

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y203/01 Summer 2018 series

Version 1

Contents

Introduction	3
Paper Y203/01 series overview	4
Question 1(a)	5
Question 1(b)*	7
Question 2(a)	10
Question 2(b)*	11

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Y203/01 series overview

Y203 is one of twenty four units for the revised A Level examination for GCE History. This unit tests an extended period of History of about one hundred years through a short answer essay and a traditional essay. The paper contains two questions, each having two parts, a short answer essay and a traditional essay and candidates have to answer both parts of one question.

To do well on the short essay question (a), candidates need to consider the significance or importance both issues, factors, individuals or events mentioned in relation to the question. Having analysed or explained both they must reach a supported judgement as to which is the most important or significant.

To do well on the traditional essay candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement, at least in the conclusion.

Overview of candidate performance

Candidates who did well on this paper generally did the following:

- gave equal consideration to the two issues in the short answer essay
- reached a developed and supported judgement as to which issue was more significant or important
- linked their knowledge of the issues to the focus of the question
- in answering the essay question, discussed at least two issues in depth
- gave supporting detail that was both accurate and relevant to the question set, not just the topic
- reached a supported judgement about the issue in the question
- made a series of interim judgements about the issues discussed in relation to the question.

Candidates who did less well on this paper generally did the following:

- considered only one of the issues or discussed one in a superficial way
- produced a judgement that was not supported and was therefore assertion or a judgement that did not follow logically from the response
- were unable to use their knowledge to address the issue in the question
- showed a poor understanding of the major issues relevant to the essay
- were unable to support their answer with relevant or accurate material
- did not focus on the precise wording of the question
- made unsupported comments about issues which were no more than assertions.

Question 1(a)

- 1 (a) Which of the following was of greater importance in Arab advances leading to the Third Crusade?
- (i) Nur ad Din
 - (ii) Saladin

Explain your answer with reference to both (i) and (ii).

[10]

Most favoured Saladin in importance and there was plenty to explain about his role and impact. Better answers saw the prior role of Nur ad Din and made useful links. Military and political leadership, the uniting of previously fractious tribes, the ability to gain territory, the concept of *jihad*, the engagement with crusaders, military strategy and the uses of new tactics figured well: there was good knowledge on display, though some tendency to describe events. Some of the best responses made a good case for Nur's importance. Often the thrust of the initial question was lost with no conclusion as to 'greater importance', while the force of 'Arab advances leading to the Third Crusade' was occasionally missing.

Exemplar 1 was marked in Level 6.

Exemplar 1

1	a	<p>On one hand, there can be no doubts that Nur ad-Din was highly significant in Arab advances leading to the third Crusade, as he was instrumental in eliminating divisions in the Muslim world which were detrimental to his success, which provided the foundation for Saladin to capture Jerusalem in 1187 and spark the Third Crusade. Indeed, Nur-ad-Din was able to unify the whole of Syria after taking Damascus in 1154, whilst he was able to successfully invade Egypt in 1169 with his armies, helping to spread Sunni Islam to the an area ruled by previously bitter Shia Muslims who despised their fellow Sunnis. By creating a far see greater sense of unity in the Muslim world was (also through his brilliant use of Jihad propaganda such as the creation of the Damascene court), Nur ad-Din through this religious unity and sense of unprecedented purpose was able to repeatedly weaken the Crusader in the battle (prompting an eventual source of aid in what was</p>
	V	
	F	
	EXP	
	KU	
	V	<p>the Third Crusade), but also in setting up the perfect position for Saladin to it unify the entirety of the Muslim world, helping to entice the crusader state, and inflicting crushing defeats through numerical superiority such as that seen at Hattin.</p>

	F	Whilst Nur ad-Din was important, one must also note that Saladin was also a vital figure in contributing to Arab advance leading to the Third Crusade, as he was able to consolidate Nur ad-Din's victories to unify the whole of the Muslim world, but also
	KUL	overwhelm the crusaders in decisive battles which prompted the western request for aid. Indeed, Saladin was able to unify Egypt and Syria, despite the fact that the Zangids in Syria initially distrusted Saladin who was a Kurd - he did not was able to consolidate such power through his marriage to Nur ad-Din's widow, but
	EXP	through his diplomatic skills to save Damascus and Aleppo from the Zangids in the 1180's and 1170's respectively. This allowed the Saladin to repeatedly overwhelm the crusader's battle prowess
	V	military superiority, which was only compounded by his brilliant sense of strategy, such as avoiding major pitched battles. For example, the poisoning of both ^{of} Hattin in July 1187, which contributed to the annihilation of the Crusader. Furthermore, his prioritising of the capturing
	V	of forts such as Acce meant inland areas was were cut off from reinforcement allowing him to take such towns and fort with ease, and subsequently capture a virtually defenceless Tiberias, which sparked the Third Crusade.
	V	Overall, it is clear that Nur ad-Din was more important than Saladin in this respect, as had it not been for Nur ad-Din's ability to create such foundations for unifying the Muslim world (which was
	EXP	the most difficult task of all), then Saladin's achievements in subsequently capturing Jerusalem would not have been possible, and thus such Arab advances would not have been possible if Saladin had initially not inherited a unified Muslim world, although he had difficult work in bringing creating a strong sense of unity. Furthermore, one must note
	EVAL	that Saladin actually learned a huge amount of his strategic sense and tactical ^{skills} ideas from Nur ad-Din, and so without him, Saladin's achievements may not have been possible.

		<p>Iberian Reconquista. This meant that the only significant contingents to reach the Holy Land were that of French and German contingents, totalling ^{just} 30,000 - half the strength of the First Crusade. One could argue that had the crusade's aim not been diluted, it would have been stronger for stronger numerically, and thus more able to pose a threat. A lack of clear aim also proved to be catastrophic as it meant that strategy was left entirely in the hands of Crusader leaders, which led to profound confusion, prompting significant errors. Indeed, in March 1148, Louis IX ignored sound Antiochene advice not to attack Hama, instead to go choosing to finish his pilgrimage to Jerusalem. This then ^{was} led to the the huge blunder of attacking Damascus in June 1148 (an ally of Jerusalem), which meant the Crusaders were faced the combined</p>
	KU	
	EXP.	
	AN	<p>armies of Nur ad-Din and Uthman of Damascus, provided merely extra material to bolster Nur ad-Din's use of Jihad propaganda. Indeed, the lack of clear aim was only compounded with poor leadership and incompetence, such as the decision to switch to the east side of Damascus during its siege in July 1148, which proved to be detrimental to the Crusade due to the lack of supplies, prompting their eventual defeat and return to Western Europe. There can be no question that had the Crusade been specifically aimed at Edessa, then such strategic blunders which proved to be detrimental to the crusade would not have occurred. However, one must note that Nur ad-Din had not razed the walls of Edessa in 1146 anyway (making it indefensible). So, even had the Crusade been aimed at Edessa, it would have been problematic to achieve such an aim, and so alternative aims would have had to be created anyway. Furthermore, so when one considers the decreased strength of 30,000,</p>
	EXP	
	AN	
	EVAL	
	V	<p>the second crusades certainly did have the potential to pose a far greater significant threat in reality, and so one must begin to the question the importance of a lack of clear aim as a factor.</p>
	F	<p>On the other hand, there can be no doubt that Muslim unity and thus the strength of Muslim opposition was also crucial in contributing to</p>

		<p>Crusade as it was able to take advantage of such weaknesses possessed by the Crusaders. In contrast to the fractured Muslim world during the First Crusade, the Sultanate of Rum during the Second Crusade was united under Mas'ud. This meant that whilst the first crusaders were able to march relatively unopposed through Anatolia, the leaders of the second Crusade faced much harsher resistance. The rocky terrain of Anatolia suited the Seljuks strategy of 'hit and run', and was when combined with the poor climate and disease, it meant the crusaders suffered additional losses in Anatolia, so much so that Louis VII was forced</p>
	KU	<p>to hire a fleet to take him the rest of the way to the Holy Land. Unity also meant that Mas'ud was able to muster a much larger force than his predecessor had, contributing to the crushing Christian defeats at Dorylaeum (October 1147) and Mount Cadmus (January 1148) respectively. This meant that failure was inevitable for the crusaders due to the much reduced remainder of the Christians when emerging from Anatolia, making them unable to cause any significant damage with such small numbers. It was not just this, but the second crusaders faced a highly competent rival in Nur-ad-Din, who was able to create a coherent North Syrian state out of previously existing peoples ^{peoples} emirates, ensuring Nur-ad-Din was able to call on large numbers of soldiers to assist in his battles and strategy. His brilliant use of Jihad propaganda was also highly effective in portraying Christians as a common enemy, inspiring a religious revival in the Muslim World, helping to create a sense of fervour similar to that of the Christians during the First Crusade. Indeed, this can be shown by Nur-ad-Din's aid to Bnaw of Damascus at the siege of Damascus in 1148, who could not bear to see a fellow Muslim suffering at the hands of the Christian, making the strength of Muslim opposition very significant. However whilst this was the case, one must note that weaknesses were still present within the Muslim world, as the Shia Fatimid Caliphate remained an enemy to Nur-ad-Din and the Sunni Muslims, and so there still was clear divisions within the</p>
	EXP	
	KU	
	EXP	
	AN	
	EVAL	

<p>V</p>	<p>Muslim world (which could have been exploited by the crusaders), making this sense of Jihad and superiority in numbers not as effective as it is made out to be, especially when compared to the reign of Salahuddin.</p>
<p>V</p>	<p>Overall, it is clear that the most important reason for the failure</p>
<p>EXP EVAL JU</p>	<p>of the second Crusade was the lack of clear aim. Whilst Muslim strength and unity ensured that the Christians faced a highly potent opposition, it was not especially significant in contributing to the catastrophic strategic blunders of the second Crusade, which were largely self-inflicted, due to the confusion around a lack of clear aim. For example, the error to attack Umm al-Damascus (a rival to Nur ad-Din), to march through Anabolia separately (Louis and Louis VII), and to switch to east side of Damascus during the siege. Such errors allowed the powerful Muslim to ultimately take advantage of such blunders, however had the Crusades had a clearer strategic aim and plan, there is no doubt they ^{would} could have had far greater success, especially when considering that the Muslim world was not without its own clear divisions.</p>

Question 2(a)

2 (a) Which of the following was of greater importance in the survival of the Crusader States?

- (i) Castles
- (ii) The military orders

Explain your answer with reference to both (i) and (ii).

[10]

Both castles and military orders found favour as to importance and there were some good explanations with detailed evidence to support. Some answers saw both as of equal importance. Good knowledge of the location and varied role of castles appeared; so, too, knowledge of the orders, their relative sizes, their benefits in patronage and their mix of charitable and medical roles and more overtly military. Some good answers evaluated the effectiveness of both in protecting the Crusader States and keeping militant Islam at bay. There were those who pointed up the problems of the physical appearance of castles not being matched by their effectiveness in the face of powerful enemies. As in Question 1(a), some candidates allowed their answers to be formed from the comparison of the two factors while more focused efforts were directed by the importance the factors had in the survival of the Crusader States.

Question 2(b)*

(b)* How important were the military tactics of the Crusaders in explaining their victories in 1097–1099? **[20]**

Many answers were well developed with evaluation as well as analysis, though there were those that simply listed factors or were too descriptive. Some candidates neglected or were rather brief on military tactics though most wrote enough, often with strong knowledge. The uses of cavalry and archers, mobile tactics, siege skills figured well. There were obvious links to leadership and good examples of the diversity of the leaders helped arguments. Many saw Muslim divisions as key and were solid on the depths and effects of Sunni v Shi'ite differences. The role of Byzantine support, sea access and the ability to maintain a supply chain were used as an example too. A good number of candidates argued for the centrality of religious motivation (Pope Urban II, the Holy Lance, events outside Jerusalem), though others pointed up more material motives in the importance of assuaging land hunger and booty. More nuanced answers looked at the differences seen at Nicaea and Antioch from events at Jerusalem. These answers emphasised the weakness of the Seljuks in Anatolia and at Antioch the treachery of one of the defenders, while at Jerusalem, Crusader success was a pretty close-run-thing shown by events once they entered the city.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

active results

Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Contact Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2018** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

