

**GCSE (9–1)**

*Teachers' Guide*

# **HISTORY B** **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

## **World Depth Study** **The First Crusade,** **c.1070-1100**

Version 1



## Teacher's Guide – The First Crusade, c.1070-1100

Teachers may use this guide as an example of one possible way of approaching the teaching content for History B and NOT a prescriptive plan for how your teaching should be structured.

Within the History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the Guide to course planning and Options Booklet, available from the OCR website. These Teachers' guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document:** how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas.** The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers.** In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to see in answers.

The First Crusade is a new option offered at GCSE. It offers learners the chance to look at a fascinating period of religious and political conflict in the late 11th Century. This is at the same time a topic which looks at a world very different to our modern surroundings, and yet one with themes that have a relevance in current affairs. The topic is an in-depth consideration of the military campaign when crusader forces from Western Europe journeyed to the East in a religiously motivated effort to capture the Holy Land. Learners will consider the interplay of political, economic, social, religious and cultural forces between the Islamic world, the Byzantine Empire and Latin Christendom during the period. Learners will begin by developing an awareness of the socio-political divide of these three groups, and then consider the emergence of the Crusade movement as well as the People's Crusade as an initial example of crusader zeal, before studying the events of the First Crusade through to the capture of Jerusalem and the outcomes of the Crusade.

As with the other world depth study options, as well as gaining knowledge of the period, this topic should enable learners to analyse and evaluate a range of historical sources, including documents, visual sources and artefacts. In addition, learners will be required to understand how and why different interpretations are constructed, understanding the subtleties of the way that events in history can be presented in different ways.

This guide will provide an overview of how the content could be covered. The unit is intended to take one term, which is likely to be approximately 24–30 hours of teaching time dependent upon the curriculum hours provided in your centre. The content is designed to cover around 20 hours, allowing the remaining time for the necessary skills and exam techniques to be taught and consolidated. The scheme of work does not contain activities. This is intentional, so as to allow you to choose a series of lessons that compliment your own teaching style and the learning needs of your learners. What the scheme of work in this guide does is provide a broken down extended specification content, with topics that you would likely wish to cover during the course, as well as an indication of how long each section would take to complete. It should be noted that each bullet point of the specification should likely require a similar length of teaching time. Therefore, most sections are of equal length, though where appropriate this has been altered to reflect the level of content required.

In Section 3 of this guide, you will find a sample lesson idea. It is focused on who went on the First Crusade and why. It is purely intended as one way that you might choose to cover this topic during approximately 1 hour of the course. We do not advocate any single way of delivering lessons and the lesson was simply designed by a teacher based solely on how they would teach this part of the content.

Section 4 concludes with an example of the 18-mark question, with a guide to what to expect with a Grade 8/9 response as well as a 5/6 response. For more information on this question type, as well as the other question types, we recommend that you look at the other delivery guides and exemplar responses.

### Common misconceptions

Your learners may well have some existing knowledge on this topic, most likely from covering it at KS3 during a topic on the role of the Church in medieval society. It is quite likely, therefore, that whilst they have an awareness of the nature of the Crusades, they will have hazy idea of the chronology of the crusades, and possibly conflate knowledge of various crusades, most likely the Third Crusade, into one large idea of a crusade. Also, it is likely that they carry unhelpful over-simplifications, such as the idea of a Christian versus Muslim war.

One misconception to remove will be to distinguish between the First Crusade and the later Crusades. In the First Crusade, it was the initial military campaign which led to the capture Jerusalem and the Crusader States. The strong counter-campaigns of the Islamic world, including the recapture of Jerusalem, came later. Also the iconic figures such as Saladin and Richard I (the Lionheart) were of the Third Crusade.

Another misconception to avoid will be to over-simplify the concept of a united Christian Crusader force against a unified Islamic world. Whilst there is some basic truth in the idea of a divide between these groups, such a simplification could make it difficult for learners to understand the key events and in particular their impact. For example, there was plenty of division amongst the Crusader forces. An obvious example is the tension between Christendom of the Byzantine Empire and the Christians of Latin Christendom. However even between the leaders of the First Crusade itself there was evidence of discord and disagreement which weakened the overall effectiveness of the campaign. Similarly, rather than simply imagining a unified Islamic world, learners will need to realise that there were many different political factions, such as the Seljuqs and the Fatimids amongst others.

Learners will also need to understand the plethora of reasons that people had for involving themselves with the Crusade. To simply assume that everyone was a religious zealot will confuse matters. Whilst some, for example those on the People's Crusade, may fall into this category, learners will need to also understand the other reasons such as desire for riches and material possessions that motivated people; it was not simply a war of religion.

### Resources

The endorsed textbook for this unit is 'OCR GCSE History SHP: The First Crusade c1070-1100' by Rachel Foster and Kath Goudie (published 28/07/17) <https://www.hoddereducation.co.uk/Product?Product=9781471861048>

Other resources that you may wish to look are below.

### Books

*For the use of teachers who need to develop their subject knowledge of what may be a new topic for them, the following are books that may be of assistance.*

This textbook was written for A Level courses: Purser, T. (2010) *The First Crusade and the Crusader States, 1073-1192*. Heineman. ISBN: 978 0435312695.

Asbridge, T. (2005) *The First Crusade: A New History*. Simon and Schuster UK. ISBN: 978 0743220842.

Tyerman, C. (2005) *The Crusades: A Very Short Introduction*. OUP Oxford. ISBN: 978 0192806550.

### Online resources

BBC Bitesize - <http://www.bbc.co.uk/education/topics/zfphvcw>. Whilst this is prepared for KS3, it can be useful for use in differentiating planning for mixed ability classes.

TES resources – <https://www.tes.com/articles/history-crusades-teaching-resources>  
A useful collection of resources to aid with planning.

Fordham University Primary Sources – <http://sourcebooks.fordham.edu/sbook1k.asp>  
A comprehensive collection of primary sources, including original texts, organised in easy-to-access thematic/chronological sections.

Section	Specification Content	Enquiry questions	Suggested extended content	Suggested time allocation
Origins	The Islamic world, including its diversity and its relations with Christians	<ul style="list-style-type: none"> <li>How unified was the Islamic world?</li> <li>What were relations like between the Christian and Islamic world before the First Crusade?</li> </ul>	<ul style="list-style-type: none"> <li>The different groups within the Islamic world and their geographical locations- <i>e.g. the Seljuqs and the Fatimids, including the division between Sunni and Shi'ite.</i></li> <li>The geographic scale of the Islamic world pre-1095, in the Middle East, Africa and southern Spain.</li> <li>The balance of power in the Middle East between Seljuq and Fatimid, and the exchange of knowledge and trade between East and West.</li> <li>The reports of mistreatments of pilgrims in the 1090s.</li> <li>Fighting between Byzantium and Seljuqs.</li> </ul>	1 hour
	Pressures on the Byzantine Empire	<ul style="list-style-type: none"> <li>Why did the Byzantine Empire feel threatened in 1095?</li> </ul>	<ul style="list-style-type: none"> <li>The geographical location of Byzantine Empire in relation to the Islamic world.</li> <li>Conflict over Anatolia and Syria.</li> <li>Battle of Manzikert, 1071.</li> <li>Threats from Norman states to the West.</li> <li>The emperor's appeal to the West.</li> </ul>	1 hour
	Latin Christendom and the power of the papacy	<ul style="list-style-type: none"> <li>What was Latin Christendom?</li> <li>What was the role of the Pope in Western Europe?</li> </ul>	<ul style="list-style-type: none"> <li>The geographical location of Latin Christendom in relation to the Islamic world and Byzantines.</li> <li>The role of the Pope as a religious figurehead as well as a political role in the C11th.</li> </ul>	1 hour

Section	Specification Content	Enquiry questions	Suggested extended content	Suggested time allocation
Responses November 1095 to December 1096	Urban II and the preaching of the First Crusade	<ul style="list-style-type: none"> <li>Why did Pope Urban II declare a crusade?</li> </ul>	<ul style="list-style-type: none"> <li>The breakdown of stability in West following the Carolingian Empire and the rise of knightly violence.</li> <li>Tensions between the Holy Roman Emperors and the papacy.</li> </ul>	1 hour
	Joining the First Crusade: who went and why?	<ul style="list-style-type: none"> <li>What types of people went on Crusade, and why did they go?</li> </ul>	<ul style="list-style-type: none"> <li>Different motivations to Crusade – <i>e.g. religious penance, in search of salvation/Heaven, concept of the Holy Land, stories of land and financial gain.</i></li> <li>Different groups of people - <i>e.g. lords like Bohemond, knights, priests and peasants.</i></li> </ul>	1 hour
	The People's Crusade and the challenges it faced	<ul style="list-style-type: none"> <li>What was the People's Crusade, and why did it fail?</li> </ul>	<ul style="list-style-type: none"> <li>The role of Peter the Hermit.</li> <li>The religious belief that made a people's crusade, rather than a true military army, seem like a feasible possibility.</li> <li>The journey to Byzantium, including violence with Christians en route, the tensions in Byzantium and the arrival in the Holy Land.</li> <li>The massacre near Civetot (Kibetos).</li> <li>The reasons for the failure of the People's Crusade, but also the importance in terms of recruitment and the overconfidence of Kilij Arslan.</li> </ul>	2 hours
Into Asia Minor December 1096 to October 1097	Alexios I and his negotiations with the Crusade leaders	<ul style="list-style-type: none"> <li>Were the Byzantines relieved to see the Crusaders?</li> </ul>	<ul style="list-style-type: none"> <li>The actions of the crusaders when they reached Constantinople – the concept that whilst the crusaders were needed by Alexios, they were not welcome.</li> <li>Alexios transporting the crusaders to Asia Minor.</li> </ul>	1 hour
	The siege of Nicaea and the Battle of Dorylaeum: the nature of Christian and Muslim warfare	<ul style="list-style-type: none"> <li>What happened at Nicaea and Dorylaeum?</li> <li>Why did the Crusaders manage to win at Dorylaeum?</li> </ul>	<ul style="list-style-type: none"> <li>The siege of Nicaea – The tactics of the siege, the defeat of Kilij Arslan, the role of the Byzantines in capturing Nicaea and the increased tensions between the Crusaders and Byzantium as a result.</li> <li>Dorylaeum – The poor coordination of the Crusader forces, the successful Turkish tactics, the importance of the Crusader knights in their armour against archers, the Turkish defeat and Bishop Adhemar's attack on the Turkish camp.</li> </ul>	2 hours
	The journey across Asia Minor: physical challenges and disunity among the leadership	<ul style="list-style-type: none"> <li>What were the challenges faced by the Crusaders on the journey across Asia Minor?</li> </ul>	<ul style="list-style-type: none"> <li>An awareness of the physical scale and the logistical difficulties of moving through the terrain, including the complications of dividing troops, as well as the heat.</li> </ul>	1 hour

Section	Specification Content	Enquiry questions	Suggested extended content	Suggested time allocation
Antioch October 1097 to June 1098	The siege by the crusaders	<ul style="list-style-type: none"> <li>Why was Antioch so hard to capture?</li> </ul>	<ul style="list-style-type: none"> <li>The defences of Antioch.</li> <li>The siege tactics.</li> <li>The food problem for the besieging army.</li> <li>Defeat of the Turkish relief army.</li> </ul>	1 hour
	The capture of Antioch: rivalries, strategies and atrocities	<ul style="list-style-type: none"> <li>Were the Crusaders a unified army at Antioch?</li> </ul>	<ul style="list-style-type: none"> <li>Deserters from the besieging army.</li> <li>Division over what to do when captured – appoint Bohemond as ruler or give to Byzantine Empire?</li> <li>The difference between the city of Antioch and the citadel of Antioch – make sure pupils understand what was captured.</li> <li>The massacre of Christian and Muslim alike in the sacking of the city.</li> </ul>	1 hour
	The events of June and the defeat of Kerbogha	<ul style="list-style-type: none"> <li>Did the Crusaders win because of the Holy Lance?</li> </ul>	<ul style="list-style-type: none"> <li>The second siege of Antioch by Kerbogha.</li> <li>The discovery of the Holy Lance.</li> <li>The reasons for the Crusader victory – the motivation of the lance, the leadership of Bohemond, the sally out of the city, loss of numerical advantage for Kerbogha when Duqaq left the battle.</li> </ul>	2 hours

Section	Specification Content	Enquiry questions	Suggested extended content	Suggested time allocation
Jerusalem 1098 to July 1100	Disputes, delays and the journey to Jerusalem	<ul style="list-style-type: none"> <li>Why was the journey from Antioch to Jerusalem so challenging?</li> </ul>	<ul style="list-style-type: none"> <li>The divisions amongst the Crusaders after Antioch – knights who wanted to march on Jerusalem, death of Adhemar as papal legate, Raymond's decision to attack at Maarat, leaders who wanted to stay where they had captured.</li> <li>The failed siege of Arqa.</li> <li>Problems of supplies for the Crusaders.</li> </ul>	1 hour
	The capture of Jerusalem: preparations, tactics and the sack of the city	<ul style="list-style-type: none"> <li>Why were the Crusaders so brutal when they captured Jerusalem?</li> </ul>	<ul style="list-style-type: none"> <li>The challenges of the siege, like the lack of water which made it worse for the besiegers than the besieged.</li> <li>Religious tactics, like visions of Adhemar, marching round the city, Peter the Hermit's sermons.</li> <li>Use of ladders and siege towers.</li> <li>Massacre of the inhabitants.</li> <li>Specific reference to the Dome of the Rock and the Temple Mount.</li> </ul>	2 hours
	The establishment of the Kingdom of Jerusalem and the Muslim response	<ul style="list-style-type: none"> <li>What were the outcomes of the First Crusade?</li> <li>Had the First Crusade achieved its goals?</li> </ul>	<ul style="list-style-type: none"> <li>The establishment of the Crusader states.</li> <li>The establishment of military orders of knights.</li> <li>Consolidation of the power of the papacy in Latin Christendom.</li> <li>The limits of Crusader control in the Holy Land – the key regions still held by Muslim rulers, and vulnerability of the Crusader states to attack.</li> <li>Muslim declaration of Jihad over Jerusalem and holy sites there, linking to further crusades.</li> </ul>	2 hours

These are examples of how a lesson might be structured to cover one of the points of the content for the unit.

## Why did people go on Crusade?

### Starter

- Use a YouTube video of a British Army recruitment video and a poster. Mind-map what makes people join the army.
- Class discuss the idea that not everyone has the same motivation for joining the army.

### Main

- Look at a range of sources, including primary text quotes, illuminated texts, modern photos showing good land and modern historian quotes. Sources should show the range of motivations, including the myths of a new land, religious motivation, financial gain, younger sons seeking land, etc. Put these around the room. Pupils to move to these pieces of information, read them and the return to their desk to add a reason to a mind map.
- Afterwards, colour code the ideas into groups of themes to make a small number of bigger reasons. Make these bigger reasons into a list.
- Give a sheet with a picture of knight, a lord, a priest and a peasant. Next to each one, write a description of what type of person they were (e.g. knight = professional soldier with weapons and armour) which reason the pupil think might have motivated that person the most from the options, with a justification for that choice. For less able learners, keep the groups of people simple but for more able be more distinct, e.g. a wealthy knight and also a knight who is a younger son.
- Overall, rank the reasons as to how far they seem important as a motivation for the crusaders.

### Plenary

Either

- Compare the list of reasons to the list in the starter to make a comparison of modern motivations with crusader motivations. For more able, look for subtler comparisons, like land in 1095 with a salary in the C21st.

OR

- Write paragraph summarising the personal reasons for a particular type of person going on crusade. Write in first person to develop empathetic awareness of the context of the C11th.

## Why did the Crusaders win the Second Siege of Antioch?

### Starter

- Using analogy of a football match where an underdog team won a match unexpectedly, make a list of 5 possible explanations for this. Get pupils to rank how much the 5 reasons would help. For more able in particular, note difference in physical factors that helped and also the motivational factors.
- Apply this to the siege of Antioch by setting the scene of the crusaders besieged by a powerful army led by Kerbogha, having only recently finished carrying out a costly siege of the city, and yet managing to save themselves by defeating Kerbogha's army.

### Main

- Explain the story of the Holy Lance in Antioch
- Class discussion and then written answer – why would the Holy Lance help the crusaders? Use the concept of motivation and religious faith.
  - o By extension of discussion, do pupils believe that the lance was genuine? Why might it not be? Does this matter?
- With information cards containing the other reasons for the crusader victory, including the holy lance, make notes on the reasons why the crusaders won at Antioch.
- Answer an essay style question on this – why did the crusaders win, emphasising the importance of making a judgement, for example “The Crusaders won at Antioch due to the discovery of the Holy Lance. How far do you agree?” Or, if this is not a skill embedded yet, work up with a simpler question to develop the same skills – “What reason most helped the Crusaders to win at Antioch? Why?”

### Plenary

- Hold a small group debate as to the most important reason for the crusader victory. Each group to feedback to the class on how their judgement.

## Assessment strategies

**Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.**

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

### **The People's Crusade of 1095-1096 was a catastrophic failure. How far do you agree with this view?**

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.

Answers are most likely to show understanding of the second order concepts of significance (judging success/failure) and change (contrast start/finish of People's Crusade), but reward appropriate understanding of any other second order concept.

Answers need to be focused on the People's Crusade, rather than the First Crusade in a more general sense, though any relevant comments about the First Crusade which were also common to the People's Crusade can be awarded up to Level 1.

Answers that agree may emphasise: the chaos that was associated with the indiscipline in Europe and massacre of Jews, as well as the loss of thousands of crusaders as they crossed Europe; the failure to win the confidence of the Byzantine Emperor, and his insistence that the crusaders cross to Asia Minor; the low number of well-trained military knights in the crusade; over-eagerness and the divisions in leadership; the crushing defeat at Civetot (Kibetos) in October 1096.

Answers that disagree may cover: the effectiveness of Peter the Hermit as an inspirational leader; the mass enthusiasm for crusading that mirrored that shown by the main crusader force; the continued presence of survivors of the People's Crusade, including Peter the Hermit, in the main crusader force when it arrived in Asia Minor.

The question is assessing AO1 (6 marks) and AO2 (12 marks). The levels are as follows:

#### **Level 6 (16–18 marks)**

The answer demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them. (AO1)

The answer shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question. (AO2)

*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

#### **Level 5 (13–15 marks)**

The answer demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

The answer shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).

*There is a well-developed line of reasoning which is coherent, relevant and logically structured.*

#### **Level 4 (10–12 marks)**

The answer demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

The answer shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).

*There is a developed line of reasoning which is clear, relevant and logically structured.*

**Level 3 (7–9 marks)**

The answer demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).

The answer shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**Level 2 (4–6 marks)**

The answer demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).

The answer shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).

*There is a line of reasoning which has some relevance and which is presented with limited structure.*

**Level 1 (1–3 marks)**

The answer demonstrates some knowledge of features and characteristics of the period (AO1).

The answer shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).

*The information is communicated in a basic/unstructured way.*

## Response A

In 1096, after Urban II declared the First Crusade, Peter the Hermit led an early group of crusaders, mainly non-soldier peasants and poor knights, before the main crusade was ready. In many ways this was a catastrophic disaster.

One way that it was a disaster was that the army was poorly organised and led. The main military leaders and best knights were all forming for the First Crusade, so the People's Crusade was led by Peter the Hermit, who was not a military man, with only a few experienced leaders like Walter the Penniless. Also most were simply peasants, not disciplined soldiers. This meant that they were not well organised and controlled. For example, thousands died in Hungary raiding for food because they were short supplied before they even got to their destination.

Another way that it was a disaster was that it led to a massacre of Jews in Europe. Thousands of Jews were murdered and others were forced to convert to Christianity. This was due to a combination of religious zealotry, where they wanted to kill non-Christians, but also because they wanted their money to prepare for the Crusade.

The most important way that it was a disaster was that the majority of the crusaders died in battle at Civetot. They fell for rumours that the Turks were vulnerable and marched into a wood where they were ambushed. They were not able to match the bows and arrows of the Turkish army and almost all were killed except for a few thousand who were able to escape. Therefore the crusade was a disaster where it did not achieve its aims of liberating the Holy Land.

However, there were some aspects that were successful. One is that before they left for the Holy Land, Peter the Hermit and his crusade was a real encouragement for people to join the First Crusade. As a result of Peter's preaching work, there were more groups that set off to the Holy Land and also more soldiers joined the First Crusade. Therefore it did help the First Crusade and this was a success.

Another way it was not a complete disaster was that Peter and several thousand of the crusaders survived to join the First Crusade when it arrived. Their numbers were increased again, mainly by crusaders from the First Crusade who ran out of money. Peter the Hermit was probably there at the Siege of Antioch as several

sources say he gave inspiring speeches to the men before the charged the Turkish army. So there were at least some parts of the People's Crusade which played a successful role in crusading.

Overall, it is not entirely true that the People's Crusade was a disaster, mainly by acting as an encouragement to other groups. But in the main, because they were wiped out and also caused problems in Europe as well as Hungary, I think that the People's Crusade was mainly a failure.

## Commentary

Level 6

This answer shows a sustained line of reasoning which addresses two sides of the question before reaching a reasoned judgement at the end. It demonstrates both elements of the skills required. Firstly it has good, accurate knowledge which shows a clear understanding, and then it applies second order concepts like causation, and evaluating the events against the objective.

## Response B

I completely agree with the question because the People's Crusade was a complete disaster. It started when the Pope wanted to have a crusade but instead of waiting for the proper crusade to be ready, Peter the Hermit took the People's Crusade across towards the Holy Land. They mainly consisted of peasants and a few knights but most were not proper fighters.

When they set off to the Holy Land, they ran into problems straight away. They did not have much food or supplies, so loads took food by raiding villages in the countries that they went through and lots were killed fighting for food. This was a disaster because they were dying before they even got to the Holy Land.

They also had problems in Constantinople because the emperor did not like having a rabble in his country so he rushed them all in ships before they were fully prepared or before the proper crusaders could arrive.

The biggest way it was a disaster was because in the end, nearly all of the People's Crusade was wiped out. Peter went to a different place to find food for the crusade and whilst he was away, one of the knights took them to attack the Turks. The Turks hid in a wood and trapped them and killed nearly all of them.

Because it went so badly and that everyone died without getting what they wanted, it was a complete failure.

## Commentary

Level 3

This answer shows a grasp of the issues involved. It has used some knowledge, though a bit narrative and quite generalised, and in a slightly implicit way has linked the knowledge to an evaluation in support of the question. The answer is one sided, so the first way to improve this answer would be to add a counter argument.



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