

GCSE

History A (Explaining the Modern World)

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

General Certificate of Secondary Education

Mark Scheme for June 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of 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, email or via the RM Assessor messaging system.

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.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.

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

10. For answers marked by levels of response:

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

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

J410/13

Mark Scheme

June 2025

11. Annotations

Stamp	Ref No.	Annotation Name	Description
	311	Level 1	Level 1
	321	Level 2	Level 2
	331	Level 3	Level 3
	341	Level 4	Level 4
	441	Level 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

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'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

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

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

Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other: 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 events during the period 1640 to 1642 led to civil war breaking out between Charles I and Parliament.

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 reason why events in 1640–42 led to civil war breaking out between Charles I and Parliament, e.g. <i>One reason civil war broke out in 1642 was the decision by some radical MPs, led by John Pym, to publish the Grand Remonstrance in December 1641. This was a document which listed over 200 demands from the king. This was hugely controversial because it was a very disrespectful document and published for everyone to read. This put off many moderate MPs from supporting Pym. It helped to cause the war because it deepened the divisions between the two factions and led to a 'Royalist' party starting to form around the king.</i> <i>Another reason was Charles' attempt on the Five Members. In January 1642, he went to Parliament with 300 soldiers to arrest his five biggest critics. Someone close to the king had already tipped off Parliament that these men were about to be arrested and they had already fled. The attempt further eroded trust between Charles and Parliament, who viewed it as a violation of parliamentary privilege. It meant that a peaceful solution was even less likely to be found and drove both sides to accelerate military preparations for war.</i> [NOTE: For L4+, if candidates refer to more long-term causes of the war (e.g. religious tensions or disagreements over finance/ power), they MUST clearly link these to events after 1640 and to the outbreak of war – see L4 example below.] Nutshell: Two reasons identified and explained	9–10

Levels	Indicative content	Marks
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 why events in 1640–42 led to civil war breaking out between Charles I and Parliament, e.g. <i>One reason was Charles' refusal to accept any limitation to his royal authority. During the Personal Rule, Charles ruled without Parliament and listened only to narrow range of advice from his advisers, such as Strafford, which angered MPs. He only recalled Parliament in 1640 because he had no other choice. He expected MPs to simply give him what he wanted but instead, they issued a long list of grievances. But Charles refused to accept any limitations to his power and so the rift deepened and, eventually, led to civil war.</i> 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 valid reason(s) why events in 1640–42 led to civil war breaking out between Charles I and Parliament, e.g. <i>One reason was that Charles dismissed Parliament for 11 years. When it was recalled in 1642, Parliament refused to help him which was a cause of war in 1642.</i> <i>Parliament published the Grand Remonstrance in 1641 which increased the tension and led to war.</i> <i>Charles tried to arrest the Five Members in January 1642 and this drove Parliament to start military preparations.</i> <i>Religious issues in this period such as the Root and Branch Petition and the abolition of Laud's changes to churches increased tension and contributed to the war's outbreak.</i> <i>Parliament declaring Ship Money and knighthood fines illegal in August 1641 and this contributed to the friction between them and Charles which eventually led to war.</i> Nutshell: One or more reasons identified but not explained. NB: Award 5 marks if only one reason is identified, 6 marks if two or more reasons are identified,	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. <i>The Personal Rule came to an end in April 1640 when Charles was forced to recall Parliament. Strafford was executed in May 1641 and Parliament published the Grand Remonstrance in November 1641.</i> Nutshell: Description of relevant events OR	3–4

J410/13

Mark Scheme

June 2025

	Level 2 may identify reasons that fall outside the time period to explain conflict between the King and Parliament. <i>There were many alternative reasons for the outbreak of the Civil War such as Charles dissolving Parliament or the introduction of Ship Tax which led to anger at the King.</i> NB: if candidates refer to closing Parliament and are not clear as to which closure they are discussing, do not credit at Level 3.	
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/assertions, e.g. • <i>It was caused by arguments over religion / money / power.</i> • <i>Charles caused the war by not listening to Parliament.</i> • <i>Parliament was very harsh on Charles.</i> • <i>Between 1640 and 1642, relations between Parliament and Charles became worse.</i> Nutshell: valid but general assertions	1–2
Level 0 No response or no response worthy of credit.		0

J410/13

Mark Scheme

June 2025

2. Study Sources A, B and C. 'Cromwell's attempts at religious and moral reform were welcomed in the period 1653 to 1658.' How far do Sources A, B and 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 two or more sources support or contradict the statement based on valid and relevant evaluation of those sources. Evaluation might consider why such factors as the purpose, context, provenance or other features of the sources makes them more convincing evidence for or against the statement, e.g. <i>Source A convinces me that the statement is not correct. Taylor's pamphlet is criticising Puritan moves to ban Christmas celebrations during the rule of the Major Generals. His leaflet describes moves by 'extremists' to announce Father Christmas is dead and the 'sad' situation of the army searching people's houses to check if they are cooking Christmas dinner. Yet despite this, Taylor indicates that Christmas celebrations carry on anyway, with the farmers 'playing cards' and 'dancing' with Father Christmas. This suggests Taylor's message is that ordinary people resent these kinds of clampdowns by a Puritan minority, showing that most people did not welcome Cromwell's attempts at reform.</i> [Alternatively, candidates may use the content of the source to support the statement, as Taylor does admit that 'a great many people' will not welcome Father Christmas, suggesting they support Cromwell's reforms.] <i>I think this reliable evidence as we know that the 'godly reform' of the Major Generals alienated most people and their rule ended in 1656 because they were so unpopular.</i> [Alternatively, candidates might evaluate the source by cross-reference to Source C, to show that such ignoring of religious standards was widespread/ typical.]	17–20 

Levels	Indicative content	Marks
	[Alternatively, candidates might evaluate the source by referring to the risk which Taylor took in publishing his pamphlet: Cromwell's regime introduced licensing laws to control printed material, and pamphlets like this could lead to arrest or punishment. This suggests the strength of feeling from Taylor.] Source B suggests that the statement is right. Sheppard says that 'the people are angry' that Cromwell's government aren't doing enough to crack down on 'immoral behaviour' and punish things like 'dancing, singing and gambling'. This tells us that reform was welcomed but – according to Sheppard – didn't go far enough. However, I don't find this evidence convincing at all. Sheppard was clearly a committed Puritan whose views were not representative of the wider population. He is writing to Cromwell in order to convince him to do more, so he is trying to persuade him that further reform would have the support of the people. Source C convinces me that the statement is not true. We can see from Beake's diary entries that in this couple of weeks alone, a whole range of people in Coventry have been punished for various moral crimes, such as drinking, swearing travelling on the 'Lord's Day' and having sex, showing that many people did not support moral reform. [Alternatively, candidates may use the content of C to support the statement because it is evidence that local officials such as Beake supported the moral standards and were prepared to use punishments such as the stocks, fines and the house of correction to enforce them] I think this evidence is not convincing because it shows people ignoring the new measures is fairly typical. For example, we know that the alehouses returned in their old numbers as soon as the campaign against them wound down. There was a revival of things like the theatre after the Restoration, showing that Cromwell's reforms were not welcomed on a large scale. So this makes the source more convincing. 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.	Level 4 answers will typically explain how the source(s) support or contradict the statement based on the content of the source(s) and a valid and relevant evaluation of one source. Evaluation might consider why such factors as the purpose, context, provenance or other features of the source make it convincing evidence for or against the statement, e.g. Source A convinces me that the statement is not correct. Taylor's pamphlet is criticising Puritan moves to ban Christmas celebrations during the rule of the Major Generals. His leaflet describes moves by 'extremists' to announce Father Christmas is dead and the 'sad' situation of the army searching people's houses to check if they are cooking Christmas dinner. Yet despite this, Taylor indicates that Christmas celebrations carry on anyway. This suggests Taylor's message is that ordinary people resent these kinds of clampdowns by a Puritan minority, showing that most people did not welcome Cromwell's attempts at reform.	13–16 

Levels	Indicative content	Marks
This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.	<i>Source B suggests that the statement is right. Sheppard says that 'the people are angry' that Cromwell's government aren't doing enough to crack down on 'immoral behaviour' and punish things like 'dancing, singing and gambling'. This tells us that reform was welcomed but – according to Sheppard – didn't go far enough. However, I don't find this evidence convincing at all. Sheppard was clearly a committed Puritan whose views were not representative of the wider population. He is writing to Cromwell in order to convince him to do more, so he is trying to persuade him that further reform would have the support of the people.</i> <i>Source C convinces me that the statement is not true. We can see from Beake's diary entries that in this couple of weeks alone, a whole range of people in Coventry have been punished for various moral crimes, such as drinking, swearing travelling on the 'Lord's Day' and having sex, showing that many people did not support moral reform.</i> Nutshell: Valid use of content of source(s) with valid evaluation of one source. NB: 13 marks = 1 source content + 1 evaluation 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. <i>Source A convinces me that the statement is not correct. Taylor's pamphlet is criticising Puritan moves to ban Christmas celebrations during the rule of the Major Generals. His leaflet describes the 'sad' situation of the army searching people's houses to check if they are cooking Christmas dinner. Yet Taylor indicates that Christmas celebrations carry on anyway. This suggests Taylor's message is that ordinary people resent these kinds of clampdowns by a Puritan minority, showing that most people did not welcome Cromwell's attempts at reform.</i> <i>Source B suggests that the statement is right. Sheppard says that 'the people are angry' that Cromwell's government aren't doing enough to crack down on 'immoral behaviour' and punish things like 'dancing, singing and gambling'. This tells us that reform was welcomed but – according to Sheppard – didn't go far enough.</i> <i>Source C convinces me that the statement is not true. We can see from Beake's diary entries that in this couple of weeks alone, a whole range of people in Coventry have been punished for various moral crimes, such as drinking, swearing travelling on the 'Lord's Day' and having sex, showing that many people did not support moral reform.</i> Nutshell: Valid use of content of all three sources in relation to the statement.	9–12 

J410/13

Mark Scheme

June 2025

Levels	Indicative content	Marks
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. <i>Source B suggests that the statement is right. Sheppard says that 'the people are angry' that Cromwell's government aren't doing enough to crack down on 'immoral behaviour' and punish things like 'dancing, singing and gambling'. This tells us that reform was welcomed but – according to Sheppard – didn't go far enough.</i> <i>Source C only also convinces me that the statement is not true. We can see from Beake's diary entries that in this couple of weeks alone, a whole range of people in Coventry have been punished for various moral crimes, such as drinking, swearing travelling on the 'Lord's Day' and having sex, showing that many people did not support moral reform.</i> Nutshell: Valid use of content of one or two sources in relation to the 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. <i>Source B is unconvincing because it was written by a Puritan lawyer, so he may be biased and have exaggerated what he says.</i> 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. <i>Source A is a pamphlet defending the celebration of Christmas. In Source B, Sheppard says that the people are angry there are no laws against rude gestures.</i> Nutshell: Describes/uses sources without addressing question. Alternatively, Level 1 answers will demonstrate knowledge of Cromwell's attempts at moral and religious reform/ related events, e.g. <i>The Major Generals were appointed by Cromwell to help bring about 'godly reform'. Alehouses were shut down and popular sports like cock-fighting were banned.</i> Nutshell: Uses own knowledge without sources / addressing the question. NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK IN TOTAL	1-4 
Level 0 No response or no response worthy of credit.		0

Castles: Form and Function c.1000–1750**3. Explain how Kenilworth Castle changed between c.1500 and c.1750.**

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 examples of changes in the castle during the period c.1500-c.1750, with the nature or extent of change explained for each, e.g. <i>Kenilworth Castle first changed between these dates to become even more luxurious. Robert Dudley Earl of Leicester wanted it to be a castle fit for a queen to stay in, as he hoped to flatter Queen Elizabeth into marrying him. In the 1560s and 70s he redeveloped the Great Tower with impressive windows, improved the entrance and the various guest apartments, and effectively created a long gallery to display his paintings, by remodeling the hall as a great chamber. For her visits in 1575 Leicester built Elizabeth her own personal house in the grounds, which today is known as Leicester's Building. All of this was done in the latest fashionable classical building style. So the castle changed through Dudley making it one that represented the latest fashionable building styles to make it stand out.</i> <i>In the 1600s the castle was slighted at the end of the civil war. Parliament did not want to risk it being used as a stronghold for the Royalists and so ordered for parts of it to be knocked down. This included parts of the Great Tower (the keep) and areas of the curtain walls, which were demolished in 1649. In the following ten years the buildings of the inner bailey were pillaged for building materials as officers from Parliament's army took up residence in the castle grounds and raided the central castle. The castle became a roofless ruin. The mere was also drained. So, as a result of the slighting the castle went from being functional to a lifeless ruin.</i> Nutshell: Explains nature / extent of two changes. This question asks how NOT why	9–10

J410/13

Mark Scheme

June 2025

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 contain one example of change in the castle during the period c.1500-c.1750, with the nature or extent of change explained, e.g. <i>Kenilworth Castle first changed between these dates to become even more luxurious. Robert Dudley Earl of Leicester wanted it to be a castle fit for a queen to stay in, as he hoped to flatter Queen Elizabeth into marrying him. He redeveloped the Great Tower with impressive windows, improved the entrance and the various guest apartments, and effectively created a long gallery to display his paintings, by remodeling the hall as a great chamber. For her visits in 1575 Leicester effectively built Elizabeth her own personal house in the grounds, which today is known as Leicester's Building. All of this was done in the latest fashionable classical building styles. So, the castle changed through Dudley making it one that represented the latest fashionable building styles to make it stand out.</i> Nutshell: Explains nature / extent of <u>one</u> change.	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 one or more changes in the castle during the period c.1500-c.1750 but fail to fully explain it/them e.g. <i>In the 1500s more large windows were added and the castle was made luxurious with fancy fireplaces and plasterwork.</i> <i>In the 1500s Dudley added a new building for the Queen to stay in when she came. It is now known as Leicester's building.</i> <i>Dudley turned the hall into a great chamber to act as a long gallery.</i> <i>In the late 1640s the castle was slighted which knocked down parts of the wall.</i> <i>In the 1650s the castle was handed over to Hawkesworth and his officers in lieu of back pay and they pillaged the inner buildings of materials until it was left as a roofless ruin.</i> Nutshell: Identifies examples of change(s) from 1500-1750 NB: To award an identification of change of function at this level, candidates must give accurate detail of function before and function after. Identification of change to the nature of the fabric of the castle may just take the form of saying what features were built/redesigned within the time period of the question.	5–6

J410/13

Mark Scheme

June 2025

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 c.1500-c.1750 OR description of features of the castle without identifying change, e.g. In the 1640s the castle was used as a base for the Parliamentarians during the civil war. It wasn't really damaged during this time. OR <i>England was less dangerous in the 1500s so even more large windows were added.</i> Nutshell: Describes events/features during period c.1500-c.1750 (e.g. civil war) without identifying change NB: 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 understanding of these is apparent in the answer.	Level 1 answers will typically contain valid but generalised points OR description of events from outside the period of the question, e.g. <i>Parts became ruined.</i> <i>The castle was slighted / destroyed.</i> <i>New buildings were added.</i> <i>The castle was made luxurious.</i> Nutshell: Valid but generalised points or events outside c.1500-c.1750.	1–2
Level 0 No response or no response worthy of credit.		0

J410/13

Mark Scheme

June 2025

- 4 Study **Sources D and E**.
Which of these sources is more useful to a historian studying the history of Kenilworth Castle between c.1250 and c.1500?

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 or importance of the castle, or its significance in the wider events of the time. E.g. <i>Both sources are useful to historians studying the history of Kenilworth Castle between these dates. Source D is useful because it shows the effort the King put into besieging the Castle. It tells us how important the Castle was to him. The description makes it clear just how determined the king was to gain control of the castle: not only did he use much siege equipment (siege towers and stone-throwers), but he also tried to organise an assault across the Mere using barges and planned to undermine its walls. This shows that Kenilworth was of strategic importance to the king.</i> <i>Source E is useful as it shows that at the time the Great Hall was built it must have been more peaceful, otherwise they would never have built such large windows. The castle was no longer needed for defence and it was now more palatial as its function was as a home for an important family.</i> OR <i>Source E shows the Great Hall which was built in the latest style by John of Gaunt, shown here. John of Gaunt wanted to show off his wealth and status when he extended the castle and so employed the same architect as his father the King, on Windsor castle. It has windows letting in as much light as possible, tall, and made with fine tracery. It would have really impressed his guests and reminded them he was the son of a King.</i> Nutshell: Supported valid inferences from both sources NB: Use the number of inferences/quality of development/support to determine the mark within the level	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.	Level 4 answers will typically make one or more supported inferences from one source to explain how it can be used as evidence of the role or importance of the castle, or its significance in the wider events of the time, e.g. <i>Source D is useful because it shows how strong the castle was. The Kings army couldn't destroy it despite the siege engines attempts to undermine it and even using barges to cross the mere. The thick walls were able to withstand all attacks.</i> Nutshell: Supported valid inference(s) from one source NB: Use the number of inferences/quality of development/support to determine the mark within the level NB: Answers are likely to address both sources but only make valid supported inference(s) from one.	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 or importance of the castle, or its significance in the wider events of the time, e.g. <i>Source D is useful because it shows us how determined the King was to take control of the castle as he tried lots of different methods.</i> OR <i>'it shows the importance of the castle to the king because of how determined he was to take control of it'</i> OR <i>Source E is useful because it shows that the castle was used as a status symbol.</i> <i>Source E shows a change of function as the castle is no longer used for defence and is more palatial.</i> Nutshell: Argument based on valid but unsupported inference(s) Alternatively, Level 3 answers will typically argue the usefulness of the source(s) based on reliability of sources e.g. <i>I think Source D is useful because it's true that there was a siege of the castle in 1266. It was during the second Barons War and lasted 6 months. As it's reliable it's pretty useful.</i> Nutshell: Argument based on valid evaluation of reliability of source(s). NB: Mark at bottom of level if candidate argues sources are not useful.	5-6

J410/13

Mark Scheme

June 2025

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) eg <i>Source E is useful because it shows that large spacious halls were created. It shows us the grand style of windows at the time. Source D is useful because it shows how sieges were created and the weapons used.</i> Nutshell: Asserts value of details / extracts	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 <i>Source D is more useful because it contains facts and figures. Source E is just a photo of a ruin.</i> 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. Nutshell: Paraphrasing / describing without addressing usefulness.	1-2
Level 0 No response or no response worthy of credit.		0

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.