

GCE

History A

Unit **Y233/01**: The Crusades and the Crusader States 1095–1192

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>'Muslim weakness was the main reason for the survival of the Crusader States.' How far do you agree?</p> <p>In arguing that Muslim weakness was the main reason,</p> <ul style="list-style-type: none"> • Answers may discuss the disunity of the Muslims between the Shia Muslims in Egypt and the Sunni in Aleppo and Damascus. • Answers may discuss how Crusaders like Tancred and Baldwin exploited these divisions, including alliances between Crusaders and individual Muslim rulers. • Answers may discuss how, once the Muslims were united, they began to defeat the Crusader states. <p>In arguing that other factors were the main reason:</p> <ul style="list-style-type: none"> • Answers may discuss the ways in which the Crusaders integrated with the native populations who outnumbered them. • Answers may discuss the military strength of the Crusaders, including the military orders. • Answers may discuss the role and significance of the castles that they built. • Answers might discuss the support the Crusader kingdoms had from European states such as Genoa and Venice. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
2*	<p>How far do the disagreements between Richard I and Philip Augustus explain the limited achievements of the Third Crusade?</p> <p>In arguing that the disagreements do explain the limited achievements:</p> <ul style="list-style-type: none"> • Answers may discuss the immediate impact of the disagreements, including Philip's decision to return to France. • Answers may discuss the intrigues of Philip in Europe against Richard which led Richard to curtail his time in the Middle East and to his subsequent capture and imprisonment. <p>In arguing that other factors better explain the limited achievements:</p> <ul style="list-style-type: none"> • Answers may consider the results of the death of Frederick Barbarossa and the loss of his military and diplomatic skills. • Answers may discuss the logistical problems of fighting in the Holy Land. • Answers may consider the abilities of Saladin. • Answers may consider the fall out from the murder of Conrad. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘Most crusaders were driven by an unshakeable determination to conquer the Holy City and complete their pilgrimage to the Holy Sepulchre.’ Evaluate the strengths and limitations of this interpretation, making reference to other interpretations you have studied.</p> <p>The historical debate about the motives of the crusaders in the First Crusade centres on how far they were driven by religious zeal, how far they were escaping from unfavourable living conditions in Europe, how far they were hoping for material gain in the East and how far their leaders were aiming at political power.</p> <p>In analysing and evaluating the strengths and limitations of the Interpretation,</p> <ul style="list-style-type: none"> • Answers might consider the background to the Crusade and the preaching of Urban II. • Answers might consider that different groups had different motives. <p>In analysing and evaluating the strengths of the given Interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The importance of religious feelings in starting the crusading movement, especially the desire to free the Holy Places and Jerusalem. • The desire to fulfil the pilgrimage in order to gain forgiveness of sins. • The role of incidents like the finding of the holy lance. • The determination of the Crusaders not to give up, despite setbacks and problems such as the heat and high death rate. 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer/Indicative content	Mark	Guidance
	<p>In analysing the limitations of the given Interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The military background and the need for fighting skills. • The way in which some Crusaders behaved, which did not suggest religious priorities. • The disunity which emerged among the leaders of the Crusade. <p>Other Interpretations that might be used in the evaluation of the given Interpretation are:</p> <ul style="list-style-type: none"> • Interpretations focusing on the famines and instability in Europe which encouraged people to go on Crusade. • Interpretations focusing on the aims of some leaders to establish new kingdoms in the East. • Interpretations focusing on the hopes of plunder and booty entertained by many ordinary soldiers. • Interpretations focussing on the fact that many younger sons went on Crusade to gain the land that primogeniture had denied them in Europe. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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