GCSE (9–1)

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 2019

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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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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
~~	Extendable horizontal wavy line

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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

The English Reformation c.1520–c.1550

1. Explain why some people criticised the English church in the period c.1520 to 1534.

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.	*Please see following page(s)*	**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.		**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.		**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..		**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.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain more than one reason why some people criticised the English church in this period e.g. *There were people who criticised the English Church because they disagreed with its religious practices. The early Protestants in England were influenced by the ideas of Martin Luther. For example, they believed that every Christian should be able to read the Bible in their own language, they didn't agree that purgatory existed and they condemned things like relics and indulgences because they believed that only faith and studying the Bible could make people close to God. This led them to criticise the English Church who told people that they had to listen to Church leaders to improve their faith.* *In addition, there were also criticisms which centred around the corruption of the church. For example, the church sold relics and indulgences to people and reformers like Thomas Cranmer criticised the church for making money out of these things. They also criticised the church for not upholding morals standards – priests were meant to be celibate but lots lived with women or regularly attended brothels. In 1511 there was outrage when members of the Church were not punished for the murder of a man who had refused to pay for his son's funeral because of the 'benefit of the clergy.' Because some people felt that these things had made priests sinful, they criticised the church for having low standards of conduct.* *[Alternatively, candidates might explain how pluralism or the power and wealth of Thomas Wolsey led to criticism.]* **Nutshell: Two reasons identified and explained**	**9–10**
Level 4	Level 4 answers will typically explain one reason why some people criticised the English church in this period, e.g. *There were people who criticised the English Church because they disagreed with its religious practices. The early Protestants in England were influenced by the ideas of Martin Luther. For example, they believed that every Christian should be able to read the Bible in their own language, they didn't agree that purgatory existed and they condemned things like relics and indulgences because they believed that only faith and studying the Bible could make people close to God. This led them to criticise the English Church who told people that they had to listen to Church leaders to improve their faith.* **Nutshell: One reason identified and explained** **NOTE: Many candidates will attempt to explain several reasons but only explain one reason to the required standard.**	**7–8**
Level 3	Level 3 answers will typically identify valid reasons(s) without explanation e.g.. *Some people criticised the Church because they didn't agree with how some individuals like Thomas Wolsey had grown rich and powerful.* *People thought the Church was too rich.* **Nutshell: One or more reasons identified but not explained** **NOTE: Award 6 marks for two reasons identified**	**5–6**

Level 2	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. *The early Protestant reformers believed in every Christian being able to read the Bible in their own language. Many of these people met in Cambridge to discuss their ideas. Reformers like William Tyndale and Simon Fish wrote pamphlets criticising the church.* *The English Church had masses in Latin and worshipped saints.* **Nutshell: Description of church, reformers (English or European) or related events**	**3–4**
Level 1	Level 1 answers will typically contain general points e.g. *The church had lots of money. Some people disagreed with the things the church did.* **Nutshell: General points**	**1–2**
Level 0	No response or no response worthy of credit.	**0**

2. Study Sources A–C.
'The Dissolution of the monasteries had an entirely negative impact.' 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.	*Please see following page(s)*	**17–20**
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.		**13–16**
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.		**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.		**5–8**

• 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 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.		**1–4**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain how each source supports 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. *Source A agrees with the statement and convinces me that the Dissolution had an entirely negative impact. Robert Aske talks about how losing the monasteries has hurt the poor because the monks are no longer giving 'alms to the poor'. I am convinced by this because Aske was not a one off troublemaker and reflected the views of many at the time. The Pilgrimage of Grace was a massive uprising protesting against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536.* ***[Alternatively, candidates may argue that Source A is not convincing because Aske is justifying the rebellion / trying to persuade others to join in so is likely to be exaggerating the impact.]*** *Source B partly convinces me that the statement is correct. It provides an insight into some of the problems faced by monks when they were forced to leave their monasteries. The letter describes how it was difficult to be permitted to work elsewhere and often ended up with 'nothing' when they couldn't pay for the proof of their qualifications. However, the letter is not completely convincing because it seems like the Bishop's assistant is trying to persuade Cromwell that the Dissolution had been hard for many monks and ask him for help. His language suggests he is trying to gain sympathy so he is emphasising the monks' difficulties, e.g. 'they must go a hundred miles.'* ***[Alternatively, candidates may argue that Source B is not convincing because the majority of monks and friars did find alternative paid employment within the Church or receive pensions.]*** *Finally, Source C convinces me that the statement cannot be completely true. It shows how many of the gentry like Southwell and Townsend profited from the dissolution as they were able to gain wealth by taking the monastic lands for themselves. These are fairly typical examples of what happened elsewhere as well; for instance, in Staffordshire, the Giffards bought up a priory and several nunneries. Other people profited from stealing the lead and other materials from the buildings.* ***[Alternatively, candidates may argue that Source C is evidence that local people were unhappy enough with the dissolution to rebel and threaten local landowners over the issue, suggesting negative impact. They may evaluate this point by using Source A or CK about the Pilgrimage of Grace to support].*** **Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE:** **17-18 marks = 2 source contents + 2 evaluations** **19-20 marks = 3 source contents + 2 evaluations**	**17–20**

Level 4	Level 4 answers will typically explain how each source supports 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. *Firstly, Source A agrees with the statement and convinces me that the Dissolution had a very negative impact. Robert Aske talks about how losing the monasteries has hurt the poor because the monks are no longer giving 'alms to the poor'.* *Source B partly convinces me that the statement is correct. It provides an insight into some of the problems faced by monks when they were forced to leave their monasteries. The letter describes how it was difficult to be permitted to work elsewhere and often ended up with 'nothing' when they couldn't pay for the proof of their qualifications. However, the letter is not completely convincing because it seems like the Bishop's assistant may have exaggerated in his letter in order to gain sympathy for the monks. When he says they have to travel a hundred miles and cannot afford to have the register searched, he is trying to persuade Cromwell that the Dissolution had been hard for many monks. In fact, the majority of monks and friars did find alternative paid employment within the Church.* *Finally, Source C convinces me that the statement cannot be completely true. It shows how many of the gentry like Southwell and Townsend profited from the dissolution as they were able to gain wealth by taking the monastic lands for themselves. However, the source is also evidence that local people were unhappy enough with the dissolution to rebel and threaten local landowners over the issue.* **Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE:** **13 marks = 1 source content & evaluation** **14 marks = 2 source contents + 1 evaluation** **15-16 marks = 3 source contents + 1 evaluation**	**13–16**
Level 3	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 agrees with the statement and convinces me that the Dissolution had a very negative impact. Robert Aske talks about how losing the monasteries has hurt the poor because the monks are no longer giving 'alms to the poor'.* *Source B partly convinces me that the statement is correct. It provides an insight into some of the problems faced by monks when they were forced to leave their monasteries. The letter describes how it was difficult to be permitted to work elsewhere and often ended up with 'nothing' when they couldn't pay for the proof of their qualifications.* *Finally, Source C convinces me that the statement cannot be completely true. It shows how many of the gentry like Southwell and Townsend profited from the dissolution as they were able to gain wealth by taking the monastic lands for themselves. However, the source is also evidence that local people were unhappy enough with the dissolution to rebel and threaten local landowners over the issue.* **Nutshell: Valid use of content of all three sources in relation to statement**	**9–12**

Level 2	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. *The statement is correct. Source A agrees with the statement and convinces me that the Dissolution had a very negative impact. Robert Aske talks about how losing the monasteries has hurt the poor. Also, Source B shows some of the problems faced by monks when they were forced to leave their monasteries. The letter describes how it was difficult to be permitted to work elsewhere and were often left with 'nothing' when they couldn't pay for the proof of their qualifications.* **Nutshell: Valid use of content of one or two sources in relation to statement** **NOTE:** **5-6 marks = 1 source** **7-8 = 2 sources**	**5–8**
Level 1	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 Aske was a rebel. I don't think Source C convinces me because it's a government report so biased against John Walker.* **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 B shows that after the dissolution of the monasteries monks had nowhere to work. Some people protested about how the monasteries were closed down, like in Source A.* **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 how the main functions of Kenilworth Castle changed in the period 1120–1399.

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.	*Please see following page(s)*	**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.		**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.		**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.		**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.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically contain two examples of changes in function with the reason for or extent of change explained e.g. *Kenilworth Castle's functions changed in a number of ways in this period. In the 1124, the castle was built by Geoffrey de Clinton to demonstrate his power and dominance. However, after 1175, the castle was taken into Crown ownership and it became a Royal fortress whose main function was to defend against rebellious barons. For example, Henry II built the stone walls of the inner bailey and a stone gatehouse to garrison the castle during the great rebellion. Furthermore, his son John fortified the castle in case of rebellion by his barons who were unhappy with the actions of the king. His defences included Mortimer's Tower, another gatehouse, which had battlements and a portcullis, and Lunn's Tower, which had arrow loops and a wall walk.* *In the late thirteenth and fourteenth centuries the castle became much more of a palace, its function being to provide a comfortable home and show off the status of its owners. It had been given to Edmund who was the younger son of Henry III after he helped his father defeat the previous owner at the siege of Kenilworth. Edmund's sons added a new hall and extra accommodation in the Water Tower. Later John of Gaunt added a new great hall and kitchen and remodelled lots of the accommodation to emphasise his wealth and status as a son of the King, Edward III. He even based the design of the hall on his father's new hall at Windsor castle.* **Nutshell: Explains reasons for / extent of two changes in function**	**9–10**
Level 4	Level 4 answers will typically contain one example of change in function with the reason for or extent of change explained e.g. *Kenilworth Castle's function changed in this period. In the 1124, the castle was built by Geoffrey de Clinton to demonstrate his power and dominance. However, after 1175, the castle was taken into Crown ownership and it became a Royal fortress whose main function was to defend against rebellious barons. For example, Henry II built the stone walls of the inner bailey and a stone gatehouse to garrison the castle during the great rebellion. Furthermore, his son John fortified the castle in case of rebellion by his barons who were unhappy with the actions of the king. His defences included Mortimer's Tower, another gatehouse, which had battlements and a portcullis, and Lunn's Tower, which had arrow loops and a wall walk.* **Nutshell: Explains reason for / extent of one change in function**	**7–8**
Level 3	Level 3 answers will typically identify one or more changes in the function of the castle from the period 1120-1399 but fail to explain the reason for or extent of the change e.g. *The main functions of Kenilworth Castle changed a lot in this period. In the early period, under Henry II and King John, it was more of a military fortress. Later on it became more of a luxury home.* **Nutshell: Identifies change(s) in function without explanation**	**5–6**

Level 2	Level 2 answers will typically describe changes in the fabric of the castle but no explicit connection is made between these changes and the functions of the castle, e.g. *Kenilworth castle became a lot stronger. The inner and outer bailey had stone walls built by the Kings who took over in the 1100s and early 1200s. They also built a very strong gatehouse known as Mortimer's tower. Later on the castle became grander with a new great hall copied from Windsor Castle's and lots of extra accommodation for the kitchens and officials.* **Nutshell: Describes changes in the fabric of the castle 1120-1399** Alternatively, Level 2 answers typically contain description of events from the period e.g. *Kenilworth was a very strong castle by the 1200s. In 1258 it was the site of a terrible siege where lots of powerful siege engines were used to try and get in to the castle. Eventually the castle surrendered because the men were starving, not because it was built too weakly.* **Nutshell: Describes events from 1120-1399** **NOTE: Descriptions of changes of ownership should be awarded at L2**	**3–4**
Level 1	Level 1 answers will typically contain general points e.g. *Kenilworth was made stronger; Kenilworth became more impressive* **Nutshell: General points** Alternatively, Level 1 answers will contain description of features of the castle without identifying change e.g. *Kenilworth Castle had a Great Tower and a bailey.* **Nutshell: Describes features without change**	**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 c.1500 to c.1700?

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.	*Please see following page(s)*	**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 them and reaching a fully supported judgement them in relation to the question.		**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.		**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. • 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.		**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.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

	Indicative content	Marks
Level 5	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 very useful to historians studying Kenilworth at this time but in different ways. The survey in Source D was from the year Robert Dudley was granted the castle by the Queen and it's useful for showing it was a very desirable residence. It shows that by this time the castle had become more of a status symbol and comfortable home rather than a defensive building. It's described as 'stately' with many 'fine' buildings and courtyards, good hunting and views.* ***[Alternatively, answers might argue the source reveals that Kenilworth was a prize possession. NB: inferences about Dudley himself are only acceptable if they are linked to the castle.]*** *Source E is also useful because it shows us the extent of the damage caused to Kenilworth after it was slighted and pillaged at the end of the civil war. It reveals how even quite new and beautiful buildings were ruined and fell into disrepair. We can see that large areas were already roofless and overgrown only 150 years after being built, including Leicester's great hall.* **NB: Do not credit as inference answers which merely say that E is useful because it shows the castle WAS slighted. Candidates must say something about the source showing the nature or extent of the damage caused by slighting.** ***[Alternatively, answers might argue the source reveals that in c.1700 Kenilworth's role had changed to become a curiosity / 'tourist attraction' /site of interest for wealthy people who as a leisure pursuit toured around the country looking at castles, including ruins.]*** **Nutshell: Supported valid inferences from both sources**	**9–10**
Level 4	Level 4 answers will typically make a supported inference(s) 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 the most useful. The survey in Source D was from the year Robert Dudley was granted the castle by the Queen and shows that already it was a very desirable residence. At the time most castles were more useful as status symbols and comfortable homes rather than defensive buildings and this one is described as 'stately' with many 'fine' buildings and courtyards, good hunting and views. This was even before the many changes the Earl of Leicester made to make the castle more impressive and comfortable.* **Nutshell: Supported valid inference from one source** **NOTE: Answers are likely to address both sources but only make one valid inference**	**7–8**

Level 3	Level 3 answers will typically make valid **unsupported** inference(s) 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 gives useful information about how important and impressive the castle was. E is useful because you can see how the function of the castle has completely changed by this point.* **Nutshell: Valid but unsupported inference(s)** **NOTE:** **5 marks = inference(s) from one source** **6 marks = inference(s) from both sources** Alternatively Level 3 answers will typically argue the usefulness of the source(s) based on reliability of sources e.g. *I think Source D is useful because it fits in with what I know about Kenilworth in this period. It was Robert Dudley's father John who had built the stables and the tiltyard which the source talks about.* **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	Level 2 answers will typically assert the value of extracts or details from the source(s) e.g. *Source D is useful because it tells you the castle had lots of fine buildings, like courtyards, stables and other accommodation. E is useful because it shows you the castle was a ruin by 1700.* **Nutshell: Asserts value of details / extracts** **NOTE:** **3 marks = detail(s) from one source** **4 marks = detail(s) from both sources**	**3–4**
Level 1	Level 1 answers will typically make assertions about the source type or provenance *Source D is more useful because it contains detailed description. Source E is not useful because it's only a drawing.* **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 castle had a great park with deer.* **Nutshell: Paraphrasing without addressing usefulness**	**1–2**

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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