

## **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 2024**

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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/PEs 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

### 3. 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**

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

**N.B. 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 [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) who 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

1. Explain why the Church was so important in England in the 1520s.

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

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically explain <b>more than</b> one reason why the Church was so important in the 1520s, e.g.</p> <p><i>One reason why the Church was so important in the 1520s is that it had a lot of power. In England, the Church played an important political role. For example, churchmen were highly educated and often government ministers. Bishops and abbots sat in the House of Lords and helped govern the country. Some of Henry VIII's advisors were churchmen; for example, Thomas Wolsey was Henry's chief minister for 15 years as well as holding many church titles. So there was a close link between the Church and the monarch, which made the Church very important.</i></p> <p><i>Another reason was that the Church played an important role in the lives of ordinary people. Church buildings were usually the most lavishly decorated building in a village or town, and provided large open spaces for community gatherings. Villagers gathered at church to celebrate holy days and festivals, like May Day, with dancing and drinking. So the Church was important because it was the heart of a community and was important in the everyday life of most villagers.</i></p> <p><b>[Alternatively, candidates may argue that the Church was important because of its wealth, or because of people's religious beliefs, i.e. people believed in heaven and hell and so thought Church practices would help them get to heaven/avoid purgatory; or because the Church had the power to punish them for heresy.]</b></p> <p><b>Nutshell: Two reasons identified and explained.</b></p>	<b>9–10</b>

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically explain <b>one reason</b> why the Church was so important in the 1520s, e.g.</p> <p><i>One reason why the Church was so important in the 1520s is that it had a lot of power. In England, the Church played an important political role. For example, churchmen were highly educated and often government ministers. Bishops and abbots sat in the House of Lords and helped govern the country. Some of Henry VIII's advisors were churchmen. Thomas Wolsey was Henry's chief minister for 15 years as well as holding many Church titles. So there was a close link between the Church and the monarch, which made the Church very important.</i></p> <p><b>Nutshell: One reason identified and explained.</b></p>	<p><b>7–8</b></p>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify valid reason(s) why the Church was so important in the 1520s, e.g.</p> <p><i>The Church was important because it provided a sense of community. The Church was important because it provided a number of the people who ran the country. The Church was important because people relied on it for religious guidance. The Church was important as it had control over the land.</i></p> <p><b>Nutshell: One or more reason(s) identified but not explained.</b> <b>NOTE: Award 5 marks if only one reason is identified, 6 marks if two or more reasons.</b></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of the Church or relevant events that are linked to the issue in the question, e.g.</p> <p><i>In the 1520s the English Church had the Pope as its head. There were also cardinals, bishops and priests. Priests were meant to be celibate and dedicate their lives to God. They were usually quite well educated. People went to Mass in church.</i></p> <p>Other examples might include:</p> <p><i>The Church organised festivals and holidays. The Church helped people by reading the Bible. The Church had lots of wealth and power.</i></p> <p><b>Nutshell: Description of the Church or relevant events without focusing on why the Church was so important in the 1520s</b></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain general assertions, e.g.</p> <p><i>The Church played a big role in people's lives.</i></p>	<p><b>1–2</b></p>

<ul style="list-style-type: none"><li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li></ul>	<b>Nutshell: Valid but general assertions.</b>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>


## 2. Study Sources A, B and C.


‘Henry VIII and his officials tried to persuade, **not** force, people to accept religious changes between 1534 and 1546.’



How far do Sources A, B and C convince you that this statement is correct?


Use the sources and your knowledge to explain your answer.

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

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.</li> <li>These analyses are then used to evaluate the sources, reaching a convincing and substantiated judgement in the context of the historical issue in the question.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically explain how two or more sources support or contradict the statement based on valid and relevant evaluation of those sources. Evaluation might consider why such factors as the purpose, context, provenance or other features of the sources makes them more convincing evidence for or against the statement, e.g.</p> <p><i>Source A does convince me that the statement is correct. Cranmer says in his letter that he doesn't think that being 'brutal' or torturing opponents of the religious changes will be very effective. He says to Morice that being 'friendly and forgiving' will do more to convince people that the changes are right, so this suggests that he favours persuasion over force. However, I don't find the source convincing because the source comes directly from one of Henry's closest Protestant officials who, only four years earlier, advised Henry to publish the Treason's Act which meant that anyone who spoke against the King would be punished.</i></p> <p><b>Alternatively, candidates may challenge the source through use of contextual knowledge about government use of force, despite what Cranmer says here, such as the execution of Thomas More in 1535. Candidates may also attempt to evaluate the source using tone or cross reference his words in Source A and his reported actions to a Protestant in Source C.</b></p>	<b>17–20</b> 

	<p><i>Source B does not convince me at all that the statement is true. It shows just how forceful Henry was prepared to be in order to bring his people into line with the position of his new church. It actually states that anyone 'who argues against the form of religion set out by the King' is liable to suffer 'torture and execution by burning.' This is all the more convincing because we know that this was a threat which was carried out – a year after this source was published, Henry executed three leading Catholics, as well as three Protestant reformers, for heresy.</i></p> <p><i>Source C offers further evidence that the statement is incorrect, although it is only partly convincing. The Protestant reformer Anne Askew describes how Cranmer and others 'bullied' and 'tortured' her until she was 'almost dead from the pain' for her refusal to accept Henry VIII's views on religion. This shows use of force rather than persuasion. She does say that Cranmer used 'kind words' to try to 'persuade' her to change her opinion, but he seems to have done this only as a last resort. She was eventually executed. However, I don't trust the source entirely because it was written by a Protestant reformer and was published in Protestant countries abroad, probably as a piece of propaganda to show how badly Protestants were treated in England. So it is more likely to emphasise force over methods of persuasion.</i></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources.</b>  <b>17-18 marks = 2 source contents + 2 evaluations.</b>  <b>19-20 marks = 3 source contents + 2 evaluations.</b></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically explain how the source(s) support or contradict the statement based on the content of the source(s) and a valid and relevant evaluation of one source. Evaluation might consider why such factors as the purpose, context, provenance or how other features of the source make it convincing evidence for or against the statement, e.g.</p> <p><i>Source A does convince me that the statement is correct. Cranmer says in his letter that he doesn't think that being 'brutal' or torturing opponents of the religious changes will be very effective. He says to Morice that being 'friendly and forgiving' will do more to convince people that the changes are right, so this suggests that he favours persuasion over force. However, I don't find the source convincing because the source comes directly from one of Henry's closest Protestant officials who, only four years earlier, advised Henry to publish the Treason's Act with meant that anyone who spoke against the King would be punished.</i></p> <p><i>Source B does not convince me at all that the statement is true. It shows just how forceful Henry was prepared to be in order to bring his people into line with the position of his new church. It actually states that anyone 'who argues against the form of religion set out by the King' is liable to suffer 'torture and execution by burning'.</i></p>	<p><b>13–16</b></p> 

	<p><i>Source C offers further evidence that the statement is incorrect, although it is only partly convincing. The Protestant reformer Anne Askew describes how Cranmer and others 'bullied' and 'tortured' her until she was 'almost dead from the pain' for her refusal to accept Henry VIII's views on religion. This shows use of force rather than persuasion. She does say that Cranmer used 'kind words' to try to 'persuade' her to change her opinion, but he seems to have done this only as a last resort. She was eventually executed.</i></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of one source.</b></p> <p><b>NB: 13 marks = 1 source content &amp; evaluation. 14 marks = 2 source contents + 1 evaluation. 15-16 marks = 3 source contents + 1 evaluation.</b></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>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 does convince me that the statement is correct. Cranmer says in his letter that he doesn't think that being 'brutal' or torturing opponents of the religious changes will be very effective. He says to Morice that being 'friendly and forgiving' will do more to convince people that the changes are right, so this suggests that he favours persuasion over force.</i></p> <p><i>Source B does not convince me at all that the statement is true. It shows just how forceful Henry was prepared to be in order to bring his people into line with the position of his new church. It actually states that anyone 'who argues against the form of religion set out by the King' is liable to suffer 'torture and execution by burning.'</i></p> <p><i>Source C offers further evidence that the statement is incorrect, although it is only partly convincing. The Protestant reformer Anne Askew describes how Cranmer and others 'bullied' and 'tortured' her until she was 'almost dead from the pain' for her refusal to accept Henry VIII's views on religion. This shows use of force rather than persuasion. She does say that Cranmer used 'kind words' to try to 'persuade' her to change her opinion, but he seems to have done this only as a last resort. She was eventually executed.</i></p> <p><b>Nutshell: Valid use of content of all three sources in relation to statement.</b></p>	<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance and/or</li> </ul>	<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><b>5–8</b></p> 

<p>historical context, in order to give a simple analysis of at least two of the sources.</p> <ul style="list-style-type: none"> <li>• These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.</li> </ul>	<p><i>I am convinced by Source A that the statement is true. Cranmer says in his letter that he doesn't think that being 'brutal' or torturing opponents of the religious changes will be very effective. He says to Morice that being 'friendly and forgiving' will do more to convince people that the changes are right, so this suggests that he favours persuasion over force.</i></p> <p><b>Nutshell: Valid use of content of one or two sources in relation to statement.</b></p> <p><b>NB:</b>  <b>5-6 marks = 1 source.</b>  <b>7-8 = 2 sources.</b></p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance of one of the sources.</li> <li>• This is then used to make a basic judgement about the historical issue in the question.</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of unsupported comments about purpose, provenance or context, e.g.</p> <p><i>Source A is convincing because it's a private letter, so Cranmer is unlikely to lie. Source B convinces me that the statement is wrong because it is an official government Act. Source C is written by a more extreme Protestant reformer, so I don't trust it so much.</i></p> <p><b>Nutshell: Evaluation based on simplistic comments on provenance / purpose / context without using the source</b></p> <p>Alternatively, Level 1 answers will use details from the source(s) without addressing the question e.g.</p> <p><i>Source A says that people had to learn to follow Protestantism. Source B says that heretics would be tortured. Source C says she was questioned and bullied.</i></p> <p><b>Nutshell: Uses sources without addressing the question.</b></p> <p>Alternatively, Level 1 answers will demonstrate knowledge of the topic without addressing the question e.g.</p> <p><i>Henry VIII made himself head of the Church. Catholics thought the Pope should remain head of the Church.</i></p> <p><b>Nutshell: Describe/uses knowledge without addressing the question.</b></p> <p><b>NB: Responses which identify sources by letter and (correctly) assert whether they agree or disagree with the statement = MAX 1 MARK</b></p>	<p><b>1-4</b></p> 



	<i>Source A agrees with the statement, but Sources B and C disagree.</i>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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

3. Explain how Kenilworth Castle changed as a result of periods of instability and tension in England.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]	
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.	
<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain two examples of changes with the nature or extent for change during periods of instability/tension explained, e.g.</p> <p><i>Kenilworth changed during King John's rule as he had to strengthen it. At the time the Crown had taken possession of the castle from the de Clinton's who built it. This period had a lot of instability as John was excommunicated by the Pope and many barons were unhappy with his rule; he probably feared revolt. He added the bailey's outer set of stone walls, including a double storey gatehouse with twin towers, portcullises and fish-tailed arrow loop windows. Towers were built into the walls for protection, for example Lunn's Tower and a barbican were built to protect the inner bailey gate, all making the castle harder to penetrate.</i></p> <p><i>During the reign of Henry III Simon de Montfort led a group of reforming barons in a rebellion against the King, resulting in parts of the castle being destroyed. The King laid siege to the castle when the supporters of Simon de Montfort's son refused to give it up. The King brought huge siege machines to try and destroy the walls, and excavations show that a building inside the outer bailey was destroyed. Political instability had led to damage.</i></p> <p><b>Alternatively, answers could focus on changes made by de Clinton, the strengthening of the castle between 1184-89 under Henry II or the slighting of the castle after the Civil War,</b></p> <p><b>Nutshell: Explains nature / extent of two changes at different times.</b></p> <p><b>NB: Answers at Level 4/5 need to clearly link the changes to a specific period instability/tension e.g., the Barons' War.</b></p>	<b>9–10</b>

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain one example of change with the nature or extent of change during periods of instability/tension, explained, e.g.</p> <p><i>Simon de Montfort strengthened the castle before he led a rebellion of reforming barons against the King. He added another layer of defenses which are known as the Brays. The Brays protected the outer rim of the dam enclosing the mere and included ditches. At the same time records also suggest he bought a lot of expensive siege engines which he was then able to use to protect the castle when the King laid siege to it.</i></p> <p><b>Nutshell: Explains nature / extent of one change.</b></p> <p><b>NB: Answers at Level 4/5 need to clearly link the changes to a specific period instability/tension e.g., the Barons' War.</b></p>	7–8
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify one or more changes in the castle during periods of instability/tension, e.g.</p> <p><i>A building was demolished inside the outer bailey during the siege of the castle in 1266.</i></p> <p><i>The Civil War led to the slighting.</i></p> <p><b>Nutshell: Identifies examples of change(s).</b></p>	5–6
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events during periods of instability/tension, e.g.</p> <p><i>There was a siege of the castle in 1266 after Simon de Montfort was killed. The supporters of his son refused to give up the castle so the King laid siege to it.</i></p> <p><b>Nutshell: Describes events.</b></p> <p><b>NB: Descriptions of changes of ownership should be awarded at Level 2.</b></p>	3–4
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain general points, e.g.</p> <p><i>Geoffrey de Clinton built a stone castle.</i></p> <p><i>John of Gaunt made the castle more luxurious.</i></p>	1–2

<ul style="list-style-type: none"> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p><b>Nutshell: General points.</b></p> <p><b>NB: Points raised outside of periods of instability/tension should be awarded Level 1.</b></p>	
<p><b>Level 0</b></p> <ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>		0

4. Study **Sources D and E**. Which of these sources is more useful to a historian studying the history of Kenilworth Castle in the 1500s?

<b>Assessment Objectives</b>	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]		
<b>Additional Guidance</b>	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>		
<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>	
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to them in the question.</li> </ul>	<p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence of the role, or importance of the castle or 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 in the 1500s.</i></p> <p><i>Source D is useful because it shows the importance of this castle as the main home of Robert Dudley, Earl of Leicester, why else would it have so many expensive items inside it? Things like chess boards inlaid with crystals and jewels and life-size portraits were rare and very expensive. The expensive items and features of Kenilworth Castle show how it was used to promote the owner's wealth and status. That Dudley went to the enormous expense of commissioning portraits of himself and the Queen in the same year that he hosted her for 3 weeks of entertainment shows how keen he was to impress her.</i></p> <p><i>Source E is also useful as evidence as it shows the architectural fashion of the time and how, therefore, Robert Dudley wanted to present himself as the most modern of men. E shows Leicester's building, which was the extension he made to the castle in advance of the Queen's visits, in 1572. The architectural style was the latest fashion, including lots of windows and glass. From this we can also infer that the function of the Castle was further changing away from a role concerned with defense, to a role in which comfort, fashion and entertainment were more important.</i></p> <p><b>Alternatively, candidates may focus on the contrast between the permanent changes in E and the more mobile and temporary nature of D's contents OR that Dudley felt able to make changes to the castle due to it being a period of stability.</b></p>	<b>9–10</b>	

	<p><b>Nutshell: Supported valid inferences from both sources.</b></p> <p><b>N.B Use the number of inferences/quality of development/support to determine the mark within the level</b></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement about them in relation to the question.</li> </ul>	<p>Level 4 answers will typically make one or more supported inferences from one source to explain how it can be used as evidence of the role or importance of the castle or its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful because it shows the importance of this castle as the main home of Robert Dudley, Earl of Leicester, why else would it have so many expensive items inside it? Things like chess boards inlaid with crystals and jewels and life-size portraits were rare and very expensive. The expensive items and features of Kenilworth Castle show how it was used to promote the owner's wealth and status. That Dudley went to the enormous expense of commissioning portraits of himself and the Queen in the same year that he hosted her for 3 weeks of entertainment shows how keen he was to impress her.</i></p> <p><b>Nutshell: Supported valid inference(s) from one source.</b></p> <p><b>N.B. Use the number of inferences and/or quality of development/support to determine the mark within the level</b></p> <p><b>N.B.: Answers are likely to address both sources but only make one valid inference.</b></p>	<b>7–8</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question.</li> <li>These analyses are then used to evaluate the sources, comparing them and reaching a partially supported judgement about them in the context of the question.</li> </ul>	<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 or importance of the castle or its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful because it shows us how wealthy the owners of the Castle were as it had such a lot of very expensive items within it.</i></p> <p><b>OR</b></p> <p><i>Source E is useful because it shows the lengths Leicester (Dudley) went to impress the Queen.</i></p> <p><b>Nutshell: Argument based on valid but unsupported inference(s)</b></p>	<b>5–6</b>

	<p>Alternatively, Level 3 answers could argue the usefulness of the source(s) based on reliability of sources, e.g.</p> <p><i>I think Source D is useful because its reliable as fits in with what I know about Kenilworth. Robert Earl of Leicester had done a good job of getting his family back into the Queen's good books and was given a title in 1564 and lots of grants from the Queen to extend the Castle. I am not surprised he could afford such expensive items.</i></p> <p><i>Source E is also reliable because it shows things which I know to be true. For example, it shows the building Leicester constructed for Queen Elizabeth's visit in 1572.</i></p> <p><b>Nutshell: Argument based on valid evaluation of reliability of source(s).</b></p> <p><b>NB: Mark at bottom of level if candidate argues sources are not useful.</b></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources.</li> <li>These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question.</li> </ul>	<p>Level 2 answers will typically assert the value of extracts or details from the source(s), e.g.</p> <p><i>Source D is useful because it shows the owner had a painting of himself.</i>  <i>Source E is useful because it shows that the Castle had big windows.</i></p> <p><b>Nutshell: Asserts value of details / extracts.</b></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response selects details from the source(s).</li> <li>The response includes a basic judgement about the sources that is linked to the issue in the question.</li> </ul>	<p>Level 1 answers will typically make unsupported assertions about the source type or provenance e.g.</p> <p><i>Source D is more useful because it contains facts and figures. Source E is just a modern photograph.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type</b></p> <p>Alternatively, Level 1 answers will paraphrase/use details from the source(s) without addressing the question in a valid way e.g.</p> <p>Source D says Robert Dudley had a painting of himself.</p> <p><b>Nutshell: Paraphrasing / describing without addressing usefulness.</b></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

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