

June 2022 – Morning/Afternoon

GCSE (9–1) History B (Schools History Project)

J411/81 The First Crusade, c.1070–1100

Time allowed: 1 hour

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the [Changes for 2022](#) qualification web page.

You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 and 2, and **either** Question 3 **or** Question 4.

INFORMATION

- The total mark for this paper is **40**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **8** pages.

ADVICE

- Read each question carefully before you start your answer.

The First Crusade, c.1070–1100

Answer questions 1 and 2.

1. What can **Source A** tell us about the Battle of Dorylaeum?
Use the source and your own knowledge to support your answer.

[7]

Source A

From *The Deeds of the Franks*, first published c.1100

An account of the Battle of Dorylaeum. It was written by a Christian soldier who was there at the time. The battle took place in July 1097 as the crusaders were crossing Muslim lands in what is now Turkey.

The Turks came at us from all sides, brandishing their weapons and hurling them and shooting arrows from an incredible distance. We knew we could not withstand them or hold the weight of so many enemies, but we went forward to meet them as one. Our women were a great help to us that day, bringing water to drink for the fighters and encouraging those who were fighting and defending [...] Our men asked in astonishment where such a multitude of Turks, Arabs, Saracens and others whose name I do not know had come from, because all the mountains, hills and valleys were filled with these people. Then a secret message was sent out among us [...] stating, "Come what may, stand firm in the faith of Christ and have faith in the victory of the Holy Cross, because today, if it pleases God, all riches shall be given you."

2. How useful are **Source B** and **Interpretations C** and **D** for a historian studying how the crusaders survived the siege of Antioch in June 1098?
In your answer, refer to the source and the two interpretations as well as your own knowledge.

[15]

Source B

From the chronicle of Raymond d'Aguilers, written c.1101

A crusader's account of how they discovered an ancient object under the floor of a church in Antioch where they were under siege. Many of them believed that they had found the Holy Lance that pierced Christ's side as he died on the cross.

After we had dug from morning to evening, some began to despair of finding the Lance. The youth who had spoken of the Lance, saw that we were worn out, and took off his shoes and coat and descended into the pit in his shirt, earnestly begging us to pray that God would give us his Lance for the comfort and victory of His people. Finally, in His mercy, the Lord showed us His Lance. And I, who have written this, kissed it when the point alone had as yet appeared above ground. What great joy and exultation then filled the city I cannot describe [...] When our men felt defeated, discouraged and under severe pressure, this divine aid appeared.

Interpretation C

From *The Crusades* by Thomas Asbridge, 2010

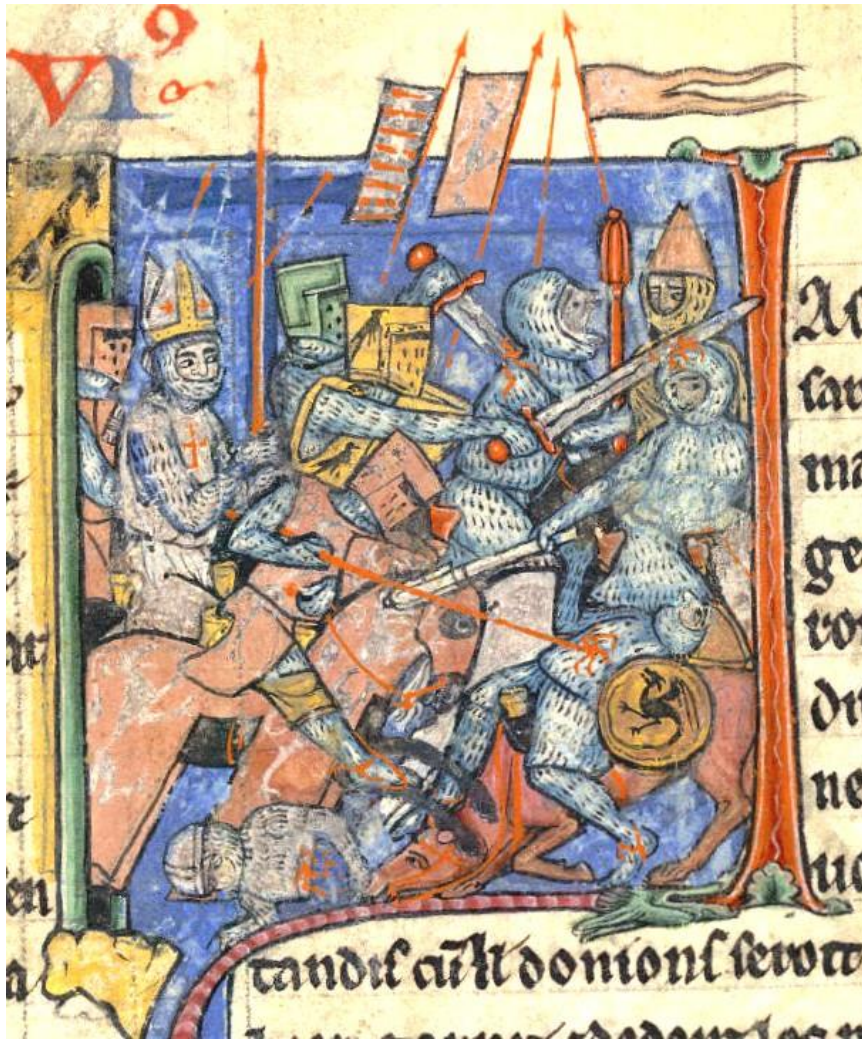
Historian Thomas Asbridge writes about the Battle of Antioch that ended the siege on 28 June 1098.

The Battle of Antioch was a stunning victory. Never before had the crusade come so close to destruction and yet, against all expectation, Christendom had triumphed. Not surprisingly, many saw the hand of God at work and an array of spectacular miracles was reported. It was said that an army of ghostly Christian martyrs, clad all in white and led by soldier saints appeared out of the mountains to aid the Franks. Elsewhere on the battlefield, Raymond of Aguilers himself carried the Holy Lance in among the southern French contingent led by Bishop Adhemar. It was later said that the sight of the relic paralysed Kerbogha, the Muslim leader.

Interpretation D

From a version of the chronicle of William of Tyre, made between 1232 and 1261.

The illustration shows the battle at Antioch (June 1098). Bishop Adhemar, a crusader leader, is shown on the left, carrying the Holy Lance.



Answer **either** question 3 **or** question 4.

- 3.* "The People's Crusade of 1095–1096 was a catastrophic failure".
How far do you agree?

[18]

- 4.* "The Islamic world was hopelessly weak and divided in the years just before the First Crusade".
How far do you agree?

[18]

END OF QUESTION PAPER

Copyright Information:

Source A: Adapted from Nirmal Dass, *The Deeds of the Franks and Other Jerusalem–Bound Pilgrims: The Earliest Chronicle of the First Crusade*, pg 42, Rowman & Littlefield Publishers, USA, 2011.

Source B: Adapted from August C Krey, *The First Crusade, the Accounts of Eye–Witnesses and Participants*, pg 181, Princeton University Press, USA, 1921.

Interpretation C: Adapted from Thomas Asbridge, *The Crusades: The War for the Holy Land*, pg 81, Simon & Schuster Inc, London, 2010.

Interpretation D: Detail of a miniature of the battle outside Antioch.

Origin: France, N. (Picardy?). Image freely available from The British Library Images Online, www.imagesonline.bl.uk

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June 2022

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

J411/81 The First Crusade, c.1070–1100

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 40

This document has 16 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

The First Crusade, c.1070–1100

Question 1 – 7 marks	
What can Source A tell us about the Battle of Dorylaeum? Use the source and your own knowledge to support your answer.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO3 Analyse sources (contemporary to the period). Maximum 5 marks</p> <p>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</p>	
<p>Level 3 (6–7 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include: the composition of the Muslim army; the relative size of the two armies; the weapons used by the Muslims; the fact that women were part of the crusade and that they played a part in this battle; the shock of the crusaders at the size and strength of the Muslim force; the crusaders' faith in God and desire for riches.</i></p> <p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: this was just part of the full crusader force; that the battle was an ambush; the nature of warfare; that the Muslim force was led by Kilij Arslan who had crushed the People's Crusade; that the Crusaders plundered the Turks' camp and gained plunder.</i></p> <p><i>There is no requirement to mention limitations but examples of limitations include: We do not have a Muslim account of the battle; battles are chaotic and one person's experience may differ from others'.</i></p> <p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>Level 2 (3–5 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	
<p>Level 1 (1–2 marks)</p> <p>The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 2 – 15 marks	
How useful are Source B and Interpretations C and D for a historian studying how the crusaders survived the siege of Antioch in June 1098? In your answer, refer to the source and the two interpretations as well as your own knowledge.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks</p> <p>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</p>	
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the source and interpretations could identify features such as: people who took part; re–stating events that either happened or were believed to have happened; inferring that Raymond of Aguilers was an eye witness; noting the discrepancy about who carried the lance into battle; crusader victory was achieved against the odds.</i></p> <p><i>Understanding of appropriate characteristic features could include: aspects of Christian culture; events leading to the discovery of the lance; the devotion and penance that followed the discovery; crusader desperation and desertion during the siege; some crusader leaders doubted lance’s authenticity.</i></p>
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Limitations that may affect usefulness include: B and D are by medieval Christians; other sources forefront doubts of some leaders; image is from 13th century; D says Adhemar carried Lance, C says it was Raymond.</i></p> <p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given.</i></p> <p><i>Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p>

<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 3 – 18 marks	
The People's Crusade of 1095–1096 was a catastrophic failure. How far do you agree with this view?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers that mistake the People's Crusade for the longer First Crusade led by the Princes may be awarded some marks at Level 1 if the response mentions issues common to both e.g. recruitment or motivation or logistical problems. Otherwise, in this context, no marks at Level 2 or beyond can be awarded.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). 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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i> <i>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.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). 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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: the ill-discipline that led to the massacre of Jews in Europe and the loss of thousands of crusaders as they crossed Europe; the failure to win the confidence of Emperor Alexios; his insistence that the crusaders cross to Asia Minor; the low number of well-trained military knights; over-eagerness and divisions in leadership; the crushing defeat at Civetot (Kibetos) in October 1096.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). 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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). 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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>Grounds for disagreeing may include: the effectiveness of Peter the Hermit as an inspirational leader; the mass enthusiasm for crusading that was the same in many ways as that shown by the main force; the continued presence of Peter the Hermit and some other survivors in the main force once it reached</i>

Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). 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). <i>The information is communicated in a basic/unstructured way.</i>	<i>Constantinople and moved on into Asia Minor.</i>
0 marks No response or no response worthy of credit.	

Question 4 – 18 marks	
“The Islamic world was hopelessly weak and divided in the years just before the First Crusade”. How far do you agree with this view?	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>If events after 1095 and the launch of the First Crusade are used to show that the Islamic world was or was not divided, reward cannot be given beyond Level 2 unless the point is clearly made that these later events are revealing a division (or unity) that was in place pre-1095 i.e. they show question relevance but fail to note the time period given in the question.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). 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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. (Most answers will probably agree).</i> <i>Answers are most likely to show understanding of the second order concepts of causation (reasons for any weakness) and change (decline from position of strength) but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). 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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: The weakness of the Abbasids; the rise of the Fatimids in Egypt and Palestine; the movement of Seljuk Turks from central Asia into modern Iraq and on into Asia Minor; family and warlord feuds notably in Syria and Palestine; the religious split between Sunnis (Abbasids and Seljuks) and Shi'ites (Fatimids).</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). 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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: The overall extent of the Islamic world and the potential to regroup; the fact that another strong leader like Malik Shah might have kept greater unity; the fact that the crusaders could have lost quite easily and that the weaknesses would not then be judged to be “hopeless”.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). 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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). 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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1	2	0	5		7
2	5	0	5	5	15
3/4	6	12			18
Total	13	12	10	5	40

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