



GCE

History A

Y203/01: The Crusades and the Crusader States 1095-1192

Advanced GCE

Mark Scheme for June 2019

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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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3. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1 a	<ul style="list-style-type: none"> • EITHER • Which of the following was of greater importance in bringing about the First Crusade? (i) The situation in Byzantium. (ii) The idea of Holy War? Explain your answer with reference to (i) and (ii). • In arguing that (i) was of greater importance, answers may refer to the defeat of the Byzantines at the battle of Manzikert and the results of the battle. • Answers may refer to the ambitions of Alexius and his need for help against the Turks. • Answers may refer to the wealth of Constantinople which was a draw for hopeful western knights • In arguing that (ii) was of greater importance, answers could refer to the increasing preoccupation in Europe with the issue of salvation. • Answers could refer to the work of Augustine and his development of a view about when a war could be considered justified. • Answers could consider the impact of the idea that a knight could win salvation by doing what he knew best, that is fighting. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

b*	<p>How important was the role of its rulers in securing the kingdom of Jerusalem in the twelfth century?</p> <ul style="list-style-type: none"> • In arguing that the rulers were important: • Answers may refer to the military victories of Baldwin I. • Answers may argue that Baldwin II was a vigorous defender of the kingdom and encouraged the Knights Templar to help. • Answer may argue that Baldwin III captured Ascalon. • Answers may argue that the rulers set up a feudal monarchy and had the backing of their nobles. • In arguing that the rulers were not important: • Answers may argue that rivalries such as between Baldwin III and Melisende or over the succession weakened the kingdom • Answers may argue that Baldwin IV was not a strong ruler because of his leprosy. • Answers may argue that the kingdom was secured by other factors such as the military orders or the building of castles. <p>OR</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on importance but at Level 4 may simply list achievements of the rulers. • At Level 5 there will be judgement as to the relative importance. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.
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<p>2 a</p>	<ul style="list-style-type: none"> • Which of the following was of greater importance in the call to the Second Crusade. (i) The unification of Muslims at Outremer (ii) The preaching of Bernard of Clairvaux? Explain your answer with reference to (i) and (ii) • In arguing that (i) was more important, answers might refer to the capture of Edessa by Zengi in 1144. • The unification of Mosul and Aleppo by Zengi. • Answers might argue that emerging Muslim leaders began to unite under the call to <i>ji</i>had. • In arguing that (ii) was more important, answers might refer to the huge reputation of Bernard and the prestige he brought to the project, as well as rumours of miracles. • Answers might argue that Bernard used the triumph of 1099 to build up confidence in what could be achieved. • Answers might argue that the pope worked with Bernard, so that crusaders could be assured that they would attain salvation. <p>How significant were the results of the Third Crusade?</p>	<p>10</p>	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.. • 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. <p>• No set answer is expected.</p>
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<p>2 b*</p>	<p>In arguing that the results were significant:</p> <ul style="list-style-type: none"> • Answers could argue that the crusaders came very close to capturing Jerusalem, thus encouraging the belief that it could be taken and showing they were a serious threat. • Answers could argue that the truce agreed between Saladin and Richard I allowed pilgrims access to the Holy Places. • Answers could argue that the crusaders were left in control of much of the coastline. • Answers might consider that Richard I's reputation was enhanced. • In arguing that little was achieved: • Answers could argue that Jerusalem remained in Muslim hands and so the main objective had failed. • Answers could argue that the feuding between Philip II and Richard I had weakened the impact of the Crusade and shown how disunited the crusaders were. • Answers could suggest that this was the crusaders best opportunity to take Jerusalem and would never be repeated. • Answers could argue that once the truce expired Saladin would be free to attack again as the crusaders had returned home. 	<ul style="list-style-type: none"> • At higher levels candidates will focus on 'isignificance' but at Level 4 may simply list results. • At Level 5 there will be judgement as to the relative significance of results. • At higher levels candidates might establish criteria against which to judge the significance. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

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