GCSE (9–1)

History A (Explaining the Modern World)

J410/12: The English Reformation c.1520-c.1550 with Castles: Form and Function c.1000-1750

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

Oxford Cambridge and RSA Examinations

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.

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

1. Subject–specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.

3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: The English Reformation c.1520–c.1550

1. Explain how some people resisted the religious changes made under Henry VIII and Edward VI between 1534 and 1550.

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 way that people resisted the religious changes made under Henry VIII and Edward VI between 1534 and 1550, e.g. *There were various ways people resisted Henry and Edward's religious changes. For example, by refusing to attend church or by attending a church in a different parish where the old prayer book was still being used. Absenteeism increased in this period. This shows that ordinary people were rebelling against Henry and Edward's changes by rejecting them.* *Another way that people resisted was through open rebellion. In 1549, an uprising broke out across Devon and Cornwall when the Book of Common Prayer was introduced. The demands of the rebels included having Mass in Latin again and the return of images to their churches. They were brutally suppressed by the army, showing that people were willing to use violence and risk their lives to resist the religious changes.* *[Alternatively, candidates could refer to: the Pilgrimage of Grace; the Lincolnshire Rising; the murder of William Body; keeping chantries / rent strikes; hiding and rescuing church treasures; nobility leaving money to Catholics in wills.]* **Nutshell: Two ways identified and explained.**	9–10
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically explain one way that people resisted the religious changes made under Henry VIII and Edward VI between 1534 and 1550, e.g. *One way that people resisted was through open rebellion. In 1549, an uprising broke out across Devon and Cornwall when the Book of Common Prayer was introduced. The demands*	7–8

- This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	*of the rebels included having Mass in Latin again and the return of images to their churches. They were brutally suppressed by the army, showing that people were willing to use violence and risk their lives to resist the religious changes.* **Nutshell: One way identified and explained.** **NOTE: Many candidates will attempt to explain several ways but only explain one way to the required standard.**	
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 example(s) of resistance, e.g. *Some people resisted with riots, such as the Prayer Book Rebellion of 1549.* *Some people resisted by refusing to go to church.* *Some people hid and rescued church treasures which was a kind of resistance.* *A group of men murdered William Body in 1548 showing they resisted the changes.* **Nutshell: One or more ways identified but not explained.** **NOTE: Award 6 marks for two ways 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. *Edward VI made changes which included introducing the Book of Common Prayer in 1549. This was written in English and cut back on devotion to the saints. This was different to the practices of the Catholic Church, where praying to saints was common, and where the services and bible were in Latin.* **Nutshell: Description of religious changes or other related 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, e.g. *People resisted in different ways, some more openly than others.* **Nutshell: General points.**	**1–2**
Level 0 No response or no response worthy of credit.		**0**

2. Study Sources A to C. 'Henry VIII reformed the English church between 1530 and 1534 for religious reasons.' How far do Sources A to 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 each source supports or contradicts the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each source makes the source convincing evidence for or against the statement, e.g. *Source A suggests the statement is right because the Act says that Henry is being made head of the church of England so that he can remove 'errors, heresy or abuses'. It also talks about the increase of purity in God's religion. This suggests Henry broke with Rome for religious reasons. I find this convincing because at the time there was a lot of criticism from reformers about the ways of the Catholic church. Henry VIII was interested in the ideas; as we can see from Source C he had a copy of a book by the William Tyndale so it seems likely he was interested in reforming the church.* *[Alternatively, candidates may argue that the source is convincing because Henry appointed the reformer Thomas Cromwell as his chief minister. The content of the source may be used to argue against the statement because the source reveals the extra power and money the Break from Rome will bring. This could be evaluated through knowledge that later actions like dissolution suggested he was in it for money.]* *Source B doesn't really convince me that the statement is true. It suggests that Henry broke from Rome because the Pope would not grant him a divorce. In his speech, Henry suggests that the reason he wants a divorce was itself religious: he says he his troubled by his 'conscience', believing that his marriage to Catherine was 'never legal' and God had punished them by not giving them a son. However, I'm not convinced by this at all because Henry is trying to persuade the Pope's representatives to grant him a divorce, so he is likely to be very careful to emphasise the religious reasons for wanting it. So this tells me that wanting a divorce was the main reason he broke from Rome, not religion.*	**17–20**

	[Alternatively, candidates may argue that the content of B reveals that Henry's motivations were just wanting a divorce / son. They may question the validity of his religious concerns about his marriage with Catherine by cross-referencing his comments that he would be 'happy with Catherine forever' with knowledge about his affair with Anne Boleyn.] **NOTE: Candidates do need to link the source/evaluation to reasons for the Break from Rome, not just reasons that Henry wanted a divorce.** *Source C does convince me that the statement is correct. Tyndale is criticising the Catholic Church for keeping ordinary people 'in darkness' and from hearing God's word because of their use of Latin. So this is evidence that at the time, Henry was under the influence of reformist ideas to some extent, having been passed Tyndale's book by Anne, so he did break from Rome for religious reasons. I do find this evidence quite convincing because after Henry broke from Rome, an English Bible based on Tyndale's work was published and Henry provided a copy to every church.* *[Alternatively candidates might argue that the source only suggests that Henry was under the influence of ideas about the authority of Kings / the Pope rather than religious doctrine – cross-reference to Source A. They may also evaluate the source via knowledge to Henry's more conservative actions after the Break, e.g. Six Articles / burning reformers.]* **Nutshell: Valid use of content of sources with valid evaluation of two or more sources.** **NOTE: The sources themselves need to be evaluated. i.e. candidates cannot just provide an alternative reason for the Break from Rome other than the one offered by the source.** **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 each source supports or contradicts the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement, e.g. *Source A suggests the statement is right because the Act says that Henry is being made head of the church of England so that he can remove 'errors, heresy or abuses'. It also talks about the increase of purity in God's religion. This suggests Henry broke with Rome for religious reasons.* *Source B doesn't really convince me that the statement is true. It suggests that Henry broke from Rome because the Pope would not grant him a divorce. In his speech, Henry suggests that the reason he wants a divorce was itself religious: he says he his troubled by his 'conscience', believing*	**13–16**

	that his marriage to Catherine was 'never legal' and God had punished them by not giving them a son. However, I'm not convinced by this at all because Henry is trying to convince the Pope's representatives to grant him a divorce, so he is likely to be very careful to emphasise the religious reasons for wanting it. So this tells me that wanting a divorce was the main reason he broke from Rome, not religion. *Source C does convince me that the statement is correct. Tyndale is criticising the Catholic Church for keeping ordinary people 'in darkness' and from hearing God's word because of their use of Latin. So this is evidence that at the time, Henry was under the influence of reformist ideas to some extent, having been passed Tyndale's book by Anne, so he did break from Rome for religious reasons.* **Nutshell: Valid use of content of source(s) with valid evaluation of one source.** **NOTE: The sources themselves need to be evaluated. i.e. candidates cannot just provide an alternative reason for the Break from Rome other than the one offered by the source.** **13 marks = 1 source content & 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. *Source A convinces me quite a bit that the statement is right because in the Act it says that Henry is being made head of the church of England so that he can remove 'errors, heresy or abuses'. The source also talks about the increase of purity in God's religion. This suggests Henry broke with Rome for religious reasons.* *Source B also convinces me that the statement is true. It suggests that Henry broke from Rome because the Pope would not grant him a divorce. But in his speech, Henry suggests that the reason he wants a divorce was itself religious: he says he his troubled by his 'conscience', believing that his marriage to Catherine was 'never legal' and God had punished them by not giving them a son.* *Source C does convince me that the statement is correct. Tyndale is criticising the Catholic Church for keeping ordinary people 'in darkness' and from hearing God's word because of their use of Latin. So this is evidence that at the time, Henry was under the influence of reformist ideas to some extent, having been passed Tyndale's book by Anne, so he did break from Rome for religious reasons.* **Nutshell: Valid use of content of all three sources in relation to statement.**	**9–12**
Level 2	Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources, e.g.	**5–8**

• 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.	*Source A suggests the statement is right because the Act says that Henry is being made head of the church of England so that he can remove 'errors, heresy or abuses'. It also talks about the increase of purity in God's religion. This suggests Henry broke with Rome for religious reasons.* *Source B also convinces me that the statement is true. It suggests that Henry broke from Rome because the Pope would not grant him a divorce. But in his speech, Henry suggests that the reason he wanted a divorce was itself religious: he says he his troubled by his 'conscience', believing that his marriage to Catherine was 'never legal' and God had punished them by not giving them a son.* **Nutshell: Valid use of content of one or two sources in relation to statement.** **NOTE: 5-6 marks = 1 source.** **7-8 = 2 sources.**	
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 convincing because it is an official government document. Source C doesn't convince me because it doesn't prove that Henry agreed with what Tyndale said.* **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 shows that Henry was made the head of the Church of England. Some people wanted to make religious changes like in Source C.* **Nutshell: Describes/uses sources without addressing question.** Alternatively, Level 1 answers will demonstrate simple knowledge of the Break from Rome, e.g. *Henry VIII decided to Break from Rome because the Pope would not grant him a divorce.* **Nutshell: Uses own knowledge without sources.** **NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK.**	**1–4**
Level 0 No response or no response worthy of credit.		**0**

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

3. Explain how the Civil Wars (1642–51) 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 Hawkesworth 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 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 • The response selects details from the source content and/or provenance and/or historical	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g. *Source E is useful because it shows you that the castle was built of strong stone walls. Source D is useful as it tells us that the King had fireplaces repaired in the castle.*	**3-4**

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.	**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**

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