



**...day June 20XX – Morning/Afternoon**

**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**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 15 minutes

**MAXIMUM MARK 55**

SPECIMEN

**This document consists of 24 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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 scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. 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 isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- 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:

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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

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme for each question, above the 'Additional guidance'. Where more than one Assessment Objective is being assessed, the more heavily weighted Assessment Objective will be listed first, and the maximum number of marks for each Assessment Objective will be given so that the relative weightings are clear. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and within a level to place an answer.

#### 11. Annotations

Annotation	Meaning

## 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.

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.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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.

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## Personal Rule to Restoration 1629–1660

1. Explain why there was opposition to the rule of the Major Generals.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>There were many reasons for opposition to the rule of the Major Generals in the 1650s. Probably the two most important reasons were concerns about the religious restrictions they imposed and also the fact that many important people resented the power of the army. The army also cost a lot in taxes which was also very unpopular.</i></p> <p><i>One of the main aims Cromwell had in appointing the Major Generals was to make England a more godly place. The Major Generals were enthusiastic about this role and they enforced laws against drunkenness (which included closing alehouses), swearing and entertainments like bear-baiting or horse racing. Not surprisingly, clamping down on many traditional entertainments made the rule of the Major Generals very unpopular.</i></p> <p><i>Another form of opposition to the Major Generals came from local officials, particularly magistrates or Justices of the Peace. They resented the Army interfering in local issues such as the Poor Law or collection of taxes. This was often made worse by the fact that the Major Generals often came from humble backgrounds and were not important nobles like many of the Justices were.</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p>	<b>7–8</b>



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<ul style="list-style-type: none"> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>One of the main reasons for opposition was the Major Generals made themselves unpopular. The Major Generals wanted to improve people's manners. They enforced laws against drunkenness (which included closing alehouses), swearing and entertainments like bear-baiting or house racing. This made the rule of the Major Generals very unpopular.</i></p> <p><i>Another form of opposition to the Major Generals came from local officials, particularly magistrates or Justices of the Peace. They resented the Army interfering in local issues such as the Poor Law or collection of taxes.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>There was opposition because the Major Generals made themselves unpopular. They wanted to improve people's manners so they closed down alehouses, fined people for swearing and banned and entertainments like bear-baiting or house racing. The Major Generals also got involved in local issues such as the Poor Law or collection of taxes.</i></p>	<b>5-6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>The Major Generals closed down alehouses, fined people for swearing and banned and entertainments like bear-baiting or house racing.</i></p>	<b>3-4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>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.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Cromwell put Major Generals in charge of different districts of England to try and make a godly reformation.</i></p>	<b>1-2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

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## 2 Study Sources A–C.

'The poor relationship between Charles I and Parliament in the period 1629–1642 was caused by religion.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.


<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	At Level 5, responses should address 'how far', based on a nuanced argument, with 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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.</li> <li>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.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically use their analysis of the sources to construct a well-supported argument that reaches a valid conclusion, e.g.</p> <p><i>Source A convinces me that the statement is completely wrong. It suggests that taxes caused the bad relationship between Charles I and Parliament besides religion. In 1634 Charles brought in a new tax called Ship Money which he said he could collect without permission from Parliament. Many of his opponents thought this was illegal which was why John Hampden went to court over Ship Money and the judges ruled in his favour, shown by Source A. This source is very convincing to me that taxes were the causes of tension rather than religion. It is obviously critical of Charles, saying that the judges were supposed to follow the law not the king's policy and also emphasising that the king cannot take property without permission. Hampden and other campaigners like John Pym constantly criticised Charles for acting this way.</i></p> <p><i>On the other hand Sources B and C suggest that religion was a major cause of tension between Charles and Parliament. Source B shows a Puritan propaganda picture. It is accusing the Archbishop of Canterbury, William Laud, of being vicious and cruel by showing him eating the ears of the Puritan speaker William Prynne. Prynne had criticised Laud and had been branded and had his ears cut off as a punishment. At this time there was strict censorship so the fact that Prynne dared to speak out and the fact that other Puritans dared to publish this picture suggests that the religious divisions were very serious. Source B is obviously a very biased source but this helps us to see how strongly the Puritans felt against Laud.</i></p>	<b>17–20</b> 

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	<p><i>Source C also convinces me that religion was a major source of tension. The language is extremely aggressive with terms like 'evil conspiracy' and accusing some of the king's ministers of trying to bring back the Catholic church and even working for foreign powers. This shows how serious the religious divisions were, especially as blaming the king's ministers was simply a polite way of criticising the king himself.</i></p> <p><i>On balance, I am not completely convinced by the statement. Religion was certainly one of the causes of tension and it was a very important cause. However, it is almost impossible to separate religion out from the other causes of tension, particularly taxes and Charles' use of the law. For example, John Hampden, who appears in Source A, was also a Puritan so he opposed Charles over tax and religion. He was also one of the most important supporters of the Grand Remonstrance.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically use their analysis of the sources to construct a well-supported argument e.g.</p> <p><i>Source A suggests the statement is wrong. It suggests that taxes caused the bad relationship between Charles I and Parliament besides religion. In 1634 Charles brought in a new tax called Ship Money which he said he could collect without permission from Parliament. Many of his opponents thought this was illegal which was why John Hampden went to court over Ship Money and the judges ruled in his favour, shown by Source A. This source is very convincing to me that taxes were the causes of tension rather than religion. It is obviously critical of Charles, saying that the judges were supposed to follow the law not the king's policy and also emphasising that the king cannot take property without permission.</i></p> <p><i>On the other hand Sources B and C suggest that religion was a major cause of tension between Charles and Parliament. Source B shows a Puritan propaganda picture. It is accusing the Archbishop of Canterbury, William Laud, of being vicious and cruel by showing him eating the ears of the Puritan speaker William Prynne. Prynne had criticised Laud and had been branded and had his ears cut off as a punishment. At the time there was strict censorship with harsh punishments so Prynne and the creator of Source B were risking a lot by speaking out. Source B is obviously a very biased source but this helps us to see how strongly the Puritans felt against Laud.</i></p> <p><i>Source C also convinces me that religion was a major source of tension. The language is extremely aggressive with terms like 'evil conspiracy' and accusing some of the king's ministers of trying to bring back the Catholic church and even working for foreign powers. This shows how serious the religious divisions were, especially as blaming the king's ministers was simply a polite way of criticising the king himself.</i></p>	<p><b>13–16</b></p> 

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<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically use their analysis of the sources to construct a supported argument, e.g.</p> <p><i>Source A suggests the statement is wrong. It suggests that taxes caused the bad relationship between Charles I and Parliament besides religion. In 1634 Charles brought in a new tax called Ship Money which he said he could collect without permission from Parliament. This source is very convincing to me that taxes were the causes of tension rather than religion. It is obviously critical of Charles, saying that the judges were supposed to follow the law not the king's policy and also emphasising that the king cannot take property without permission.</i></p> <p><i>On the other hand Sources B and C suggest that religion was a major cause of tension between Charles and Parliament. Source B shows a Puritan propaganda picture. It is accusing the Archbishop of Canterbury, William Laud, of being vicious and cruel by showing him eating the ears of the Puritan speaker William Prynne. Source B is obviously a very biased source but this helps us to see how strongly the Puritans felt against Laud.</i></p> <p><i>Source C also convinces me that religion was a major source of tension. The MPs are accusing some of the king's ministers of trying to bring back the Catholic church and even working for foreign powers.</i></p>	<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>• 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.</li> </ul>	<p>Level 2 answers will typically use their analysis of the sources to identify reasons for the poor relationship between Charles I and Parliament, e.g.</p> <p><i>The statement is correct. Religion was the reason why there was so much tension at this time. Charles I and Laud wanted churches to be more decorated but Puritans were against this. They wanted simpler church services.</i></p>	<p><b>5–8</b></p> 
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance of one of the sources.</li> <li>• This is then used to make a basic judgement about the historical issue in the question.</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second</li> </ul>	<p>Level 1 answers will typically use details from the source(s) and demonstrate simple knowledge of the relationship between Charles I and Parliament e.g.</p> <p><i>There was a lot of tension between Charles I and Parliament by 1640. Charles had been trying to rule without Parliament but now he had to call them because of the war with the Scots. Parliament complained about money and religion.</i></p>	<p><b>1–4</b></p> 

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order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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## Castles: Form and Function c.1000–1750

3. Explain why Conwy Castle fell into disrepair in the period 1400–1600.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>There were several reasons why Conwy Castle fell into disrepair in this period.</i></p> <p><i>First of all there were changes in the political situation in England and Wales. Edward I had built Conwy in the 1280s to oppress the Welsh people he had conquered. The last ruler to spend money on Conwy was Edward V. After he died in 1376 no money was spent on the castle. By 1400 English rulers believed that their control of Wales was relatively secure. Even though the castle had been attacked in 1401 it was not attacked after that. English rulers did not see Conwy as a priority in the 1400s. For most of that time England was torn by the Wars of The Roses and the battles in this war were not fought in Wales.</i></p> <p><i>Another reason why Conwy declined was that English rulers no longer needed a military outpost there. By the 1520s Conwy was being used again but not really as a military building. Henry VIII did carry out repair work on the castle but not on a big scale. The castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. Henry was fighting wars in Ireland and Conwy was a useful staging post for armies and officials on their way to Ireland but it did not have an important military role.</i></p> <p><i>Another reason for the decline of Conwy was the cost of maintaining it. As well as the cost of repairing and maintaining the castle there was also the cost of soldiers and servants to run it. A typical big castle cost about £500 per year to run. This was a huge amount of money. Henry</i></p>	<b>9–10</b>

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	<p><i>VII tried to cut his costs and in 1405 we know there were just 12 archers manning Conwy Castle.</i></p> <p><i>One further reason why Conwy went into decline was that it was a royal castle and not a privately owned castle. In England castles like Kenilworth were being redeveloped from fortresses into homes. Conwy did not have a rich noble family living in it who were prepared to look after it and develop it into an impressive home. Other castles in England were being used for other purposes such as courts or prisons but Conwy was not in the right geographical position for this.</i></p> <p><i>So the combination of location, cost and changing political situation meant that English rulers did not need or want to spend money on Conwy Castle in the period 1400-1600. This view is supported by the fact that when the English Civil War began in the 1640s and troops from Ireland were brought into England through North Wales Conwy was repaired and played an important military role again.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>There were several reasons why Conwy Castle fell into disrepair in this period.</i></p> <p><i>First of all there were changes in the political situation in England and Wales. By 1400 English rulers believed that their control of Wales was relatively secure. Even though the castle had been attacked in 1401 it was not attacked after that. English rulers did not see Conwy as a priority in the 1400s and after.</i></p> <p><i>Another reason why Conwy declined was that English rulers no longer needed a military outpost there. Henry VIII did carry out repair work on the castle but not on a big scale. The castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired.</i></p> <p><i>One further reason why Conwy went into decline was that it was a royal castle and not a privately owned castle. In England castles like Kenilworth were being redeveloped from fortresses into homes. Conwy did not have a rich noble family living in it who were prepared to look after it and develop it into an impressive home.</i></p>	<p><b>7-8</b></p>

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<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>Conwy Castle declined in this period because it was not being used. By 1400 English rulers believed that their control of Wales was relatively secure. English rulers did not see Conwy as a priority in the 1400s and after. English rulers no longer needed a military outpost there. In the reign of Henry VIII the castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired.</i></p> <p><i>Another reason for the decline of Conwy was cost. A typical big castle cost about £500 per year to run. This was a huge amount of money and kings had other priorities in the 1400s and 1500s.</i></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Conwy Castle fell into disrepair because it was not needed in this period. Wales had been conquered and castles like Conwy were not needed to oppress the Welsh. In the reign of Henry VIII the castle was used as a prison and as a place for storing goods and as a place where official visitors could stay. It did not need to be kept fully repaired. It also cost too much to look after the castle.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Edward I built Conwy castle at the end of his campaigns against the Welsh but after that Wales was conquered so there was no need for it.</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>



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4. Study Sources D and E. Which of these sources is more useful to a historian studying the first hundred years of Conwy Castle (from the 1280s to the 1380s)?

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	<p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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 them in the question.</li> </ul>	<p>Level 5 answers will typically make inferences from the 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. The response will also reach a valid conclusion about the relative value of each source e.g.</p> <p><i>Both sources can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it can tell us many things about why Conwy Castle was built and why it was built in that particular place. We can see from the photograph that Conwy was built at the mouth of the River Conwy. This was so that the castle could be supplied effectively, even if it was under attack from the land. It was also so that the castle could control trade going up and down the river. When Edward I chose this site he went against the usual policy of putting castles on high ground so that the Castle could control the river. Source D is also useful in showing how determined Edward I was to conquer Wales and hold on to it. The massive fortifications and towers we can see were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base. Source A has its limitations of course. As it is a modern photograph it shows the road layout and the railway bridge next to the castle. This modern development obscures features and details which might have been visible in earlier maps or plans. And obviously the castle is now a ruin and so the photograph cannot show us what it was like in the period 1280-1380 when it was a thriving and important site with many troops and officials. On the other hand Source D does show us the basic layout of the castle and so we know that this is what it looked like then and now.</i></p>	<p><b>9-10</b></p>

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	<p><i>Source E is also useful to historians. Obviously it shows how much was spent on the castle at different times. From this we can tell that the castle must have been important to Edward I. The first two figures show the main cost of the castle when it was being built. This would be hundreds of millions of pounds today. This shows how serious Edward I was about conquering Wales and how important Conwy was in his plans to do that. The other figures are also useful. The £500 shows us what the running costs were for the castle once it had been built. This was actually relatively cheap because castles this size could cost a lot more. The figures from 1304 to 1330 suggest that the castle is not really being used much and that there are few soldiers or servants running it. We know that in the 1300s the conquest of Wales was fairly successful and this source is useful evidence to support that view. As with Source E, the source does have its limitations. The most obvious one is that it covers a limited time period. Also we need to use other sources such as chronicles to check some of the points we make, such as Wales being more peaceful in the early 1300s.</i></p> <p><i>On balance I think that source D is the more useful source because it provides evidence which does not need to be checked and it covers a longer time span than Source E. Source E is very useful but for different purposes and overall Source D is better.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.</li> </ul>	<p>Level 4 answers will typically make inferences from one or 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. The response will also make a valid comparison about the value of each source e.g.</p> <p><i>Both sources can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it can tell us many things about why Conwy Castle was built and why it was built in that particular place. It shows how determined Edward I was to conquer Wales and hold on to it. The massive fortifications and towers we can see were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base.</i></p> <p><i>Source E is also useful to historians. Obviously it shows how much was spent on the castle at different times. From this we can tell that the castle must have been important to Edward I. The first two figures show the main cost of the castle when it was being built. This would be hundreds of millions of pounds today. This shows how serious Edward I was about conquering Wales and how important</i></p>	7–8

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	<p><i>Conwy was in his plans to do that.</i></p> <p><i>On balance I think that the two sources are both useful and that they work really well together. Source E tells us how much the castle cost to build and D is useful in showing it why it cost so much.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Level 3 answers will typically point to details within each source and explain how historians will find these useful or possibly how they might present an incorrect or misleading picture e.g.</p> <p><i>Both sources are can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it shows us the size and scale of the castle. The massive fortifications and towers were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base. It also shows the location of the castle. It was built there to control the river.</i></p> <p><i>Source E is useful because it tells you how much was spent on the castle and this is clearly a lot of money - £5819 would be millions of pounds today. But it does not really tell you any more than that so that is why Source A is more useful because it shows you the size and the location of the castle.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 2 answers will typically juxtapose two descriptions, supported by some knowledge or detail from sources but with comparisons implicit rather than explicit e.g.</p> <p><i>Source B is useful because it shows you the castle was by the River Conwy. Source E is different. It is useful because it tells you the castle cost £5819.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 1 answers will typically describe one or both sources.</p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

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

<b>High performance</b> <b>4–5 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b>Intermediate performance</b> <b>2–3 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b>Threshold performance</b> <b>1 mark</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b>No marks awarded</b> <b>0 marks</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

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## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	5	5				10
2	5	5	10			20
SPaG					5	
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>		<b>5</b>	<b>35</b>

## Section B

Question	AO1	AO2	AO3	AO4	Marks
3	5	5			10
4			10		10
<b>Total</b>	<b>5</b>	<b>5</b>	<b>10</b>		<b>20</b>

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