rulers did not see Conwy as a priority in the 1400s and after. English rulers no longer needed a military outpost there. In the reign of Henry VIII the castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired.* *Another reason for the decline of Conwy was cost. A typical big castle cost about £500 per year to run. This was a huge amount of money and kings had other priorities in the 1400s and 1500s.*	**5–6**
Level 2 • 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.	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. *Conwy Castle fell into disrepair because it was not needed in this period. Wales had been conquered and castles like Conwy were not needed to oppress the Welsh. In the reign of Henry VIII the castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired. It also cost too much to look after the castle.*	**3–4**
Level 1 • 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.	Level 1 answers will typically contain general points e.g. *Edward I built Conwy castle at the end of his campaigns against the Welsh but after that Wales was conquered so there was no need for it.*	**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 first hundred years of Conwy Castle (from the 1280s to the 1380s)?

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	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 • 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 them in the question.	Level 5 answers will typically make inferences from the 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. The response will also reach a valid conclusion about the relative value of each source e.g. *Both sources can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it can tell us many things about why Conwy Castle was built and why it was built in that particular place. We can see from the photograph that Conwy was built at the mouth of the River Conwy. This was so that the castle could be supplied effectively, even if it was under attack from the land. It was also so that the castle could control trade going up and down the river. When Edward I chose this site he went against the usual policy of putting castles on high ground so that the Castle could control the river. Source D is also useful in showing how determined Edward I was to conquer Wales and hold on to it. The massive fortifications and towers we can see were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base. Source A has its limitations of course. As it is a modern photograph it shows the road layout and the railway bridge next to the castle. This modern development obscures features and details which might have been visible in earlier maps or plans. And obviously the castle is now a ruin and so the photograph cannot show us what it was like in the period 1280-1380 when it was a thriving and important site with many troops and officials. On the other hand Source D does show us the basic layout of the castle and so we know that this is what it looked like then and now.*	**9–10**

	Source E is also useful to historians. Obviously it shows how much was spent on the castle at different times. From this we can tell that the castle must have been important to Edward I. The first two figures show the main cost of the castle when it was being built. This would be hundreds of millions of pounds today. This shows how serious Edward I was about conquering Wales and how important Conwy was in his plans to do that. The other figures are also useful. The £500 shows us what the running costs were for the castle once it had been built. This was actually relatively cheap because castles this size could cost a lot more. The figures from 1304 to 1330 suggest that the castle is not really being used much and that there are few soldiers or servants running it. We know that in the 1300s the conquest of Wales was fairly successful and this source is useful evidence to support that view. As with Source E, the source does have its limitations. The most obvious one is that it covers a limited time period. Also we need to use other sources such as chronicles to check some of the points we make, such as Wales being more peaceful in the early 1300s. *On balance I think that source D is the more useful source because it provides evidence which does not need to be checked and it covers a longer time span than Source E. Source E is very useful but for different purposes and overall Source D is better.*	
Level 4 • 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.	Level 4 answers will typically make inferences from one or 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. The response will also make a valid comparison about the value of each source e.g. *Both sources can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it can tell us many things about why Conwy Castle was built and why it was built in that particular place. It shows how determined Edward I was to conquer Wales and hold on to it. The massive fortifications and towers we can see were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base.* *Source E is also useful to historians. Obviously it shows how much was spent on the castle at different times. From this we can tell that the castle must have been important to Edward I. The first two figures show the main cost of the castle when it was being built. This would be hundreds of millions of pounds today. This shows how serious Edward I was about conquering Wales and how important*	**7–8**

	Conwy was in his plans to do that. *On balance I think that the two sources are both useful and that they work really well together. Source E tells us how much the castle cost to build and D is useful in showing it why it cost so much.*	
Level 3 • 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.	Level 3 answers will typically point to details within each source and explain how historians will find these useful or possibly how they might present an incorrect or misleading picture e.g. *Both sources are can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it shows us the size and scale of the castle. The massive fortifications and towers were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base. It also shows the location of the castle. It was built there to control the river.* *Source E is useful because it tells you how much was spent on the castle and this is clearly a lot of money - £5819 would be millions of pounds today. But it does not really tell you any more than that so that is why Source A is more useful because it shows you the size and the location of the castle.*	**5–6**
Level 2 • 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.	Level 2 answers will typically juxtapose two descriptions, supported by some knowledge or detail from sources but with comparisons implicit rather than explicit e.g. *Source B is useful because it shows you the castle was by the River Conwy. Source E is different. It is useful because it tells you the castle cost £5819.*	**3–4**
Level 1 • 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.	Level 1 answers will typically describe one or both sources.	**1–2**
Level 0 No response or no response worthy of credit.		**0**

Assessment Objectives (AO) grid

Section A

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	5	5				10
2	5	5	10			20
SPaG					5	
Total	10	10	10		5	35

Section B

Question	AO1	AO2	AO3	AO4	Marks
3	5	5			10
4			10		10
Total	5	5	10		20

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