

## **GCSE**

### **History A (Explaining the modern world)**

Unit **J410/12**: The English Reformation c.1520 – c.1550 with Castles, Form and Function c.1000 – 1750

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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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.

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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	SEEN	Noted but no credit given
	NAQ	Not addressing question
	Highlighter/Wavy line	Valid point / Development / Evidence / Support
	BP	Blank page

### The English Reformation c.1520–c.1550

1. Explain why the monasteries were dissolved between 1534 and 1540.

<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>	<i>Please see following page(s)</i>	<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> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>		<b>7–8</b>
<b>Level 3</b> <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>		<b>5–6</b>
<b>Level 2</b> <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>		<b>3–4</b>
<b>Level 1</b> <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.</li> </ul>		<b>1–2</b>

Second 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>

1 Explain why the monasteries were dissolved between 1534 and 1540.

Levels	Indicative content	Marks
<b>Level 5</b> •	<p>Level 5 answers will typically explain more than one reason why the monasteries were dissolved between 1534 and 1540, e.g.</p> <p><i>There were many reasons why the monasteries were dissolved. One of the main reasons was that Henry VIII was very short of money. It was obvious that money was a motive. We can see evidence for this in Cromwell's survey to gather details on the wealth of the monasteries – the Valor Ecclesiasticus. Henry and Cromwell wanted Church taxes to go to the Crown not to the Pope. The Dissolution of the Lesser Monasteries Act gave the king the power to close down smaller monasteries if they were not following a religious life, and all the property of the dissolved house went to the Crown, which also shows Henry was primarily interested in raising money.</i></p> <p><i>Another reason was that Henry VIII wanted to increase his own power and reduce the influence of the Pope following his break with Rome. In the past, monks, nuns and friars had all sworn an oath of loyalty to the Pope and some of the most vocal opponents to Henry's other religious changes came from the monasteries. Henry forced the monastic orders to swear a new oath of loyalty to him and they were told to remove the word Pope from their prayer books. This shows Henry wanted to undermine the influence of the Pope and boost his own authority.</i></p> <p><i>[Alternatively, candidates could cite a genuine desire for religious reform and to stamp out corruption as 'revealed' in the Visitations].</i></p> <p><b>Nutshell: Two reasons identified and explained</b></p>	<b>9–10</b>
<b>Level 4</b> •	<p>Level 4 answers will typically explain one reason why the monasteries were dissolved between 1534 and 1540, e.g.</p> <p><i>One of the main reasons was that Henry VIII was trying to raise money that was badly needed to fund his wars with France. We can see evidence for this reason in Cromwell's survey to gather details on the wealth of the monasteries – the Valor Ecclesiasticus. The Dissolution of the Lesser Monasteries Act gave the king the power to close down smaller monasteries if they were not following a religious life, and all the property of the dissolved house went to the Crown By 1540, and after the second Dissolution Act, all the monasteries were gone and the Crown's income more than doubled to £250,000. The re-sale of monastic land raised another £1.3 million. This is strong evidence that Henry was primarily interested in raising money.</i></p> <p><b>Nutshell: One reason identified and explained</b></p> <p><b>NOTE: At Level 4 it should be noted that many candidates will attempt to explain several reasons but only explain one reason to the required standard.</b></p>	<b>7–8</b>

<b>Level 3</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Level 3 answers will typically identify valid reason(s) why the monasteries were dissolved e.g.</p> <p><i>Henry VIII needed money so he shut the monasteries down. Cromwell claimed the monasteries were corrupt.</i></p> <p><b>Nutshell: One or more reasons identified but not explained</b></p> <p><b>NOTE 1: Award 6 marks for two reasons identified OR for one reason identified and put into context rather than explained as a cause of the Dissolution</b></p> <p><b>NOTE 2: Award 'secondary' reasons here even if explained (eg Henry was short of money because of wars)</b></p>	<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>•</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>Cromwell carried out visitations to the monasteries. The Dissolution of the Lesser Monasteries Act was passed in 1536 and gave the king power to close down smaller monasteries. Monks and nuns were either dismissed with a pension or went to one of the larger houses. By 1540 563 houses and been dissolved.</i></p> <p><b>Nutshell: Description of events</b></p>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Level 1 answers will typically contain general points OR describe events outside the parameters of the question e.g.</p> <p><i>Henry did not like the monasteries and wanted them closed</i>  OR  <i>Henry VIII made a lot of changes after he made his Break with Rome</i></p> <p><b>Nutshell: General points or description of events outside parameters of question</b></p>	<b>1–2</b>
<b>Level 0</b>		<b>0</b>

2. Study Sources A–C. ‘People welcomed the religious reforms of Henry VIII and Edward VI between 1534 and c.1550.’ 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>	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.

<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>	Please see following page(s)	<b>17–20</b> 
<b>Level 4</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 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> </ul>		<b>13–16</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> <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><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><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.</li> <li>• 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><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 order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>		<p><b>1–4</b></p> 
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

2. Study Sources A–C. ‘People welcomed the religious reforms of Henry VIII and Edward VI between 1534 and c.1550.’ How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Levels	Indicative content	Marks
<b>Level 5</b> •	<p>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 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.</p> <p><i>Source A goes a long way to convincing me that the statement is actually incorrect. The priest says that he will pray for the Pope as the ‘head of Christ’s church’, which shows that he does not accept Henry as the head of the Church like the Act of Supremacy said. This is convincing evidence that the statement is correct. We also know that kind of thing was quite typical – churchwardens’ accounts have revealed that other traditional Catholic practices carried on until the government forced them to stop. People’s wills tell us that statues were removed from churches but hidden rather than destroyed.</i></p> <p><b>[Alternatively, candidates might argue that the source is convincing evidence to contradict the statement because the very need for a spy network reveals the government’s concerns that the reforms were not popular]</b></p> <p><i>Source B only partly convinces me that the statement is true. The woodcut is supportive of Edward’s religious reforms – it says that Edward brought back ‘true religion’ during his reign. It shows Catholics leaving England and people worshipping in a plain, Protestant church. This shows support for Edward’s reforms, such as the introduction of the Book of Common Prayer and stripping churches of decoration. However, the woodcut is clearly designed to convince people to accept the religious reforms, and the need to produce this propaganda suggests that there must have been opposition to the reforms.</i></p> <p><i>Source C is further evidence that the statement is incorrect. Bonner criticises the religious reforms of Henry and Edward, calling them ‘evil practices’ which caused ‘wide disorder.’ However, the source is not totally convincing about whether people welcomed the reforms. We can see from expressions like ‘evil practices’ and ‘honest faith of good men’ that he was an opponent of the religious changes and rather bitter about them. As a Catholic he would also have suffered in Edward’s reign.</i></p> <p><b>[Alternatively candidates might argue that Bonner is a convincing source because many people did feel this way about the reforms but were unable to say so under Henry VIII and Edward VI. Under Mary he is now able to speak freely about the reforms as he is no longer under threat of the Protestant authorities reflecting the views of the majority.]</b></p> <p><i>In conclusion, the sources do not convince me that the statement is true. It’s true that there may have been few people like Bonner who risked their lives or positions to challenge the reforms; however, we have a lot of evidence that many people disagreed with them in private, even if they followed the law. The presence of spies and propaganda supports this idea.</i></p>	<b>17–20</b> 

	<p><i>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</i></p> <p><i>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18</i></p>	
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<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>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 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.</p> <p><i>Source A goes a long way to convincing me that the statement is actually incorrect. The priest says that he will pray for the Pope as the ‘head of Christ’s church’, which shows that he does not accept Henry as the head of the Church like the Act of Supremacy said. We also know that kind of thing was quite typical – churchwardens’ accounts have revealed that other traditional Catholic practices carried on until the government forced them to stop. People’s wills tell us that statues were removed from churches but hidden rather than destroyed.</i></p> <p><i>Source B convinces me that the statement is true. The woodcut is supportive of Edward’s religious reforms – it says that Edward brought back ‘true religion’ during his reign. It shows Catholics leaving England and people worshipping in a plain, Protestant church. This shows support for Edward’s reforms, such as the introduction of the Book of Common Prayer and stripping churches of images.</i></p> <p><i>Source C is further evidence that the statement is incorrect. Bonner criticises the religious reforms of Henry and Edward, calling them ‘evil practices’ which caused ‘wide disorder.’</i></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of one source</b></p> <p><b>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14</b></p>	<p><b>13–16</b></p> 
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources, e.g.</p> <p><i>Sources A and C are quite convincing that the statement is wrong. The priest in Source A says that he will pray for the Pope as the ‘head of Christ’s church’, which shows that he does not accept Henry as the head of the Church like the Act of Supremacy said. In Source C, Bonner also criticises the religious reforms of Henry and Edward, calling them ‘evil practices’ which caused ‘wide disorder.’</i></p> <p><i>However, Source B is more convincing of the statement’s accuracy. The woodcut is supportive of Edward’s religious reforms – it says that Edward brought back ‘true religion’ during his reign. It shows Catholics leaving England and people worshipping in a plain, Protestant church. This shows support for Edward’s reforms, such as the introduction of the Book of Common Prayer and stripping churches of decoration. On the other hand the woodcut is propaganda.</i></p> <p><b>Nutshell: Valid use of content of all three sources in relation to statement</b></p>	<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>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.</p> <p><i>The statement is not true. The priest in Source A says that he will pray for the Pope as the ‘head of Christ’s church’, which shows that he does not accept Henry as the head of the Church. In Source C, Bonner also criticises the religious reforms of Henry and Edward, calling them ‘evil practices’ which caused ‘wide disorder.’ So the statement is not correct.</i></p>	<p><b>5–8</b></p> 

	<p><b>Nutshell: Valid use of content of one or two sources in relation to statement</b></p> <p><b>Alternatively</b>, Level 2 answers will typically argue that one or more sources is (un)convincing on the basis of undeveloped / unsupported comments about purpose, provenance or context e.g.  <i>Source A is not convincing because you cannot trust the words of a spy. I don't think Source B convinces me because it is a Protestant woodcut. Source C is opposed to Edward's reforms but he is not convincing because he is a Catholic.</i></p> <p><b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></p>	
<b>Level 1</b>	<p>Level 1 answers will typically identify (correctly) whether sources agree or disagree with statement OR use details from the source(s) without addressing the question OR demonstrate simple knowledge of the religious reforms of Henry/Edward, e.g.  <i>Source A and Source C disagree with the statement but Source B agrees.</i>  OR  <i>Henry VIII made himself head of the Church. Edwards made churches plainer. Catholics thought the Pope should remain head of the Church.</i></p> <p><b>Nutshell: Uses own knowledge and or sources but fails to address question</b></p>	<p><b>1–4</b></p> 
<b>Level 0</b>		<b>0</b>

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

3. Explain how Framlingham Castle changed between 1100 and c.1250.

<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>	<i>Please see following page(s)</i>	<b>9–10</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>		
<b>Level 4</b>		<b>7–8</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> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>		
<b>Level 3</b>		<b>5–6</b>
<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>		
<b>Level 2</b>		<b>3–4</b>
<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>		

<b>Level 1</b> <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>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

3. Explain how Framlingham Castle changed between 1100 and c.1250.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically contain two examples of changes in the castle from the period 1100-1250 with the nature or reason or extent of change explained, e.g.</p> <p><i>Framlingham Castle changed hugely between these dates. For example, it became a lot stronger and easier to defend. We think that when Roger Bigod died in 1107 he had already built a timber fortress to protect the manor of Framlingham. Over the next fifty years Roger's son added to this with some stone buildings and then Roger Bigod II expanded the castle massively and rebuilt it with stone walls, multiple towers, a gatehouse and defensive ditches. All of these changes made the castle harder to burn down and penetrate, for example stone being more resistant to fire than timber, and the towers and gatehouse protecting defenders while allowing them to see attackers coming and prepare for them. Framlingham also became a more comfortable home during this time. The addition of the stone Chamber block and a timber Great Hall provided much more comfortable accommodation than a cramped and draughty timber fortress which the castle was when it was first built. In 1140 Hugh Bigod was made the Earl of Norfolk and this rise in status also needed to be reflected in a more imposing home. The expansion of the mere achieved this: the reflection of the castle in the water would have impressed anyone arriving. Equally the addition of a stone Great Hall, latrines, garderobe and well would have made this a cleaner, warmer and more fitting home for nobles of such a high rank as the Bigods.</i></p> <p><b>Nutshell: Explains nature / reason / extent of two changes</b></p>	9–10
Level 4	<p>Level 4 answers will typically contain one example of change in the castle from the period 1100-1250 with the nature or reason or extent of change explained, e.g.</p> <p><i>Framlingham Castle changed hugely between these dates. For example, it became a lot stronger and easier to defend. We think that when Roger Bigod died in 1107 he had already built a timber fortress to protect the manor of Framlingham. Over the next fifty years Roger's son added to this with some stone buildings and then Roger Bigod II expanded the castle massively and rebuilt it with stone walls, multiple towers, a gatehouse and defensive ditches. All of these changes made the castle harder to burn down and penetrate, for example stone being more resistant to fire than timber, and the towers and gatehouse protecting defenders while allowing them to see attackers coming and prepare for them.</i></p> <p><b>Nutshell: Explains nature / reason / extent of one change</b></p>	7–8
Level 3	<p>Level 3 answers will typically identify one or more changes in the castle from the period 1100-1250 e.g.</p> <p><i>There were several changes, including changing wood for stone walls and adding a gatehouse which even had a drawbridge and portcullis. There was a lot more accommodation made out of stone, with rooms in the towers to sleep in as well as the chamber block.</i></p> <p><b>Nutshell: Identifies examples of change(s) from 1100-1250</b></p>	5–6

	<p><b>Alternatively</b>, Level 3 answers will typically identify types of change in the castle from the period 1100-1250 eg <i>Between 1100 and 1250 there were many changes to Framlingham Castle. These were all to improve its defence.</i></p> <p><b>Nutshell: Identifies examples of change(s) from 1100-1250</b></p>	
<b>Level 2</b>	<p>Level 2 answers will typically contain description of events from the period 1100-1250 <b>OR</b> description of features of the castle without identifying change e.g. <i>England was dangerous at this time because of the civil war between Stephen and Matilda. Barons modified their castles.</i> OR <i>There was a double story house in 1100. A park was built for deer.</i></p> <p><b>Nutshell: Describes events from 1100-1250 (eg Barons War)</b></p> <p><b>NOTE: Descriptions of changes of ownership should be awarded at L2</b></p>	<b>3–4</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g. <i>England became more dangerous.</i> <i>The castle was rebuilt and fancy.</i> <i>It became a poorhouse.</i></p> <p><b>Nutshell: General points or events outside 1100-1250</b></p>	<b>1–2</b>

4 Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle from c.1300–1750?

<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>
<b>Level 5</b> <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 the question.</li> </ul>	<i>Please see following page(s)</i>	<b>9–10</b>
<b>Level 4</b> <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>		<b>7–8</b>
<b>Level 3</b> <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>		<b>5–6</b>
<b>Level 2</b> <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.</li> <li>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>		<b>3–4</b>

<b>Level 1</b> <ul style="list-style-type: none"><li>• The response selects details from the source(s).</li><li>• The response includes a basic judgement about the sources that is linked to the issue in the question.</li></ul>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

4 Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle from c.1300–1750?

Levels	Indicative content	Marks
Level 5	<p>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</p> <ul style="list-style-type: none"> <li>Both sources are useful to historians studying the history of Framlingham castle between these dates.</li> </ul> <p>Source D is useful for several reasons. This source comes from a time when the Bigods had lost much of their wealth and the castle had been taken over by the King. It tells us that Edward II thought that this area was of strategic importance and took the defences of the castle seriously as he ordered the constable to repair and provision it, highlighting the personal involvement of the monarch in defending the realm.</p> <p>[Alternative inferences could include that the source is: useful as evidence about the management of royal castles (e.g. using constables); useful as evidence of how repairs were carried out and paid for i.e. borrowing and then claiming back.]</p> <p>On the other hand I think Source E is more useful as a source about Framlingham in the whole period 1300-1750. Source E shows us much more of the history of the castle. Most importantly we can see from Source D how the use of the castle changed from around 1500 under the Howard family. Basically it changed from being a fortress to a prestige home. We can see this from evidence like the ornate chimneys and the windows in the outer walls which were no longer for defensive purposes. The source also gives us a glimpse of other changes in the history of the castle. We can just see the roof of the poor house which was built there in the 1700s.</p> <p>So overall I think E is more useful. Source D gives us a useful insight into what was happening in 1310 but Source E gives us a wider picture of the castle's history.</p> <p><b>Nutshell: Supported valid inferences from both sources</b></p>	9–10
Level 4	<p>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.</p> <ul style="list-style-type: none"> <li>Source D is useful for several reasons. This source comes from a time when the Bigods had lost much of their wealth and the castle had been taken over by the King. It tells us that Edward II thought this area was of strategic importance and took the defences of the castle seriously as he ordered the constable to repair and provision it, highlighting the personal involvement of the monarch in defending the realm. I think this is more useful than Source E which is basically just a photograph of the ruins of the castle. It just shows some things like old towers.</li> </ul> <p><b>Nutshell: Supported valid inference from one source</b></p> <p><b>NOTE: Answers are likely to address both sources but only make one valid inference</b></p>	7–8

<p><b>Level 3</b></p>	<p>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.  <i>Source D is useful because it shows us that the king thought this area was of strategic importance. Source E is useful because it shows changes.</i>  <i>OR Source E is useful because it shows some of the refurbishments which the Howards brought in to make it a home.</i></p> <p><b>Nutshell: Valid but unsupported inference(s)</b></p> <p><b>Alternatively</b> Level 3 answers will typically argue the usefulness of the sources based on reliability of sources e.g.  <i>I think Source D is useful because it fits with what I know about Framlingham. In the early 1300s The Constable had to borrow money to pay for the repairs to the castle. The constable worked for Roger Bigod IV and Roger was always in debt. In fact he was in so much debt that he eventually made the king his heir so that when he died the king took possession of the castle. Source E is also reliable because it shows things which I know to be true. For example it shows the parts of the walls which were destroyed. I know the king had this done in 1173.</i></p> <p><b>Nutshell: Valid evaluation of (un)reliability of source(s)</b></p> <p><b>NOTE: Mark at bottom of level if candidate argues sources are not useful</b></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Level 2 answers will typically assert the value of extracts or details from the source(s) eg  <i>Source E is useful because it shows you that the castle was built of strong stone walls with wall walks, towers and a gatehouse. Source D is useful because it shows how Mouncy borrowed money..</i></p> <p><b>Nutshell: Asserts value of details / extracts</b></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>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.  <i>Source D is more useful because it contains facts and figures. Source E is not from any one time. OR Source D says that William Mouncy borrowed some money.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness</b></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p>		<p><b>0</b></p>

**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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