GCSE (9–1)

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 November 2020

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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.

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 addressing question
∿∿∿	Valid point / Development / Evidence / Support

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.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

    a.   If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

    i.   Assess the work for SPaG in accordance with the normal marking criteria.   The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.

    ii.   Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

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

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

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

    c.   If a script has a **word processor cover sheet** <u>**AND**</u> **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 specialrequirements@ocr.org.uk who can check what access arrangements were agreed.

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

Personal Rule to Restoration 1629–1660

1.   Explain why there was so much support for the Restoration of the monarchy in 1660.

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 explain more than one reason why there was so much support for the Restoration of the monarchy in 1660, e.g. *One reason there was so much support for the Restoration was that there were lots of divisions within and between Parliament and the army and they could not rule very effectively. For example, the Rump Parliament had been replaced with an army-dominated Committee of Public Safety in 1659. However, the commander of the army in Scotland, George Monck, refused to accept this. The army eventually backed down, bringing back the Rump Parliament. By 1660 it had become clear that government was not working without a king and so the Restoration of the monarchy was popular with many people because it offered the chance for a return to stability.* *Another reason was that the execution of Charles I had been incredibly unpopular. Many people had viewed the trial and execution of Charles as an illegal act. Some people believed that the instability and confusion of the 1650s was punishment from God for having allowed such a thing to happen. Charles I was seen as a martyr, so it was natural that people would support the return of his son as Charles II.* *[Alternatively, candidates may focus on: the failure of Richard Cromwell to rule effectively; the unpopularity of the Republic/ Major Generals; the personality of Charles II as the 'Merry Monarch'; the hope that a monarch could keep radicals like the Fifth Monarchists under control.]*	**9–10**

	Nutshell: Two reasons 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 reason there was so much support for the Restoration of the monarchy in 1660, e.g. *One reason there was so much support for the Restoration was that there were lots of divisions within and between Parliament and the army and they could not rule very effectively. For example, the Rump Parliament had been replaced with an army-dominated Committee of Public Safety in 1659. However, the commander of the army in Scotland, George Monck, refused to accept this. The army eventually backed down, bringing back the Rump Parliament. By 1660 it had become clear that government was not working without a king and so the Restoration of the monarchy was popular with many people because it offered the chance for a return to stability.* **Nutshell: One reason identified and explained.**	**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 at least one valid reason why there was so much support for the Restoration of the monarchy in 1660, e.g. *Parliament and the army could not rule the country effectively and a king was needed to bring them together.* *Richard Cromwell had failed as a ruler and so many people thought the return of the monarchy was necessary.* *The Republic and the rule of the Major Generals especially had been really unpopular and people welcomed the return of the monarchy.* **Nutshell: One or more reasons identified without full explanation.**	**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 a description of events that is linked to the issue in the question, e.g. *Cromwell died in 1658. He left his son Richard to rule as the next Lord Protector but Richard gave this up in May 1659. Parliament began to negotiate with Charles I's son. Charles accepted the terms parliament offered in the Declaration of Breda. In April 1660, Charles II returned as king, greeted by cheering crowds. He became known as the 'Merry Monarch'.* **Nutshell: Description of relevant events (1658-1660) without focusing on causation.**	**3–4**
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically contain general assertions, e.g. *There was a lot of arguing and instability before the Restoration in 1660.* *Nutshell: General assertions.*	**1–2**

• 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 0 No response or no response worthy of credit.		**0**

2.   Study Sources A–C. 'Charles I and William Laud attacked the Protestant religion between 1629 and 1640'.   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 • Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source. • These analyses are then used to evaluate the sources, reaching a convincing and substantiated judgement in the context of the historical issue in the question. • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.	Level 5 answers will typically explain how the 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 source convincing evidence for or against the statement, e.g. *Source A only partly convinces me that the statement is right. The pamphlet says that 'domineering bishops' are trying to 'destroy' the Protestant church by bringing in 'Popery' and 'worship of statues'. It sounds like Prynne is accusing the bishops of trying to bring in Catholic ways, so this suggests that Laud and/or Charles are trying to attack the Protestant religion. However, I'm not completely convinced by this source because Prynne was a Puritan and Puritans were very extreme Protestants who hated any kind of ceremony and decoration in their churches at all. So Prynne's accusations are likely to have overstated the changes that Charles and Laud were bringing in because he was trying to rally other Puritans and stir up resentment.* **[Alternatively, candidates may use cross-reference with Source B or their knowledge of Prynne as a rebel to question his evidence.]** **[OR candidates may argue that A is more convincing by explaining how Laud's reforms (e.g. moving of the altar in the church, appointment of Arminians as bishops, Charles' support for the 'beauty of religion') supports the evidence in the source.]** *Source B is also only partly convincing about Charles and Laud attacking the Protestant church. In the source, Laud says quite clearly that he has defended 'the Protestant Church of England' and in fact accuses Prynne and the others of trying to cause conflict and 'raise a rebellion' against the king. This suggests that the statement is not true. However, Laud is defending his religious changes which had*	**17–20** ✎

	received criticism elsewhere, not just from these three Puritans. For example, riots broke out in Scotland in 1637 when Charles tried to introduce a new Book of Prayer which the Scots felt was very close to Catholicism. *[Alternatively, candidates may argue that diaries and letters show that many people, particularly among the gentry, did approve of Laud's reforms and shared his dislike of the Puritans.]* *[Candidates may also use the knowledge of Laud's religious reforms to support or challenge the evidence in the source, but do not allow candidates to repeat knowledge used to evaluate another source.]* *[Do not credit as evaluation comments which refer to the mutilations of Prynne etc. to show that Laud hated them. This is correct but not valid as evaluation as it is not relevant to the question being asked here as this action is consistent with what Laud is claiming.]* *Source C doesn't completely convince me that Charles and Laud were attacking the Protestant Church. It does show that during the Civil War, Parliament's soldiers found traces of Catholic worship in a Church in York – we can see the altar has been positioned off to the side and sectioned off from the congregation by an altar rail. There were pictures on the walls – these were associated with Catholic icons. However, the pamphlet was produced as Parliamentarian propaganda during the war to convince people to support the fight against Charles, so I think it will have exaggerated the kind of changes he brought in.* *[Again, candidates may also use the knowledge of Laud's religious reforms to support or challenge the evidence in the source, but do not allow candidates to repeat knowledge used to evaluate another source.]* **Nutshell: Valid use of content of sources with valid evaluation of two or more sources.** **NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18.**	
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.	Level 4 answers will typically explain how the sources support or contradict the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider why such factors as purpose, context, provenance or other features of the sources make the source convincing evidence for or against the statement, e.g. *Source A only partly convinces me that the statement is right. The pamphlet says that 'domineering bishops' are trying to 'destroy' the Protestant church by bringing in 'Popery' and 'worship of statues'. It sounds like Prynne is accusing the bishops of trying to bring in Catholic ways, so this suggests that Laud and/or Charles are trying to attack the Protestant religion. However, I'm not completely convinced by this source because Prynne was a Puritan and Puritans were very extreme Protestants who hated any kind of ceremony and decoration in their churches at all. So Prynne's accusations are likely to have overstated the changes that Charles and Laud were bringing in.*	**13–16** ✏

• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.	*Source B does not convince me about Charles and Laud attacking the Protestant church. In the source, Laud says quite clearly that he has defended 'the Protestant Church of England' and in fact accuses Prynne and the others of trying to cause conflict and 'raise a rebellion' against the king. This suggests that the statement is not true.* *Source C does convince me that Charles and Laud were attacking the Protestant Church. It shows that during the Civil War, Parliament's soldiers found traces of Catholic worship in a Church in York – we can see the altar has been positioned off to the side and sectioned off from the congregation by an altar rail.* **Nutshell: Valid use of content of sources with valid evaluation of one source.** **NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14.**	
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 only partly convinces me that the statement is right. The pamphlet says that 'domineering bishops' are trying to 'destroy' the Protestant church by bringing in 'Popery' and 'worship of statues'. It sounds like Prynne is accusing the bishops of trying to bring in Catholic ways, so this suggests that Laud and/or Charles are trying to attack the Protestant religion.* *Source B does not convince me about Charles and Laud attacking the Protestant church. In the source, Laud says quite clearly that he has defended 'the Protestant Church of England' and in fact accuses Prynne and the others of trying to cause conflict and 'raise a rebellion' against the king. This suggests that the statement is not true.* *Source C does convince me that Charles and Laud were attacking the Protestant Church. It shows that during the Civil War, Parliament's soldiers found traces of Catholic worship in a Church in York – we can see the altar has been positioned off to the side and sectioned off from the congregation by an altar rail.* ***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.	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 only partly convinces me that the statement is right. The pamphlet says that 'domineering bishops' are trying to 'destroy' the Protestant church by bringing in 'Popery' and 'worship of statues'. It sounds like Prynne is accusing the bishops of trying to bring in Catholic ways, so this suggests that Laud and/or Charles are trying to attack the Protestant religion.* ***Nutshell: Valid use of content of one or two sources in relation to statement.***	**5–8** ✏

• 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.	**Alternatively**, Level 2 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 it was written by a Puritan. This means it is not reliable. Source B is from Laud so he will just defend his own reforms. Source C is a Parliamentarian engraving so it will be biased towards Parliament.* **Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.**	
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 identify (correctly) whether sources agree or disagree with statement OR use details from the source(s) without addressing the question OR demonstrate simple knowledge of the rule of Cromwell, e.g. *Source A agrees with the statement. However, C says the statement is wrong.* OR *In Source A Laud is accused of Popery. In C the soldiers are tearing down parts of the church.* OR *Laud was made Archbishop of Canterbury in 1633. Laud was an Arminian. He was very worried by the Puritans in England.* **Nutshell: Uses own knowledge and or sources but fails to address question.**	**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 in the 1600s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]	
	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]	
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
	The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.	
	No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.	
Levels	**Indicative content**	**Marks**
Level 5 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically contain two reasons for changes to the castle in 1600s explained, e.g. *One reason Kenilworth changed is because of the English Civil War. The castle was given up by the King in 1642 and it was taken over by Parliament. After the King was imprisoned at the end of the war Parliament was worried about uprisings and ordered that former Royalist castles should be slighted. Kenilworth was one of these as it had belonged to the royal family throughout the early 1600s. The slighting demolished the north-side of the great tower and parts of the outer curtain wall. It was never again going to be used as a defensive structure and main home of a great baron or the King.* *Another reason it changed was because it was repurposed. The commander John Hawkesworth who had overseen the slighting was then given the castle estate because he and his men hadn't been paid for their work. He made himself a home by extending Leicester's Gatehouse, which was later turned into a farmhouse when he was evicted by Charles II. The rest of the estate was divided up into farms and both Hawkesworth and his men pillaged parts of the main castle for things like fireplaces, windows and other building materials for their own homes and had little interest in what was left. Because of this the castle became a roofless ruin quite quickly.* **Nutshell: Explains two reason for changes.**	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically contain one reason for changes to the castle in 1600s explained, e.g. *One reason Kenilworth changed is because of the English Civil War. The castle was given up by the King in 1642 and it was taken over by Parliament. After the King was imprisoned at the end of the war Parliament was worried about uprisings and ordered that former Royalist castles should be slighted. Kenilworth was one of these as it had belonged to the royal family throughout the early 1600s. The slighting demolished the*	**7–8**

• This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	*north-side of the great tower and parts of the outer curtain wall. It was never again going to be used as a defensive structure and main home of a great baron or the King.* ***Nutshell: Explains reason for one change.***	
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 one or more reasons for changes to the castle in the 1600s, e.g. . *It changed because it was slighted in the Civil War.* *The castle was repurposed as a farm.* **Nutshell: Identifies reasons for change(s).**	**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 from the 1600s **OR** description of features of the castle/changes without identifying reasons, e.g. *Parliament took over the castle in 1642 after the King and his men left. After they won the Civil War it was given to Colonel John Hawkesworth.* *OR* *Walls were knocked down. It became farms.* *OR* *People farmed in the grounds of Kenilworth and used material from the castle to build houses.* **Nutshell: Describes events.** **NOTE: Descriptions of changes of ownership should be awarded at L2.**	**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	Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g. *England had a civil war.* *The castle was ruined.* *At first the King owned it and stayed there.*	**1–2**

understanding of these is apparent in the answer.	**Nutshell: General points or events outside 1600s.**	
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 between 1100 and 1300?

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 1100 and 1300. Source D is useful because it demonstrates the key role the castle played in the King dealing with the rebellion of 1258-66. The King was determined to defeat the rebels at Kenilworth who were holding out against him, so he brought the best available technology to the site, including the huge tower which contained 200 crossbowmen, and nine siege engines as well. He was also prepared to tax people heavily for this siege army, at a time when many barons had already just rebelled. In fact the siege lasted six months as neither side would give in until eventually the castle starved, which shows just how strong the castle was.* *On the other hand Source E is also useful as evidence about Kenilworth. It shows very clearly why the siege engines were needed to enter the castle, as the walls and fortifications were so strong. The castle had already had decades of stone defences added by the time of John, due to its strategic location in the middle of the country and near to powerful barons. King John added a range of new defences like outer bailey stone walls, and this new gatehouse in them next to the older one. Even after the slighting in the 1600s it did not completely fall down, as shown here.* ***Nutshell: Supported valid inferences from both sources.***	**9–10**
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	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. *Source D is useful for several reasons. The source shows clearly the importance of Kenilworth castle between 1100 and 1300. The King went to considerable expense (£19,000 raised from taxes) for a new army to lay siege to the castle, because it was in the possession of the de Montfort family who had recently rebelled against him, taking other barons with them. The King was not prepared to let the family continue to resist him. After the death of the father Simon de Montfort at the Battle of Evesham, the son attempted to*	**7–8**

them and reaching a fully supported judgement them in relation to the question.	*hold out against the King, so Henry III lay siege to the castle, clearly described here.* **Nutshell: Supported valid inference from one source.** **NOTE: Answers are likely to address both sources but only make one valid inference**	
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 the King thought this area was of strategic importance, so important he had to have it under his control.* *OR* *Source E is useful because it shows the defences added during John's reign were very strong, strong enough to resist deliberate attempts to ruin it in the 1600s.* **Alternatively,** Level 3 answers will typically argue the usefulness of the sources based on reliability of sources, e.g. *I think Source D is useful because it fits with what I know about Kenilworth. It was in the possession of the de Montfort family who had recently rebelled against the King, taking other barons with them. The King was not prepared to let the family continue to resist him, so after the death of the father Simon de Montfort, at the Battle of Evesham, the son attempted to hold out against the King, so Henry III lay siege to the castle.* *Source E is also reliable because it shows things which I know to be true. For example it shows the parts of the walls which were strengthened with a gatehouse, Mortimer's Tower, added during John's reign.* ***Nutshell: Valid evaluation of (un)reliability of source(s).*** ***NOTE: Mark at bottom of level if candidate argues sources are not useful.***	**5–6**
Level 2 • The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources.	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g. *Source E is useful because it shows you that the castle had a stone gatehouse. Source D is useful because it shows how the King prepared for a siege.* **Nutshell: Asserts value of details / extracts.**	**3–4**

• 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 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 OR paraphrase/use details from the source(s) without addressing the question in a valid way, e.g. *Source D is more useful because it contains facts and figures. Source E is just a modern photograph.* **Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness.**	**1–2**
Level 0 No response or no response worthy of credit.		**0**

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

High performance *4–5 marks*	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance *2–3 marks*	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance *1 mark*	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded *0 marks*	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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