

GCSE

History A (Explaining the Modern World)

**J410/13: Personal rule to Restoration 1629-1660 with castles:
form and function c.1000-1750**

General Certificate of Secondary Education

Mark Scheme for June 2022

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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:

- 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

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
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## 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.

## Personal Rule to Restoration 1629–1660

1. Explain why, between 1646 and 1649, Parliament decided to place the king on trial.

<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 identify and explain more than one reason why, between 1646 and 1649, Parliament decided to place the king on trial, e.g.</p> <p><i>One reason was the impact of the Second Civil War on Parliament's attitudes towards Charles. In December 1647, whilst imprisoned in Carisbrooke Castle, Charles made secret negotiations with the Scots who agreed to invade England, causing a second civil war. This hardened Parliament's attitudes towards Charles, and many believed now that he simply could not be trusted, that he would never reach a reasonable agreement with them, and had to be placed on trial.</i></p> <p><i>A further reason was that by December 1648, Parliament had been reduced to only its most radical members who supported placing the king on trial. This was because the army, led by Colonel Pride, surrounded Parliament and arrested those MPs who wanted to continue negotiating with the king. The army was now in control and only around 80 MPs were left. 'Pride's Purge' therefore meant those opposed to placing the king on trial had been removed, and made a trial inevitable.</i></p> <p><b>Nutshell: Two reasons identified and explained, specific to period 1646-49</b></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"><li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li><li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li></ul>	<p>Level 4 answers will typically explain one reason why, between 1646 and 1649, Parliament decided to place the king on trial, e.g.</p> <p><i>One reason was the impact of the Second Civil War on Parliament's attitudes towards Charles. In December 1647, whilst imprisoned in Carisbrooke Castle, Charles made secret negotiations with the Scots who agreed to invade England, causing a second civil war. This hardened Parliament's attitudes towards Charles, and many believed now that he simply could not be trusted, that he would never reach a reasonable agreement with them, and had to be placed on trial.</i></p> <p><b>Nutshell: One reason identified and explained, specific to period 1646-49</b></p>	<b>7–8</b>

	<b>N.B. Many candidates will attempt to explain several reasons but only explain one reason to the required standard.</b>	
<b>Level 3</b> <ul style="list-style-type: none"><li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li><li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li></ul>	Level 3 answers will typically identify valid reason(s) why between 1646 and 1649, Parliament decided to place the king on trial, e.g.  <i>Parliament had come to believe the king was untrustworthy after he negotiated with the Scots. Charles refused to compromise with Parliament and rejected every deal Parliament tried to negotiate. Pride's Purge meant that moderates were no longer in Parliament. Charles' defeat in the Second Civil War convinced some people it was God's will that Charles be removed. Parliament was divided and this led Charles to play for time and reject all offers.</i>  <b>Nutshell: One or more reasons identified but not explained, specific to period 1646 – 49</b>	<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"><li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li><li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li></ul>	Level 2 answers will typically identify / explain general reasons for tension / conflict in the 1640s, e.g.  <i>Charles believed in the Divine Right of kings.</i> <i>Charles and Parliament did not agree about finance and religion.</i>  <b>Nutshell: Identifies / explains general causes of tension in the 1640s</b> <b>NB: Award responses which are clearly explanations of causes of Civil War at this level</b>  <b>Alternatively</b> , answers at Level 2 will typically contain description of events that is linked to the issue in the question, e.g.  <i>In 1646 Charles rejected the Newcastle Propositions which said that Parliament would be called every 3 years and bishops would be abolished. Then he also rejected the Army's Heads of Proposals in 1647 which offered to keep bishops but with limited powers. Charles escaped from imprisonment in November 1647. He was recaptured on the Isle of Wight but then began secret negotiations with the Scots for the Scots to invade England.</i> + <b>Nutshell: Description of relevant events (1646-49) without identifying reason for placing the King on trial.</b>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"><li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li><li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li></ul>	Level 1 answers will typically contain general assertions OR description of events before 1646, e.g.  <i>Charles was too difficult to negotiate with.</i> <i>In 1640 Charles needed money to fight the Scots so he called Parliament.</i>  <b>Nutshell: General assertions or description of events before 1646</b>	<b>1–2</b>
<b>Level 0</b>		<b>0</b>

No response or no response worthy of credit.		
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2. Study Sources A–C. 'Between 1650 and 1658, Cromwell was motivated by religious belief rather than power.' How far do **Sources A–C** convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

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

Levels	Indicative content	Marks
<b>Level 5</b>	<p>Level 5 answers will typically explain how two or more sources support or contradict the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider why such factors such as the purpose, context, provenance or other features of the sources make the sources convincing evidence for or against the statement, e.g.</p> <p><i>Source A partly convinces me that the statement is right. Cromwell is turning down the offer to be king. He says that 'God has shown that he truly rejects the title of king' because Charles has been killed and there is no longer a king. Cromwell says if he became king it would be going against God's wishes. This suggests that he was motivated by religious belief. However, although this source is convincing that Cromwell was religious, it doesn't completely convince me that Cromwell didn't want power. This is because even though he turned down the title of King, Cromwell was king in all but name. He had a ceremony to be installed as Lord Protector, which was essentially a coronation. He wore purple robes and carried a golden sceptre. Afterwards, he was addressed as 'Your Highness'.</i></p> <p><i>Source B also suggests that Cromwell was mainly motivated by religion during his rule. The author says he 'cannot praise enough' Cromwell's 'devotion in all religious matters' and claims he turned the army into 'deeply religious and well-behaved' men. Cromwell's main aim was to serve 'Our Lord Jesus Christ'. However, I'm not totally convinced by this because the source is from Cromwell's official obituary, published soon after his death, and was written to honour his achievements and show him in a positive light out of respect.</i></p> <p><i>Source C partially convinces me that the statement is true. On the face of it tells us that Cromwell was completely motivated by power, saying that he has planned to become king from a young age and that the Council of State was just a stepping stone to him taking 'complete power for himself'. It suggests Cromwell was not religious at all, only 'pretending' to be devoted to God. However, this source is completely over the top. It makes Cromwell seem like a pantomime villain with his 'slyness and cunning' and using sensationalist phrases like 'mocking God'.</i></p> <p><i>(Or might evaluate C using when it was made e.g. It was written after the Restoration of the monarchy</i></p>	<b>17–20</b>

	<p><i>when Cromwell's reputation was ruined, and people were encouraged to be critical of his rule. The excessive nature of this source therefore suggests it's not a fair assessment of Cromwell's motivations).</i></p> <p><b>[Alternatively, candidates may use contextual knowledge about Cromwell's religious reforms/beliefs to argue that Source A is convincing about his religious belief; or that C is unconvincing about his lack of religious belief. Note that the same knowledge cannot be credited twice as evaluation of two different sources, though.]</b></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources.</b>  <b>NB: 17-18 marks = 2 source contents + 2 evaluations</b>  <b>19-20 marks = 3 source contents + 2 evaluations</b></p>	
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> <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 content of the source(s) supports or contradicts the statement <b>and</b> will have valid and relevant evaluation of one source.</p> <p>Evaluation might consider why such factors as purpose, context, provenance or other features of the source make the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A convinces me that the statement is right. Cromwell is turning down the offer to be king. He says that 'God has shown that he truly rejects the title of king' because Charles has been killed and there is no longer a king. Cromwell says if he became king it would be going against God's wishes. This suggests that he was motivated by religious belief.</i></p> <p><i>Source B also suggests that Cromwell was mainly motivated by religion during his rule. The author says he 'cannot praise enough' Cromwell's 'devotion in all religious matters' and claims he turned the army into 'deeply religious and well-behaved' men. <b>However, I'm not totally convinced by this because the source is from Cromwell's official obituary, published soon after his death, and was written to honour his achievements and show him a positive light out of respect.</b></i></p> <p><i>Source C does not convince me that the statement is true. It tells us that Cromwell was completely motivated by power, saying that he has planned to become king from a young age and that the Council of State was just a stepping stone to him taking 'complete power for himself'. It suggests Cromwell was not religious at all, only 'pretending' to be devoted to God.</i></p> <p><b>Nutshell: Valid use of content of source(s) with valid evaluation of one source.</b>  <b>NB: 13 marks = 1 source content &amp; evaluation</b>  <b>14 marks = 2 source contents + 1 evaluation</b>  <b>15-16 marks = 3 source contents + 1 evaluation</b></p>	<b>13-16</b>
<b>Level 3</b> <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</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 convinces me that the statement is right. Cromwell is turning down the offer to be king. He says that 'God has shown that he truly rejects the title of king' because Charles has been killed and there is no longer a king. Cromwell says if he became king it would be going against God's wishes. This suggests that he was motivated by religious belief.</i></p>	<b>9-12</b>

<p>judgement in the context of the historical issue in the question.</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 appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p><i>Source B also suggests that Cromwell was mainly motivated by religion during his rule. The author says he 'cannot praise enough' Cromwell's 'devotion in all religious matters' and claims he turned the army into 'deeply religious and well-behaved' men. Cromwell's main aim was to serve 'Our Lord Jesus Christ'.</i></p> <p><i>Source C does not convince me that the statement is true. It tells us that Cromwell was completely motivated by power, saying that he has planned to become king from a young age and that the Council of State was just a stepping stone to him taking 'complete power for himself'. It suggests Cromwell was not religious at all, only 'pretending' to be devoted to God.</i></p> <p><b>Nutshell: Valid use of content of all three sources in relation to statement</b></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources.</li> <li>These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.</li> </ul>	<p>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 convinces me that the statement is right. Cromwell is turning down the offer to be king. He says that 'God has shown that he truly rejects the title of king' because Charles has been killed and there is no longer a king. Cromwell says if he became king it would be going against God's wishes. This suggests that he was motivated by religious belief.</i></p> <p><i>Source B also suggests that Cromwell was mainly motivated by religion during his rule. The author says he 'cannot praise enough' Cromwell's 'devotion in all religious matters' and claims he turned the army into 'deeply religious and well-behaved' men. Cromwell's main aim was to serve 'Our Lord Jesus Christ'.</i></p> <p><b>Nutshell: Valid use of content of one or two sources in relation to statement</b>  <b>NB: 5-6 marks = 1 source; 7-8 = 2 sources)</b></p>	<b>5-8</b>
<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 undeveloped / unsupported comments about purpose, provenance or context, e.g.</p> <p><i>I don't find Source A convincing because it was written by Cromwell himself talking to Parliament, so he is likely to lie about his true motivations. I don't find B convincing because it was written by someone close to Cromwell.</i></p> <p><b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></p> <p><b>Alternatively</b>, Level 1 answers will use details from the source(s) without addressing the question, e.g.</p> <p><i>Source A says that Cromwell turned down the Crown because he thinks God didn't want any more kings. Source B says that Cromwell was a noble man who achieved a great deal. Source C says that Cromwell had dreamed of being king.</i></p> <p><b>Nutshell: Describes/uses sources without addressing question</b></p> <p><b>Alternatively</b>, Level 1 answers will demonstrate simple knowledge of Cromwell's rule, e.g.</p>	<b>1-4</b>

	<p><i>In 1657 Parliament issued Cromwell with the Humble Petition and Advice, in which they asked him to become King. Cromwell ruled as Lord Protector until he died in 1658.</i></p> <p><b>Nutshell: Uses own knowledge without sources</b> <b>NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK</b></p>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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

3. Explain why Kenilworth Castle changed between 1350 and 1500.

<b>Assessment Objectives</b>	<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>	
<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>	<p><b>Indicative content</b></p>	
<p><b>Level 5</b></p> <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 identify and fully explain two reasons for changes to the castle from the period 1350–1500, e.g.</p> <p><i>One reason it changed was because the new owner in 1361, John of Gaunt, wanted to create a home fit for a member of the royal family. John was a son of Edward III and when he inherited huge wealth from his wife's family in Spain he turned Kenilworth into much more of a palace. He built a new much larger Hall and massive kitchens and private apartments for himself. The new Hall was designed to be similar to the king's at Windsor Castle, using the same craftsmen. It had tall windows with glass (the height of luxury at the time), large fireplaces and a minstrel's gallery, and the kitchen could serve several hundred people. These were all designed to show off that he was the son of a king.</i></p> <p><i>Another reason it changed was because as the home of one of the richest aristocrats it needed to also act as home to an even larger household. This meant the building of new accommodation. Apartments were built for stewards, a chamberlain, treasurer, clerk of the wardrobe as well as Gaunt himself, in towers like the Saintlowe and Gaunt's Tower next to the new hall. The castle expanded as it had to house more people, more comfortably.</i></p> <p><i>[Alternatively, candidates may focus on how Kenilworth was also the centre for local administration and the Great Tower seems to have been converted in the fifteenth century, or that there was an increasing fashion for greater privacy, so there was more demand for private as well as communal rooms.]</i></p> <p><b>Nutshell: Two reasons for changes 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> </ul>	<p>Level 4 answers will typically identify and fully explain one reason for changes to the castle from the period 1350–1500, e.g.</p> <p><i>One reason it changed was because when John of Gaunt took ownership in 1361 he was the son of a king. Because of this he had a huge household to support him. He had over a hundred male servants alone, many who were aristocrats in their own right. All of these needed to be housed, so it is not surprising he chose to extend the</i></p>	<b>7–8</b>

<ul style="list-style-type: none"> <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><i>accommodation in the castle massively. As well as the new hall, he built new towers and blocks next to it which would house his principal officers like the chamberlain, treasurer and clerk of the wardrobe, as well as the many others who needed to be in attendance. A major building program had to be begun.</i></p>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><b>Nutshell: identifies and explains one reason for change</b></p> <p>Level 3 answers will typically identify at least one reason for change in the castle from the period 1350-1500, e.g.</p> <p><i>John of Gaunt wanted the castle to reflect his status as son of a king and to make it more palatial.</i>  <i>John of Gaunt wanted to lavishly entertain hundreds of guests to impress them.</i>  <i>More accommodation was needed for officials and those attending the castle owner.</i>  <i>In the second half of the fourteenth century there was a greater emphasis on privacy in accommodation in castles.</i></p> <p><b>Nutshell: Identifies reasons for change(s) from 1350-1500 but not explained</b></p>	<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events from the period 1350-1500 OR description of features of the castle without identifying a reason for change, e.g.</p> <p><i>England was getting more peaceful in the later 1300s. In 1361 John of Gaunt inherited the castle and improved it making it a lot more comfortable. The new hall looked a bit like Windsor Castle, which his father the King had just made some improvements on. John of Gaunt's son Henry Bolingbroke took over the castle when Gaunt died. He then became Henry V so in the 1400s the castle was owned by the Lancastrian kings. They wanted a comfortable place to live when they were outside London. It was a good place to be because Gaunt had updated the castle and added lots of new buildings where the king and officials could stay very comfortably.</i></p> <p><b>Nutshell: Describes events from 1350-1500 OR descriptions of changes of ownership with no reasons identified</b></p>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<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 less dangerous.</i>  <i>The castle was rebuilt and fancy.</i>  <i>It got bigger.</i></p> <p><b>Nutshell: General points or events outside 1350-1500</b></p>	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

4. Study Sources D and E. Which of these sources is more useful to a historian studying the history of Kenilworth Castle from 1500 to 1750?

<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>

Levels	Indicative content	Marks
<b>Level 5</b>	<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 because it reveals that by 1575 Kenilworth's military role was long since over; the castle was by this time a grand, palatial home used for entertaining and worthy of the Queen's visit. It shows how the castle was used by Dudley to demonstrate his wealth, power and status and to impress Queen Elizabeth. This is demonstrated by the lavish entertainment arranged for the Queen's arrival, as well as the Queen's own "beautifully carved and decorated" coat of arms above the gate.</i></p> <p><i>OR:</i></p> <p><i>'Source D is very useful for showing us how important Kenilworth Castle was by 1575, and how much money and effort was spent on remodeling the castle for the visit/s of Queen Elizabeth I. The source is very useful for describing the ways in which Kenilworth was made 'fit for a queen', for example "over the castle gate was a beautifully carved and decorated coat of arms: that of the Queen", and for showing that it was worth the cost of preparing the castle in this way to its owner, Robert Dudley, which shows that there was a considerable amount of power and prestige linked to the castle.</i></p> <p><b>[Alternative inferences for D could include that the source is: useful as evidence of how different parts of the castle would feature in celebrations.]</b></p> <p><i>On the other hand, I think Source E is more useful as a source about Kenilworth at this time. Source E is useful as the drawing was made just before the slighting ordered by Parliament at the end of the civil war. It tells us how little damage was done by the civil war itself. The labeling clearly shows so many of the main buildings intact, like Leicester's Gatehouse, Mortimer's Tower and the Great Hall. That isn't surprising as once the Royalists withdrew from the castle in the early civil war (after Edgehill) Parliament occupied it and there were no battles there,</i></p> <p><b>[Alternative inferences include: useful of evidence of the extent and importance of the castle as Dugdale</b></p>	<b>9–10</b>

	<p>commissioned this image for his guide; useful of evidence of the physical development of the castle by 1650].</p> <p><b>Nutshell: Supported valid inferences from both sources</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 supported inferences from one source to explain how it 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 reveals that by 1575 Kenilworth's military role was long since over; the castle was by this time a grand, palatial home used for entertaining and worthy of the Queen's visit. It shows how the castle was used by Dudley to demonstrate his wealth, power and status and to impress Queen Elizabeth. This is demonstrated by the lavish entertainment arranged for the Queen's arrival, as well as the Queen's own "beautifully carved and decorated" coat of arms above the gate.</i></p> <p><b>Nutshell: Supported valid inference from one source</b></p> <p><b>NB: Answers are likely to address both sources but only make one valid inference</b></p>	7-8
<b>Level 3</b>	<p>Level 3 answers will typically make valid unsupported inferences from one or both sources to identify ways in which they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful because it shows us that Dudley used the castle to impress and flatter the Queen.</i>  <i>Source D is useful because it shows the castle was used for courtly entertainment.</i>  <i>Source D is useful because it shows how different parts of the castle featured in celebrations.</i></p> <p><i>Source E is useful because it shows the castle at a key point in its history, just before it was slighted.</i>  <i>Source E is useful because it shows hundreds of years of castle development in one picture.</i></p> <p><b>Nutshell: Valid but unsupported inference(s)</b></p> <p><b>Alternatively</b>, Level 3 answers will typically argue the usefulness of the source is based on reliability of sources, e.g.</p> <p><i>I think Source D is useful because it fits with what I know about Kenilworth. Dudley was the Queen's favourite, and allegedly her lover and she stayed with him for longer at Kenilworth than she stayed at the home of any other courtier. I am not surprised that he would try to impress her as she helped to pay for his renovation projects there.</i></p> <p><b>Nutshell: Valid evaluation of (un)reliability of source(s)</b></p> <p><b>NB: Mark at bottom of level if candidate argues sources are not useful</b></p>	5-6
<b>Level 2</b>	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g.	3-4

<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><i>Source E is useful because it tells you just how big the castle was. Source D is useful because it shows how the Queen visited Kenilworth and there were musicians playing for her.</i></p> <p><b>Nutshell: Asserts value of details / extracts</b></p> <p><b>NOTE:</b> award 3 marks for use of one source and 4 marks for use of both sources.</p>	
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response selects details from the source(s).</li> <li>The response includes a basic judgement about the sources that is linked to the issue in the question.</li> </ul>	<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 this man would have no reason to lie but Source E is just a picture and the artist may not have been able to see everything clearly or recorded it accurately. It is not like a photo.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type</b></p> <p><i>Alternatively Level 1 answers will</i> paraphrase/use details from the source(s) without addressing the question in a valid way, e.g.</p> <p><i>Source D says that the Queen arrived and there were musicians who greeted her.</i></p> <p><b>Nutshell: paraphrasing without addressing usefulness</b></p>	<b>1-2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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