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

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

11.   **Annotations**

Annotation	Meaning
✔ 1	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.

The English Reformation c.1520–c.1550

1. Explain the impact of the Reformation on ordinary English churches and parishes between c.1534 and c.1550.

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

Levels	Indicative content	Marks
Level 5 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically explain more than one impact of the Reformation on ordinary English **churches** and **parishes** between c.1534 and c.1550, e.g. *One impact was that church services changed. Previously, following Catholic traditions, praying to saints was common and services and the bible were in Latin. But in 1549 Edward VI introduced the Book of Common Prayer. This was written in English so ordinary people could read it. It cut back on devotion to the saints. So the new services were far closer to how Protestants believed they should be carried out.* *Another impact was on church buildings. Catholic churches had been lavishly decorated and held lots of colourful paintings, statues and stained glass windows. During the Reformation, altars, stained glass and rood screens were removed. Walls were whitewashed because Protestants believed these things were a distraction from praying to God. So churches became much more plain.* **[Alternatively, candidates could cite: banning of holy water /processions; removal of statues, relics, saints' lights; defacing of images; requirement of everyone to attend church on Sundays; chantries shut down; Propaganda in churches; the removal of church plate, etc.; saving/hiding of relics etc. by clergy /parishioners; banning sale of**	**9–10**

	church ales; financial/ employment impact on parishes; drop in no. people joining clergy.] **NB** this excludes the impact on monasteries themselves (as covered in Q2), though some candidates may discuss local effects in parishes eg: alms giving, education **Nutshell: Two impacts identified and explained**	
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically explain one impact of the Reformation on ordinary English **churches** and **parishes** between c.1534 and c.1550, e.g. *One impact was that church services changed. Previously, following Catholic traditions, praying to saints was common and services and the bible were in Latin. But in 1549 Edward VI introduced the Book of Common Prayer. This was written in English so ordinary people could read it. It cut back on devotion to the saints. So the new services were far closer to how Protestants believed they should be carried out.* **Nutshell: One impact identified and explained** **NB: Many candidates will attempt to explain several impacts but only explain one impact to the required standard**	**7–8**
Level 3 • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify valid impact(s) of the Reformation on ordinary English **churches** and **parishes** between c.1534 and c.1550, e.g. *The Bible was now in English.* *Churches now had communion tables and pulpits.* *A law was passed saying everyone had to attend church on Sundays.* *Festivals like Ash Wednesday came to an end.* *Chantries were shut down.* **Nutshell: One or more impacts identified but not explained**	**5–6**
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question..	Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g. *The Reformation began under Henry VIII and continued under Edward VI. Catholic practices included things like praying to saints and reading the Bible in Latin. Catholic churches were highly decorated.* **Alternatively,** answers at level 2 will typically describe impact of the wider	**3–4**

	reformation/dissolution of the monasteries, e.g *Monks were unemployed, nuns lost their accommodation.* **Nutshell: Description of reformation/related events without identifying impact on ordinary churches/ parishes**	
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points, e.g. *Churches changed from Catholic to Protestant.* *There were changes to the roles of priests.* **Nutshell: General points**	**1–2**
Level 0 No response or no response worthy of credit.		**0**

2.   'Henry VIII dissolved the monasteries because he wanted to get rid of bad behaviour in the Church.' How far do **Sources A–C** convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Assessment Objectives	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	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
Level 5	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	**17–20**

| • Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.
• These analyses are then used to evaluate the sources, reaching a convincing and substantiated judgement in the context of the historical issue in the question.
• Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.
• This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question. | 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.

Source A partly convinces me that the statement is true. Layton has inspected the monastery at Monkton Farleigh and found monks sleeping with women, which they weren't supposed to do; he says 'they are carrying out sinful acts with these women.' He also suggests that they are lying about the relics that they have ('I am guessing the thing is a fraud'). This suggests that the visitations did find evidence of bad behaviour. However, I don't fully trust the source because Layton, who carried out the visitation, was hand-picked by Cromwell. So like Cromwell, he was someone with a strong dislike of Catholic practices and probably looking for excuses to give bad reports and shut the monasteries down. This suggests the motive was not just about bad behaviour.

[Alternatively, candidates might pick out the phrase 'I think I found <u>enough evidence</u> to mean the priory should be closed down', the language of 'enough evidence' suggests the inspectors were trying to find excuses to shut them down and their real motive was elsewhere.

OR candidates may argue that the source is convincing because there are many other, similar reports of monks' bad behaviour. NB candidates need to give an example, or cross-refer to Source B, not merely assert this is true.]

Source B also only partly convinces me that the statement is true. The Abbott does refer to 'the wrongdoings and evil life of this monastery' which might suggest he is admitting bad behaviour and that is the reason he is signing the Abbey over to the King. However, his letter also mentions signing over to the king 'all its lands, rents, possessions and income', which suggests that the King just wants to get his hands on the Abbey's money. I don't think the part about 'wrongdoings' and an 'evil life' is very convincing because the Abbott is clearly writing under threat and pressure because he is scared that he might be killed for resisting, which had happened to the Abbott of Whalley Abbey.

Source C is further evidence that the statement is incorrect. Harcourt is offering to give the King and Cromwell £100 each to allow the priory to carry on, or to buy it off the Crown. This shows just how valuable the monastic lands were and how the King could make a lot of money through the Dissolution, suggesting this is the real reason why it was carried out. I find this very convincing because we know that this kind of thing happened repeatedly, and the resale of monastic land raised over £1 million for Henry VIII. |

	In conclusion, the sources do not convince me that the statement is true. It's true that people like Layton and Cromwell probably viewed the use of relics as 'bad behaviour'; however, the main motivations were likely to be religious and financial. **Nutshell: Valid use of content of sources with valid evaluation of two or more sources.** **NB: 17-18 marks = 2 source contents + 2 evaluations** **19-20 marks = 3 source contents + 2 evaluations**	
Level 4 • Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source. • These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question. • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.	Level 4 answers will typically explain how the content of the source(s) supports or contradicts the statement **AND** will have valid and relevant evaluation of one source. 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. *Source A partly convinces me that the statement is true. Layton has inspected the monastery at Monkton Farleigh and found monks sleeping with women, which they weren't supposed to do; he says 'they are carrying out sinful acts with these women.' He also suggests that they are lying about the relics that they have ('I am guessing the thing is a fraud'). This suggests that the visitations did find evidence of bad behaviour. However, I don't fully trust the source because Layton, who carried out the visitation, was hand-picked by Cromwell. So like Cromwell, he was someone with a strong dislike of Catholic practices and probably looking for excuses to give bad reports and shut the monasteries down. This suggests the motive was not just about bad behaviour.* *Source B also convinces me that the statement is true. The Abbott does refer to 'the wrongdoings and evil life of this monastery' which might suggest he is admitting bad behaviour and that is the reason he is signing the Abbey over to the King. (B can also be used to contradict the statement)* *Source C is evidence that the statement is incorrect. Harcourt is offering to give the King and Cromwell £100 each to allow the priory to carry on, or to buy it off the Crown. This shows just how valuable the monastic lands were and how the King could make a lot of money through the Dissolution, suggesting this is the real reason why it was carried out.* **Nutshell: Valid use of content of source(s) with valid evaluation of one source.** **Note: 13 marks = 1 source content & evaluation**	**13–16**

	14 marks = 2 source contents + 1 evaluation	
	15-16 marks = 3 source contents + 1 evaluation	
Level 3 • Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source. • These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question. • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.	Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources, e.g. *Source A convinces me that the statement is true. Layton has inspected the monastery at Monkton Farleigh and found monks sleeping with women, which they weren't supposed to do; he says 'they are carrying out sinful acts with these women.' This suggests that the visitations did find evidence of bad behaviour.* *Source B also convinces me that the statement is true. The Abbott does refer to 'the wrongdoings and evil life of this monastery' which might suggest he is admitting bad behaviour and that is the reason he is signing the Abbey over to the King. (B can also be used to contradict the statement)* *Source C is evidence that the statement is incorrect. Harcourt is offering to give the King and Cromwell £100 each to allow the priory to carry on, or to buy it off the Crown. This shows just how valuable the monastic lands were and how the King could make a lot of money through the Dissolution, suggesting this is the real reason why it was carried out.* **Nutshell: Valid use of content of all three sources in relation to statement**	**9–12**
Level 2 • Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources. • These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question. • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.	Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources, e.g. *Source A convinces me that the statement is true. Layton has inspected the monastery at Monkton Farleigh and found monks sleeping with women, which they weren't supposed to do; he says 'they are carrying out sinful acts with these women.' This suggests that the visitations did find evidence of bad behaviour.* *Source B also convinces me that the statement is true. The Abbott does refer to 'the wrongdoings and evil life of this monastery' which might suggest he is admitting bad behaviour and that is the reason he is signing the Abbey over to the King. (B can also be used to contradict the statement)* **Nutshell: Valid use of content of one or two sources in relation to statement** **NB: 5-6 marks = 1 source; 7-8 = 2 sources**	**5–8**

Level 1 • Response selects details from the source content and/or provenance of one of the sources. • This is then used to make a basic judgement about the historical issue in the question. • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	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. *Source A is not convincing because Layton was handpicked by Cromwell. Source B convinces me because the Abbott would know because he is in charge of the Abbey.* **Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.** Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g. *Source A shows that some monks were sleeping with women. Some people were angry about how the monasteries were closed down, and wanted to save them, like in Source C.* **Nutshell: Describes/uses sources without addressing question** Alternatively, Level 1 answers will demonstrate simple knowledge of the Dissolution, e.g. *Henry VIII decided to dissolve the monasteries to increase his power and wealth.* **Nutshell: Uses own knowledge without sources** **NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK**	**1–4**
Level 0 No response or no response worthy of credit.		**0**

Castles: Form and Function c.1000–1750

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

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

Levels	Indicative content	Marks
Level 5 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify and fully explain two reasons for changes to the castle from the period 1350-1500, e.g. *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.* *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.* *[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.]* **Nutshell: two reasons for changes identified and explained.**	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify and fully explain one reason for changes to the castle from the period 1350-1500, e.g. *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 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.* **Nutshell: Identifies and explains one reason for change**	**7–8**
Level 3	Level 3 answers will typically identify at least one reason for change in the castle from the period 1350-1500, e.g. *John of Gaunt wanted the castle to reflect his status as son of a king and to make it more palatial.*	**5–6**

• Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	*John of Gaunt wanted to lavishly entertain hundreds of guests to impress them.* *More accommodation was needed for officials and those attending the castle owner.* *In the second half of the fourteenth century there was a greater emphasis on privacy in accommodation in castles.* **Nutshell: Identifies reasons for change(s) from 1350-1500 but not explained**	
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events from the period 1350-1500 **OR** description of features of the castle without identifying a reason for change, e.g. *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.* **Nutshell: Describes events from 1350-1500 OR descriptions of changes of ownership with no reasons identified.**	**3–4**
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g. *England became less dangerous.* *The castle was rebuilt and fancy.* *It got bigger.* **Nutshell: General points or events outside 1350-1500**	**1–2**
Level 0 No response or no response worthy of credit.		**0**

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

Assessment Objectives	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 • The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question. • These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to the question.	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. *Both sources are useful to historians studying the history of Kenilworth Castle between these dates.* *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 Eiizabeth. 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.* *OR:* *'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.* [**Alternative inferences for source D could include that the source is useful as evidence of how different parts of the castle would feature in celebrations.**] *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*	**9–10**

	Edgehill) Parliament occupied it and there were no battles there,	
	[Alternative inferences for source E include: useful of evidence of the extent and importance of the castle as Dugdale commissioned this image for his guide; useful of evidence of the physical development of the castle by 1650].	
	Nutshell: Supported valid inferences from both sources	
Level 4 • The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question. • These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement about them in relation to the question.	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. *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 Eiizabeth. 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.* **Nutshell: Supported valid inference from one source** **NB: Answers are likely to address both sources but only make one valid inference**	**7–8**
Level 3 • The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question. • These analyses are then used to evaluate the sources, comparing them and reaching a partially supported judgement about them in the context of the question.	Level 3 answers will typically 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. *Source D is useful because it shows us that Dudley used the castle to impress and flatter the Queen.* *Source D is useful because it shows the castle was used for courtly entertainment.* *Source D is useful because it shows how different parts of the castle featured in celebrations.* *Source E is useful because it shows the castle at a key point in its history, just before it was slighted.* *Source E is useful because it shows hundreds of years of castle development in one picture.* **Nutshell: Valid but unsupported inference(s)** **Alternatively** Level 3 answers will typically argue the usefulness of the source is based on reliability of sources, e.g. *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.*	**5-6**

	I am not surprised that he would try to impress her as she helped to pay for his renovation projects there. **Nutshell: Valid evaluation of (un)reliability of source(s)** **NB: Mark at bottom of level if candidate argues sources are not useful**	
Level 2 • The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources. • These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question.	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g. *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.* **Nutshell: Asserts value of details / extracts** **Note: award 3 marks for use of one source; 4 marks for use of both sources.**	**3-4**
Level 1 • The response selects details from the source(s). • The response includes a basic judgement about the sources that is linked to the issue in the question.	Level 1 answers will typically make unsupported assertions about the source type or provenance *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.* **Nutshell: Argument based on simplistic comments on provenance or source type.** *Alternatively Level 1 answers will* paraphrase/use details from the source(s) without addressing the question in a valid way, e.g. *Source D says that the Queen arrived and there were musicians who greeted her.* **Nutshell: Paraphrasing without addressing usefulness.**	**1-2**
Level 0 No response or no response worthy of credit.		**0**

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