




BLUE BADGE TOURIST GUIDE EXAMINATIONS

NOVEMBER 2025

CORE KNOWLEDGE SAMPLE PAPER (WITH MARK SCHEME)

Assessment Objective <i>The exam paper will not specify the assessment objectives, they are here just for illustration.</i>	Question	Mark Scheme
A01	1. Name the organisation that manages the gardens at Hyde Hall, Harlow Carr, Rosemoor, Bridgewater and Wisley.	Royal Horticultural Society
A01	2. Name this style of capitol. 	Ionic
A01	3. Name the garden designer who often worked with Edwin Lutyens.	Gertrude Jekyll


A02	<p>4. On a tour of a medieval castle you stop to explain out why the castle was difficult to capture. around a medieval castle.</p> <p>Describe two defensive features of the castle and explain how each feature helped protect the castle and its inhabitants. (4)</p>	<p>A02 (4 marks)</p> <p>1-2 marks</p> <p>Describes one defensive feature or mentions two features with limited or basic explanation of their protective role. Shows only partial understanding of the defensive purpose</p> <p>3-4 marks</p> <p>Describes two defensive features of a castle with clear and accurate explanation of how each helped protect the castle and its inhabitants. Shows a good understanding of the defensive purpose.</p>
A02	<p>5. You are guiding a group of visitors around a typical Arts and Crafts garden.</p> <p>Describe two key features of the garden that visitors would notice and explain how each feature reflects the Arts and Crafts design style. (4)</p>	<p>A02 (4 marks)</p> <p>1–2 marks:</p> <ul style="list-style-type: none"> • Describes one or two features of an Arts and Crafts garden. • Explanation of how they reflect the Arts and Crafts style is basic or limited <p>3-4 marks</p> <ul style="list-style-type: none"> • Describes two features in detail. • Gives detailed explanation of how each feature reflects Arts and Crafts principles. • For full marks should show clear understanding of principles.

<p>A01 A02 A03</p>	<p>6. You are organising a guided tour for visitors interested in Norman architecture in the United Kingdom.</p> <p>Explain how you would introduce the tour and what you would include to help visitors understand Norman buildings. In your answer, describe the main architectural features of Norman buildings, give examples of specific buildings visitors could see, and justify why you chose these examples to show the key aspects of Norman architecture. (9)</p>	<p>AO1 (3 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: Shows some knowledge of Norman architecture, mentioning at least one feature with a basic explanation of its purpose or appearance • 3 marks: Clearly describes two or more features of Norman architecture in detail, including explanation of their purpose or how they are used in buildings <p>AO2 (3 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: Provides at least one/two named example of a Norman building with some explanation of its linked to A01 knowledge. • 3 marks: Provides two or more named examples of Norman buildings and explains specific architectural features visitors would notice, demonstrating clear links to A)1 features. <p>AO3 – (3 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: Offers a basic justification for choosing the example(s), with some reasoning • 3 marks: Provides a clear and detailed justification of why the selected building(s) best illustrate Norman architecture, explaining why they are particularly suitable for a tour and how they effectively highlight key features for visitors.
<p>A01</p>	<p>7. Name the 18th century portrait painter who was Joshua Reynolds' contemporary and great rival. (1)</p>	<p>Thomas Gainsborough</p>

A01	8. Name ONE major film studio in the UK. (1)	Any suitable answer
A01	9. Name ONE of the founders of the Pre-Raphaelite Brotherhood. (1)	Dante Gabriel Rossetti, John Everet Millais, William Holman Hunt
A01	10. How is the BBC mainly funded? (1)	Television license fee
A02	<p>11. After a coach journey, a client tells you they were inspired by the scenery you drove through and asks whether about British authors or poets have drawn inspiration from similar landscapes.</p> <p>Choose one author or poet associated with a particular place or region in England. In your answer, provide a brief biography of the writer, describe the place that inspired them and explain what it was about this location that influenced their writing. (6)</p>	<p>AO2 (6 marks)</p> <p>1–3 marks:</p> <ul style="list-style-type: none"> • Basic description of the author/poet's life • Basic description of the place or region; may be vague or general • Limited examples connecting the author/poet to the location. • Weak or minimal explanation of how the place influenced their writing. <p>4–6 marks:</p> <ul style="list-style-type: none"> • Clear and detailed description of the author/poet's life, including key biographical points • Detailed description of the place or region, including physical, cultural, or historical features. • Clear examples linking the location to the author/poet's writing and inspiration.

		<ul style="list-style-type: none"> Multiple examples or one well-developed example demonstrating strong understanding can achieve full marks.
A01 A02 A03	<p>12. Before visiting the birthplace of a British classical composer, students are asked to give a short introduction to their life, examples of their work, and explain why they are nationally significant and how they have contributed to cultural life in Britain. (10)</p>	<p>AO1 (2 marks)</p> <p>Focus: Biographical knowledge of the composer.</p> <ul style="list-style-type: none"> 1 mark: Basic knowledge of the composer 2 marks: Clear and accurate biographical knowledge including relevant details <p>AO2 (4 marks)</p> <p>Focus: Examples of works and where to find out more about the composer.</p> <ul style="list-style-type: none"> 1–2 marks: One example of a work or site related to the composer; explanation is brief or limited. 3–4 marks: Multiple examples or one well-developed example showing where visitors can find out more about both the composer and their works. <p>AO3 (4 marks)</p> <p>Focus: Explanation of national significance and contribution to cultural life.</p> <ul style="list-style-type: none"> 1–2 marks: Basic statement of significance. 3–4 marks: Clear and developed explanation of why the composer is nationally significant, including how they have contributed to cultural life

		in Britain (e.g., influence on other musicians, shaping musical traditions, inspiring audiences or festivals, impact on national identity).
A01	13. Name one of the UK's Dark Sky Reserves. (1)	Any suitable answer
A01	14. What is the UK speed limit on a country road where there are no signs? (1)	60mph
A02	15. Choose one type of rock (granite, chalk, sandstone, or limestone) and describe its main characteristics, where it can be found in the United Kingdom, and how it has influenced building styles in that area. (4)	<p>A02 (4 marks)</p> <p>1–2 marks</p> <ul style="list-style-type: none"> • One aspect of the rock described with limited detail. • Basic mention of a characteristic, location, or influence on building style. <p>3–4 marks</p> <ul style="list-style-type: none"> • Clear description of the rock's main characteristics. • Clear description of where it can be found in the UK. • Clear explanation of how it has influenced local building styles (e.g., type of buildings, materials used).
A02	16. You are advising a tourist who wants to travel between two cities in England. Explain how they can use the mainline rail network to make this journey. Include what they need to know about buying tickets and how the	<p>A02 4 marks</p> <p>1-2 marks</p> <p>The response shows a basic understanding of travelling by train between cities but gives only simple statements with little development. Limited or no application to a tourist's needs.</p>

	journey might differ depending on the train service chosen. (4)	<p>3-4 marks</p> <p>The response clearly explains how a tourist would use the mainline rail network. Gives relevant detail about tickets (e.g., advance / off-peak / where to buy) and/or differences between services (e.g., faster direct trains vs trains with changes).</p>
A01 A02 A03		<p>AO1 (4 marks)</p> <p>Students should demonstrate knowledge of geographical features, climate, geology, land use, and population differences either side of the Exe–Tees line:</p> <ul style="list-style-type: none"> • 1–2 marks: Basic knowledge; may only mention one or two features. Limited terminology used. Statements are general or partially accurate • 3–4 marks: Detailed knowledge covering multiple features which shows understanding of patterns and contrasts either side of the line. <p>AO2 (4 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: One or several differences named or briefly described. Minimal explanation. Example(s) may be vague or general. • 3–4 marks: Several differences described with clear examples. Explains how physical features influence land use, settlement, or human activity. Provides specific named examples where possible. <p>AO3 (4 marks)</p>

	<p>17. The map of Britain above is divided by the Exe-Tees line. A client asks you about how the geography of Britain changes as you travel through the country. Using the Exe-Tees line, describe differences apparent in Britain either side of the line. Discuss why these differences exist. (12)</p> <p>You could consider:</p> <ul style="list-style-type: none"> • Physical geography • Climate • Geology • Land Use • Population 	<p>Students should explain why the differences exist, linking physical and human factors:</p> <ul style="list-style-type: none"> • 1–2 marks: Basic reasoning linking a difference to a single cause. Mentions causes, but does not clearly link physical geography and human activity. • 3–4 marks: Clear, detailed explanation of multiple causes. Integrates physical factors (geology, relief, climate) and human factors (land use, settlements). Explains how these causes lead to the differences observed between north and south.
A01	18. In which century did Alfred the Great reign? (1)	9 th Century
A01	19. Name one major road built in Britain during the Roman period. (1)	Any suitable answer
A01	20. What is another name for neolithic? (1)	New/late Stone Age (or variant of)
A01	21. Name the battle, near Stirling, in 1314, where Edward II was defeated by the Scots. (1)	Bannockburn
A02	<p>22. You are guiding a group of tourists around a site linked to the Reformation in England, such as a monastery or parish church.</p> <p>One of the tourists asks: "Why did the Reformation happen in England?"</p> <p>Briefly explain two key reasons why the Reformation started. (4)</p>	<p>AO2 (4 marks)</p> <p>1–2 marks</p> <ul style="list-style-type: none"> • One reason for the Reformation identified, or two mentioned briefly. • No brief explanation • 3–4 marks

		<ul style="list-style-type: none"> Two clear reasons explained, showing understanding of historical context.
A02	<p>23. Describe three major developments in Britain during the Georgian period and describe how visitors can still see evidence of these changes in Britain today. (6)</p>	<p>AO2 (6 marks)</p> <p>1–2 marks</p> <ul style="list-style-type: none"> One development described, or two mentioned briefly. Basic reference to a where development can be seen today. <p>3–4 marks</p> <ul style="list-style-type: none"> Two developments described with some detail. Examples where developments visible today are given. <p>5–6 marks</p> <ul style="list-style-type: none"> Three clear developments described. Clear examples for each showing how Georgian developments are reflected in observable sites/aspects of life. Full marks are awarded when three developments are described with clear examples that a visitor could observe today.
A01 A02 A03	<p>24. After visiting a museum, a visitor asks “Today we saw many objects and stories from different parts of the British Empire. How has the Empire affected life in Britain today?”</p>	<p>AO1 (2 marks)</p> <p>Students should demonstrate clear knowledge of how the British Empire influenced life in Britain:</p>

	<p>Your answer should describe how the Empire changed life in Britain, give examples of places or things where the client can see or learn about this influence, and say why this legacy still plays a role in British life today. (10)</p>	<ul style="list-style-type: none"> • Possible areas: cultural, social, economic, political, demographic, or linguistic • 1 mark: Vague reference to change • 2 marks: Clear description of at least one specific way life was affected <p>AO2 (4 marks)</p> <p>Students should provide examples showing the influence of the Empire and link them to British life today:</p> <ul style="list-style-type: none"> • 1–2 marks: One example named or briefly explained • 3 marks: One example explained clearly with a link to the Empire's influence • 4 marks: Multiple examples or one example explained in detail showing a clear connection between the Empire and modern British life <p>AO3 – Analysis / Significance (4 marks)</p> <p>Students should explain why this influence is important or significant in modern Britain:</p> <ul style="list-style-type: none"> • 1 mark: Basic statement of significance • 2 marks: Some reasoning linking examples to significance • 3 marks: Clear explanation with developed reasoning, including reference to modern Britain • 4 marks: Detailed analysis fully linking examples to an understanding of how the Empire continues to shape British life.
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A01 A02 A03	<p>25. You are guiding a general-interest group of tourists for several days around historic sites, including castles and stately homes built between the 11th and 19th centuries.</p> <p>One of the tourists asks: <i>"I'm really interested in the castles and grand houses we have visited. Can you explain how British history influenced the way these buildings were designed and built over time?"</i></p> <p>Explain how the tour guide could respond to this question. Your answer could consider how architectural styles and features changed over time, give examples from different castles or stately home and explain the historical and social developments that caused these changes. (16)</p>	<p>A01 (1-4 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: Basic or general knowledge of castles or stately homes, with limited factual detail • 3 marks: Accurate knowledge of at least one period, building type, or key architectural feature, with some link to historical context. • 4 marks: Clear and detailed knowledge of multiple periods, building types, architectural features, and their historical context. <p>A02 (3–8 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: One building or feature named with little or no explanation of historical/social cause. • 3–5 marks: One example explained clearly, linking its architectural features to historical or social developments • 6–8 marks: Multiple examples, or one example in depth, showing clear links between architectural features and historical/social developments, and explanation of how these features evolved over time. <p>A03 (1–4 marks)</p> <ul style="list-style-type: none"> • 1–2 marks: Basic statement linking architectural changes to historical or social developments. • 3 marks: Clear explanation with at least one example of how historical or social developments caused architectural changes.

		<ul style="list-style-type: none"> 4 marks: Detailed explanation showing multiple historical and social causes for architectural change.
A01	26. What is the name of the Welsh Parliament? (1)	Senedd
A01	27. How many MPs are there (1)	650
A02	28. Describe the composition of the House of Lords (2)	<p>A02 (2 marks) 1 mark Gives a basic description of the composition, mentioning one type of member or giving general information with limited detail.</p> <p>2 marks Gives a clear description of the composition of the House of Lords, including the different types of members.</p>
A02	29. Explain the difference between a barrister and a solicitor? (2)	<p>A02 (2 marks) 1 mark Gives a basic or partial explanation of the difference, mentioning only one role or giving a vague description.</p> <p>2 marks Clearly explains the main difference between a barrister and a solicitor, e.g., that solicitors generally give legal advice and prepare cases, while barristers represent clients in court</p>
A01	30. Who is third in line to the throne? (1)	Prince George
A01	31. Who is Commander-in-Chief of UK armed forces (1)	King Charles III
A01	32. What was the 2 nd most popular religion in the UK in the 2021 census? (1)	Islam

A01	33. What proportion of children are educated privately – 1% either way? (1)	7%
A01	34. What is the name of the form students fill out to apply for university? (1)	UCAS
A01	35. What is the National Living Wage for those aged 21 and over? (1)	£12.21 per hour
A01	36. What do the initials G.P. stand for. (1)	General Practitioner
A01	37. Name the organisation that registers and regulates all charities in the UK. (1)	The Charity Commission
A01	38. What sport takes place at Silverstone. (1)	Formula 1
A01	39. In what sport would you compete for the Ashes? (1)	Cricket
A01	40. Name the sauce or condiment traditionally served with roast lamb. (1)	Mint Sauce
A01	41. Identify a traditional food that originates in: (3) Cheshire Cornwall London	Any suitable answer