

## 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 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**RM ASSESSOR**

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

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Contradictory Responses**

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

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

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

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

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

**Longer Answer Questions** (requiring a developed response)

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

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

Award Zero '0' if:

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

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

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

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

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

10. For answers marked by levels of response:

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

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

11. **Annotations**

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

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

<b>High performance 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 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 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 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, NR should also be recorded for SPaG**

**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:

- 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.
- 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.
- Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

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

b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.

d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who [ssteam@ocr.org.uk](mailto:ssteam@ocr.org.uk) can check what access arrangements were agreed.

e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## Section A: Personal Rule to Restoration 1629–1660

1. Explain the impact of Cromwell on the government of England between 1653 and 1658.

<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>	<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 explain more than one impact of Cromwell on government between 1653 and 1658, e.g.</p> <p><i>One impact was Cromwell dissolving the Rump Parliament. Cromwell dissolved the Rump Parliament by force as he wanted religious reforms to be introduced which many of the MPs were not prepared to accept. The end of the Rump Parliament had a significant impact on the government of England as its replacement, the Nominated Assembly (Barebones Parliament), only had members who had been nominated by Cromwell and the army on the basis on their 'godly' outlook. The government of England was being concentrated in the hands of just a small number of people.</i></p> <p><i>One impact was the new constitution drafted in December 1653. Cromwell believed in religious toleration and freedom, so the 1653 Instrument of Government planned for the Church of England to allow liberty of worship for all Protestant sects that did not disturb the peace. The clergy would just guide and encourage religious devotion rather than enforce rigid rules. This was a big impact because this constitution brought in quite radical ideas and went further than the moderates in Parliament wanted to go.</i></p> <p><b>[Alternatively, candidates may explain how Cromwell's IOG led to conflict with Parliament]</b></p>	<b>9–10</b>

Levels	Indicative content	Marks
	<p><i>Another impact was the rule of the Major-Generals. In 1655, Cromwell was concerned by a Royalist rebellion in Wiltshire and interpreted military defeats in the Caribbean as God punishing England. He thought the nation needed a godly reformation and divided England and Wales into eleven military districts, each one ruled by a Major-General. This was a big change in how England was governed. The Major-Generals tried to impose a more godly lifestyle on the people by doing things like shutting alehouses and stopping popular sports. This was another big impact because it was unpopular and significant taxes were needed to pay for it.</i></p> <p><b>Nutshell: Two impacts identified and explained.</b></p>	
<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 impact of Cromwell on government between 1653 and 1658, e.g.</p> <p><i>One impact was the rule of the Major-Generals. In 1655, Cromwell was concerned by a Royalist rebellion in Wiltshire and interpreted military defeats in the Caribbean as God punishing England. He thought the nation needed a godly reformation and divided England and Wales into eleven military districts, each one ruled by a Major-General. This was a big change in how England was governed. The Major-Generals tried to impose a godlier lifestyle on the people by doing things like shutting alehouses and stopping popular sports. This was another big impact because it was unpopular and significant taxes were needed to pay for it.</i></p> <p><b>Nutshell: One impact identified and explained.</b></p>	<b>7–8</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>	<p>Level 3 answers will typically identify valid impact(s) of Cromwell on the government of England between 1653 and 1658, e.g.</p> <ul style="list-style-type: none"> <li><i>The new constitution allowing freedom of worship.</i></li> <li><i>The Major Generals ruled different areas and clamped down on things like drunkenness.</i></li> <li><i>Cromwell was in conflict with Parliament which didn't want as much radical change.</i></li> <li><i>Government became very unpopular because people lost their leisure</i></li> </ul>	<b>5–6</b>

Levels	Indicative content	Marks
	<p>activities.</p> <p><b>Nutshell: One or more impacts identified but not explained.</b></p> <p><b>NOTE: Award 6 marks for two impacts identified.</b></p>	
<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 Cromwell/Cromwell's policies that is linked to the issue in the question without addressing the question of impact, e.g.</p> <ul style="list-style-type: none"> <li><i>Cromwell established the Nominated Parliament that only included people nominated for their 'godly' outlook.</i></li> <li><i>Cromwell introduced a new constitution that made him Lord Protector.</i></li> <li><i>Cromwell was a Puritan. He wanted to give people the freedom to worship in whatever way they wished (as long as it was Protestant).</i></li> <li><i>Cromwell brought in the rule of the Major-Generals.</i></li> </ul> <p><b>Nutshell: Description of beliefs/ related events without identifying the impact.</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 valid but general points, e.g.</p> <ul style="list-style-type: none"> <li><i>Cromwell took more power.</i></li> <li><i>Cromwell argued with Parliament.</i></li> </ul> <p><b>Nutshell: Valid but general assertions.</b></p>	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

2. Study Sources A–C. ‘Between 1641 and 1642, Parliament was more opposed to Charles’ advisors than to Charles himself.’ 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>	<p>AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]</p>
<b>Additional Guidance</b>	<p>Relevant and effective conclusions can be rewarded within the mark range at Levels 4/5. Answers can still reach Levels 4/5 without a conclusion</p> <p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b>	<p>Level 5 answers will typically explain how 2 or more sources support or contradicts the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each source makes the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A does convince me that the statement is correct. Dering thought the Remonstrance would be used to show the King the error of his ways, by ‘pointing out’ the ‘wicked advice of his evil councillors’. Dering is shocked by the idea that the Grand Remonstrance will be published for ‘ordinary people’ to read because it would show a huge amount of ‘disrespect’ for the King. This shows he is not against the King himself but just actions he has taken because of ‘Papists’. I find this very convincing evidence because Dering is clearly very much against Charles’ religious changes, mentioning ‘Papists’ and ‘superstition brought in by some Bishops’; nevertheless, he was prepared to fight on Charles’ side in the war, showing he was not against the King himself.</i></p>	<b>17–20</b> 

	<p><b>[Alternatively, candidates may support the criticism of the 'evil councillors' with contextual knowledge about Laud, Strafford, etc.]</b></p> <p>On the face of it, Source B does not support the statement. The Five Members have been accused of treason, trying to 'deprive the King of his royal power' and 'plotting war' against him specifically. This suggests Parliament are directly against the King himself, not just his advisors. However, the source doesn't fully convince me because the charges have been drawn up on Charles' orders and needed to be serious enough to justify the King's actions – he broke parliamentary privilege to enter Parliament to arrest the Five Members. So, they are accused of plotting against the King himself specifically, because high treason was a significant accusation.</p> <p>Source C offers only superficial evidence that the statement is correct. Parliament claim that they have been attacked as a result of the 'wicked advice' of Papists and they are trying to raise an army in order to protect the 'safety of his Majesty'. However, it is likely that they are only using these terms in order to publicly justify their decision to raise an army against the King. They are claiming they would be fighting on behalf of Charles to rescue him from the advice of evil councillors. This was particularly necessary as they actually had no legal right to raise an army.</p> <p><b>[Alternatively, candidates may use contextual knowledge to challenge the source's contention that the army was being raised to protect the King, by explaining the situation in March – June 1642, e.g. the Nineteen Propositions.]</b></p> <p>In conclusion, the sources do not convince me that the statement is true. It's true that there were more moderate MPs like Dering who would back the King no matter what. However, those who raised arms against Charles were only using the 'wicked advisors' argument as a shield against treason, because we can see from Source B how dangerous it would be to criticise the King directly.</p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources.</b>  <b>NOTE:</b>  <b>17-18 marks = 2 source contents + 2 evaluations.</b>  <b>19-20 marks = 3 source contents + 2 evaluations.</b></p>	
		13-16 

<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 the source(s) support or contradicts the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A does convince me that the statement is correct. Dering thought the Remonstrance would be used to show the King the error of his ways, by 'pointing out' the 'wicked advice of his evil councillors'. Dering is shocked by the idea that the Grand Remonstrance will be published for 'ordinary people' to read because it would show a huge amount of 'disrespect' for the King. This shows he is not against the King himself but just actions he has taken because of 'Papists'.</i></p> <p><i>However, Source B does not support the statement. The Five Members have been accused of treason, trying to 'deprive the King of his royal power' and 'plotting war' against him specifically. This shows Parliament are directly against the King himself, not just his advisors.</i></p> <p><i>Source C offers only superficial evidence that the statement is correct. Parliament claim that they have been attacked as a result of the 'wicked advice' of Papists and they are trying to raise an army in order to protect the 'safety of his Majesty'. However, it is likely that they are only using these terms in order to publicly justify their decision to raise an army against the King. They are claiming they would be fighting on behalf of Charles to rescue him from the advice of evil councillors. This was particularly necessary as they actually had no legal right to raise an army.</i></p> <p><b>Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE:</b>  <b>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>	
<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</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. Dering thought the Remonstrance would be used to show the King the error of his ways, by 'pointing out' the 'wicked advice of his evil councillors'. Dering is shocked by the idea that the</i></p>	<p><b>9-12</b></p>

<ul style="list-style-type: none"> <li>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><i>Grand Remonstrance will be published for 'ordinary people' to read because it would show a huge amount of 'disrespect' for the King. This shows he is not against the King himself but just actions he has taken because of 'Papists'.</i></p> <p><i>However, Source B does not support the statement. The Five Members have been accused of treason, trying to 'deprive the King of his royal power' and 'plotting war' against him specifically. This shows Parliament are directly against the King himself, not just his advisors.</i></p> <p><i>Yet Source C offers some evidence that the statement is correct. Parliament claim that they have been attacked as a result of the 'wicked advice' of Papists and they are trying to raise an army in order to protect the 'safety of his Majesty'.</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.</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>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 does convince me that the statement is correct. Dering thought the Remonstrance would be used to show the King the error of his ways, by 'pointing out' the 'wicked advice of his evil councillors'. This shows he is not against the King himself but just actions he has taken because of 'Papists'.</i></p> <p><i>However, Source B does not support the statement. The Five Members have been accused of treason, trying to 'deprive the King of his royal power' and 'plotting war' against him specifically. This shows Parliament are directly against the King himself, not just his advisors.</i></p> <p><b>Nutshell: Valid use of content of one or two sources in relation to statement.</b></p> <p><b>NOTE: 5-6 marks = 1 source.</b></p> <p><b>7-8 = 2 sources.</b></p>	<p><b>5-8</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> </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>Source B is unconvincing because these were drawn up by Charles. I don't think Source C convinces me because it's a piece of Parliament propaganda.</i></p> <p><b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></p>	<p><b>1-4</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>	<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 Charles has faithful MPs. Charles accused the Five Members of high treason, as shown by Source B.</i></p> <p><b>Nutshell: Describes/uses sources without addressing question.</b></p> <p>Alternatively, Level 1 answers will demonstrate knowledge of the events of 1641–42, relevant to the question, e.g.</p> <p><i>In January 1642, Charles attempted to arrest five of his biggest critics in Parliament.</i></p> <p><b>Nutshell: Uses own knowledge without sources.</b></p> <p><b>NB:</b> responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = <b>MAX 1 MARK</b></p>	
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

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

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

<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>	<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>	<p>Level 5 answers will typically contain reasons for changes in the castle from the period 1150-1270 with at least two of them explained, e.g.</p> <p><i>One reason Kenilworth Castle changed was because it moved into royal ownership. Originally Kenilworth had been built as a military stronghold by Geoffrey de Clinton who was treasurer of Henry I. However, the de Clintons weren't always loyal, and the castle was in such a strategic location that Henry II decided to take it into his own hands. This brought change because from now on it would be strengthened and turned into a royal castle, in need of greater impact and prestige in building works, for example in enlarging the mere and building greater walls and a new storey to the Great Tower.</i></p> <p><i>Another reason it changed was because of the difficult situation in England during this time. Henry II and King John made changes to the castle by strengthening its military defences. Both of them invested in strong fortifications, by building inner and outer bailey stone walls and John also built gatehouses and a number of towers in the walls. Henry II experienced a rebellion by his wife and sons, and King John needed a strong military base in case of rebellion by his barons who were unhappy with his actions as King, especially after he was excommunicated by the Pope. This meant the castle changed because the security concerns of kings at the time caused them to strengthen it.</i></p> <p><b>Nutshell: Explains two reasons for change.</b></p>	<b>9–10</b>
<b>Level 4</b>	<p>Level 4 answers will typically contain reasons for changes in the castle from the period 1150-1270 with one of them explained, e.g.</p> <p><i>One reason Kenilworth Castle changed was because it moved into royal ownership. Originally Kenilworth had been built as a military stronghold by Geoffrey de Clinton who was treasurer of Henry I. However, the de Clintons weren't always loyal, and the castle was in such a strategic location that Henry II decided to</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>take it into his own hands. This brought change because from now on it would be strengthened and turned into a royal castle, in need of greater impact and prestige in building works, for example in enlarging the mere and building greater walls and a new storey to the Great Tower.</i></p>	
<p><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 specific reasons for change in the castle from the period 1150-1270, e.g.</p> <p><i>England was dangerous and there was the risk of rebellion, especially under King John and at the end of Henry II's rule.</i>  <i>OR</i>  <i>One reason Kenilworth Castle changed was because it moved into royal ownership under Henry II</i>  <i>OR</i>  <i>Simon de Montfort was a powerful baron and felt he needed protection and to look important, as he was married to the King's sister.</i></p> <p><b>Nutshell: Explains one reason for change.</b></p>	<b>5–6</b>
<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 <b>description of events</b> from the period 1150-1270 <b>OR</b> description of features of the castle without reasons for change, e.g.</p> <p><i>England was dangerous at this time because of rebellions. Kings and barons felt threatened.</i>  <i>OR</i>  <i>Became a royal castle /was taken into royal hands (N.B. not linked specific period)</i>  <i>OR</i>  <i>The castle added inner and outer bailey walls, a bigger mere and more towers and gatehouses.</i></p> <p><b>Nutshell: Describes events from 1150-1270.</b></p>	<b>3–4</b>
<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> <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</li> </ul>	<p>Level 1 answers will typically contain general points <b>OR</b> description of events from outside the period of the question, e.g.</p> <ul style="list-style-type: none"> <li><i>England became more dangerous.</i></li> <li><i>The castle was rebuilt more strongly.</i></li> <li><i>They added more living space.</i></li> <li><i>They added more stone walls.</i></li> </ul> <p><b>Nutshell: General points or events outside 1150-1270.</b></p>	<b>1–2</b>

understanding of these is apparent in the answer.		
<b>Level 0</b> No response or no response worthy of credit.		0

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

<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> <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 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, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Both sources are useful to historians studying the history of Kenilworth Castle between these dates.</i></p> <p><i>Source D is useful for telling us how Kenilworth changed in the 1300s from a military base to become an important residence and home. It tells us they used 40 oak trees for the floor of the Great Chamber 'so that dancing can take place at Christmas'. This shows that the castle was being used as a home for its owner (John of Gaunt) and he was hosting large social gatherings</i></p> <p><b>[Alternative inferences could include that the source is: useful as evidence about how castle changes were funded (by selling local woodland); useful as evidence of how building works were carried out (by commissioning a local mason to take charge and recruit local tradesmen) useful to show that the castle was owned by wealthy people (who needed locks to protect jewels in private rooms).]</b></p> <p><i>Source E is useful because we can see it was no longer a defensive castle after the civil war. It shows the damage to the curtain wall caused by the slighting ordered by parliament in 1649 and the neglect afterwards as it was left as a roofless ruin</i></p> <p><i>OR</i></p> <p><i>Source E is useful as evidence that the castle changed from a military base to a home for the nobility. Robert Dudley made the castle fit for royal visits and we can see the huge Elizabethan garden first planted by him and the building of Leicester's gatehouse.</i></p> <p><b>Nutshell: Supported valid inferences from both sources.</b></p>	<b>9–10</b>

<b>Level 4</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 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 they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful for telling us how Kenilworth changed in the 1300s from a military base to become an important residence and home. It tells us they used 40 oak trees for the floor of the Great Chamber 'so that dancing can take place at Christmas'. This shows that the castle was being used as a home for its owner (John of Gaunt) and he was hosting large social gatherings</i></p> <p><b>Nutshell: Supported valid inference from one source.</b>  <b>NOTE: Answers are likely to address both sources but only make one valid inference.</b></p>	<b>7–8</b>
<b>Level 3</b> <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, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Source D is useful because it shows us how the castle was being used to entertain.</i></p> <p><i>Source E is useful because it shows how the Kenilworth was no longer functional (became a ruin) as it was damaged by the slighting</i></p> <p><i>OR</i></p> <p><i>Source E is useful because it shows how the castle was adapted more for leisure during this time</i></p> <p><i>(valid inference(s) from one source = 5 valid inference(s) from both sources = 6)</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 sources based on reliability, e.g.</p> <p><i>I think Source D is useful because it fits with what I know about Kenilworth. John of Gaunt made changes to the castle at this time to improve the living accommodation and make the castle fit for a King's son.</i></p> <p><b>Nutshell: Valid evaluation of (un)reliability of source(s).</b></p>	<b>5–6</b>

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

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