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

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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 2021

1. 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

2. **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.

Section A - Personal Rule to Restoration 1629–1660

1. Explain why there was opposition to Charles I's Personal Rule between 1629 and 1640.

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 opposition to Charles I's Personal Rule between 1629 and 1640, e.g. *One reason that there was opposition to the Personal Rule was that it removed power from Parliament. Charles firmly believed in the Divine Right of Kings and thought he could rule alone without Parliament's interference. During the Personal Rule, Charles actually locked Parliament out and ruled for 11 years without calling them. This created opposition as it angered MPs, who felt they were being excluded from the decision-making process and they called the Personal Rule a 'tyranny'.* *Another reason that there was opposition to the Personal Rule was Charles' financial measures. Because he could not raise taxes as he had dissolved Parliament, Charles had introduced ways of raising money that did not need Parliament's consent. For example, in 1634 Charles collected Ship Money, which was usually only collected in coastal areas in an emergency. So people like John Hampden opposed the Personal Rule as they thought Ship Money was illegal, and Hampden went to court over it.* *[Alternatively, candidates might explain other valid reasons for opposition, e.g. religious changes of Charles/Laud during the Personal Rule; treatment of Puritans; other unpopular financial measures (must be from during the Personal Rule, e.g. references to the forced loans would not be valid as it is pre-1629), opposition to Strafford as President of the Council of the North, Scottish rebellion, use of prerogative courts]* **Nutshell: Two reasons identified and explained.**	**9–10**
Level 4	Level 4 answers will typically explain one reason why there was opposition to Charles I's Personal Rule between	**7–8**

• 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.	1629 and 1640, e.g. *One reason that there was opposition to the Personal Rule was Charles' financial measures. Because he could not raise taxes as he had dissolved Parliament, Charles had introduced ways of raising money that did not need Parliament's consent. For example, in 1634 Charles collected Ship Money, which was usually only collected in coastal areas in an emergency. So people like John Hampden opposed the Personal Rule as they thought Ship Money was illegal, and Hampden went to court over it.* **Nutshell: One reason identified and explained.**	
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 there was opposition to Charles I's Personal Rule between 1629 and 1640, e.g. *There was opposition from Parliament because they didn't have any say in running the country.* *There was lots of opposition to Charles' attempts to raise money, such as Ship Money.* *One reason for opposition was the changes that Laud brought to churches during the Personal Rule.* *There was opposition from Puritans because they were treated badly during this period.* *Charles used prerogative courts and there was opposition because of this.* **Nutshell: One or more reasons identified but not explained.**	**5–6**
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g. *In 1629 Charles dissolved Parliament and ruled without them for 11 years. He had a number of advisors, such as Archbishop Laud and Thomas Wentworth. Charles had to find new ways to collect money because Parliament was not there to raise taxes.* **Nutshell: Description of relevant events (1629–40).**	**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 general assertions, e.g. *There was opposition over religion.* *The Personal Rule caused opposition from Parliament.* **Nutshell: General assertions.**	**1–2**
Level 0 No response or no response worthy of credit.		**0**

2. Study Sources A–C. 'The decision to place Charles I on trial did not have the support of Parliament.' 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 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 convinces me that the statement is right. Ludlow is describing how the army stopped some MPs from entering parliament in order to 'get Parliament to agree to placing the King on trial'. They have had to use an army guard to do this which suggests that they are worried about the strength of the opposition to putting the king on trial. I think this evidence is very convincing because Ludlow was in favour of the trial and signed the king's death warrant, yet he has not tried to gloss over or justify what was essentially a military coup.* *[Alternatively, candidates might argue that the content of the source disagrees with the statement because it shows that some MPs were in favour of the trial. However, this could be evaluated through contextual knowledge that those admitted were in a minority – around 190 out of 470 MPs.]* *Source B only partly convinces me that the statement is right. Sidney himself was 'positively opposed' to the trial of the king, believing it to be illegal. He argued with Cromwell over it. However, I don't completely trust his evidence because he wrote this after the monarchy was restored in 1660, so it seems likely that he is trying to distance himself from the decision to place the king on trial, so that he can safely return to the country.* *[Alternatively, candidates might lend more weight to this evidence considering that Sidney is a committed Republican and one might expect him to be in favour of the trial yet even he was opposed to it. The source could also be used at content level to disagree with the statement because it shows that 'Cromwell, Bradshaw and others' wanted the trial.]*	**17–20**

	Source C convinces me that the statement is true. Charles points out that he was not even being placed on trial in front of Parliament, but an obscure Court: 'I see no House of Commons or House of Lords before me that might constitute a Parliament.' This suggests that there were not many MPs willing to support the trial. I think this evidence is convincing because numerous commissioners who had been named to act as judges refused to attend the trial, even the army general Thomas Fairfax. *[Alternatively, the source could be evaluated through purpose, i.e. Charles was trying to declare the proceedings illegal as he knew it would end in a guilty verdict.]* **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.**	
Level 4 • Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source. • These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question. • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.	Level 4 answers will typically explain how the 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 convinces me that the statement is right. Ludlow is describing how the army stopped some MPs from entering parliament in order to 'get Parliament to agree to placing the King on trial'. They have had to use an army guard to do this which suggests that they are worried about the strength of the opposition to putting the king on trial.* *Source B only partly convinces me that the statement is right. Sidney himself was 'positively opposed' to the trial of the king, believing it to be illegal. He argued with Cromwell over it. However, I don't completely trust his evidence because he wrote this after the monarchy was restored in 1660, so it seems likely that he is trying to distance himself from the decision to place the king on trial, so that he can safely return to the country.* *Source C convinces me that the statement is true. Charles points out that he was not even being placed on trial in front of Parliament, but an obscure Court: 'I see no House of Commons or House of Lords before me that might constitute a Parliament.' This suggests that there were not many MPs willing to support the trial.* **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 • 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	Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources, e.g. *Source A convinces me that the statement is right. Ludlow is describing how the army stopped some MPs from entering parliament in order to 'get Parliament to agree to placing the King on trial'. They have had to use an army guard to do this which suggests that they are worried about the strength of the opposition to putting the king on trial.*	**9–12** ✏

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.	*Source B also convinces me that the statement is right. Sidney himself was 'positively opposed' to the trial of the king, believing it to be illegal. He argued with Cromwell over it.* *Source C also convinces me that the statement is true. Charles points out that he was not even being placed on trial in front of Parliament, but an obscure Court: 'I see no House of Commons or House of Lords before me that might constitute a Parliament.' This suggests that there were not many MPs willing to support the trial.* *.* **Nutshell: Valid use of content of all three sources in relation to statement.**	
Level 2 • Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources. • These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question. • Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.	Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources, e.g. *Source A convinces me that the statement is right. Ludlow is describing how the army stopped some MPs from entering parliament in order to 'get Parliament to agree to placing the King on trial'. They have had to use an army guard to do this which suggests that they are worried about the strength of the opposition to putting the king on trial. Source B also convinces me that the statement is right. Sidney himself was 'positively opposed' to the trial of the king, believing it to be illegal. He argued with Cromwell over it.* **Nutshell: Valid use of content of one or two sources in relation to statement.**	**5–8** ✏
Level 1 • Response selects details from the source content and/or provenance of one of the sources. • This is then used to make a basic judgement about the historical issue in the question. • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer	Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of undeveloped / unsupported comments about purpose, provenance or context, e.g. *Source A is not convincing because it was written by an army officer who was in favour of Pride's Purge. I don't think Source C convinces me because it's written Charles himself so will be biased against Parliament .* **Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.** Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g. *Source A says that the army is going to purge Parliament of opposition to the army. In Source C Cromwell wanted to cut off the king's head.* **Nutshell: Describes/uses sources without addressing question.** Alternatively, Level 1 answers will demonstrate simple knowledge of the trial of Charles I or events closely related to it, e.g. *Charles was placed on trial in January 1649. He refused to plead guilty or not guilty because he said that nobody had the right to put a king on trial.*	**1-4** ✏

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

Section B - Castles: Form and Function c.1000–1750

3. Explain how the Civil Wars (1642–1651) affected Kenilworth Castle.

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 as a result of the Civil Wars with the nature or reason or extent of change explained, e.g. *One way the Civil Wars affected it was that they led to it being slighted. During the first Civil War the castle was held by Parliament after the King withdrew his army following the battle of Edgehill. The castle escaped a lot of damage, until there were uprisings in 1648. Parliament then took a harder line on destroying all former Royalist strongholds, and in later 1649 and 1650 the north side of the great tower was demolished, and sections of the outer curtain wall were destroyed. This affected the castle by reducing its future effectiveness.* *Another affect was the changing use of the castle as a result of the Civil Wars. After the slighting, the Commander who had overseen the destruction, Colonel Joseph Hawkesworth, was given the castle estate as payment to him and the local militia for their service in the war. Hawkesworth kept the castle for himself and converted Leicester's Gatehouse into a residence, and his officers divided the estate into farms for themselves. From now on the castle ceased to have any military role and instead became homes and the property of more 'middling folk' as well as Hawkesworthe of course.* **Nutshell: Explains nature / reason / extent of two changes.**	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically contain one example of change in the castle as a result of the Civil Wars with the nature or reason or extent of change explained, e.g. *The Civil Wars affected Kenilworth Castle because they were a turning point in its fortunes. Although it continued to be used as a home, the original damage done by the slighting was made worse by Hawkesworth's men pillaging the residential buildings of the inner bailey for building materials. The castle quickly became a roofless ruin and its features and fittings turned up in houses all round the area. Although Hawkesworth's home was roofed in Leicester's Gatehouse, much of the rest of the castle fell into disrepair.*	**7–8**

	What had previously been a grand castle had become something of a ruin because of these events. **Nutshell: Explains nature / reason / extent of 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 changes in or impacts on the castle as a result of the Civil Wars, e.g. *There were several changes, for example the castle was used by Parliament not the Royalists during the war.* *It was slighted to prevent it being used again.* **Nutshell: Identifies examples of change(s).** **Alternatively**, Level 3 answers will typically identify types of change in the castle as a result of the Civil Wars, e.g. *The civil war led to many changes to Kenilworth Castle. It was no longer used for defence.*	**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 period **OR** description of features of the castle without identifying change, e.g. *England was dangerous at this time because of the civil war and soldiers based themselves in castles like Kenilworth when they could. Parliament controlled it for much of the war.* *OR* *The castle was slighted.* **Nutshell: Describes events.**	**3–4**
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g. *England became very dangerous.* *The castle was almost ruined.* *People lived in it.* *There were battles nearby.* **Nutshell: General points.**	**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 1120–1600?

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

Levels	Indicative content	Marks
Level 5 • The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question. • These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to the question.	Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time, e.g. *Both sources are useful to historians studying the history of Kenilworth Castle between these dates.* *Source D is useful for several reasons. It tells us just how involved Kings could be in directing even some of the smallest changes to the castle, like adding a new porch to the queen's chamber, and a larger window added to her room. This suggests he intended to use this castle a lot, and was very fussy about how comfortable it was. The fact he cares so much about adding fireplaces and wood paneling shows he wanted it to be a warm and useable place for himself and his wife.* *[Alternative inferences could include that the source is: useful as evidence about the management of royal castles (e.g. using the Sheriff to organise works); useful as evidence of how repairs were carried out and paid for (i.e. only paying at the end), and also useful as showing that the castle was very much a military structure which needed to be maintained (hence the repairs to the castle walls and the gates)].* *On the other hand I think Source E is just as useful as evidence about Kenilworth between 1120 and 1600. Source E shows us much more of the long-term history of the castle. We can see the Great Tower which was first built in the 1100s by the de Clintons, the walls of the outer bailey that were built in John's time to defend against a troubled nobility, and how he increased the height of the tower to make it more impressive and spacious. Then there is the ruined Great Hall of John of Gaunt to the left, and Leicester's ruined building. They all show us that this castle was important to kings like John, to kings' sons like John of Gaunt and nobles like the de Clintons who valued and improved the building for domestic and military uses.* *[Alternative inferences could include that the source is: useful as evidence about the desire of Kings and owners to create a long-term impact and demonstrate their dominance, seen in the creation of the mere which almost doubles the size of the castle through reflection. Alternatively, candidates may focus on individual features of the castle they can see and draw an inference from those, for example the size of John of Gaunt's ruined building in the foreground shows his ambition and desire to be seen as the son of a king, as well as the demands for accommodation of a large household.]*	**9–10**

	Nutshell: Supported valid inferences from both sources. **NOTE: inferences about the slighting are outside of the question time frame.**	
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 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 E is useful for telling us about the desire of the castle builders and owners to make a big impression on visitors and enemies, as well as protect themselves. Geoffrey de Clinton built a causeway across the valley when he built the castle. This was to protect his base, power two water mills and encourage wild fowl to hunt and fish to catch. It also made an impressive castle construction seem even bigger when reflected in the water, as can be seen here. King John went on to enlarge the mere further so it was 800m long and 150m wide. This added both greater protection to the castle, but it also made an even more striking impression on anyone looking at the castle and gave an overwhelming sense of the power of the owner of this place.* **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 • 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 cared about the comfort and protection of his home. Source E is useful because it shows the impression Kings wanted to give others as they arrived at the castle.* *OR Source E is useful because it shows some of the changes to the castle overtime, like the building of different blocks, walls and buildings.* **Nutshell: Valid but unsupported inference(s).** **Alternatively** Level 3 answers will typically argue the usefulness of the sources based on reliability of sources e.g. *I think Source E is useful because it fits with what I know kings during this period did to Kenilworth. King Henry II commissioned the outer walls of the bailey, although it was probably John who built them. During John's reign there was a rebellion of his barons and a civil war so I am not surprised he thought defenses like these walls were important. Because I know John built the walls it makes what I see more reliable as evidence.* **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.	**3-4**

• 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.	*Source E is useful because it shows you that the castle was built of strong stone walls. Source D is useful as it tells us that the King had fireplaces repaired in the castle.* **Nutshell: Asserts value of details / extracts.**	
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 mentions what the King wanted. Source E is a recent photo so we don't know what it looked like in the past when it was first built and what it looked like before 1600.* **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**

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored