

GCE

History A

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

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was the more important in bringing about the Third Crusade?</p> <p>(i) the idea of <i>jihad</i></p> <p>(ii) (ii) The conquests of Saladin.</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing that (i) was of greater importance, answers may refer to the growing belief in the obligation to fight a 'holy war' on the parts of Muslims. • Answers may refer to the way the idea was spread through poetry which praised the leaders who practised the <i>Jihad</i>. • Answers may refer to the importance of Jerusalem and the need for the city to remain under Muslim rule. • In arguing that (ii) was of greater importance, answers could refer to importance of Saladin as ruler of both Aleppo and Mosul. • Answers could refer to skill of Saladin in exploiting the mistakes of the crusaders at Hattin. • Answers could consider how Saladin was able to reunite the Muslims and thus expand his possessions. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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>1</p>	<p>(b)*</p>	<p>How far was the First Crusade the result of the appeal made by Urban II?</p> <ul style="list-style-type: none"> • In arguing that the appeal made by Urban was important: • Answers may refer to Urban’s sermon at Clermont. • Answers may argue that Urban promised participants great spiritual benefits. • Answer may argue that Jerusalem was central to the Christian faith and so Urban’s appeal to recapture it was vital. • Answers may argue that Urban was adept at justifying the use of violence to attain Christian ends. • In arguing that there were other explanations: • Answers may argue that there was also an impetus from the Byzantine empire. • Answers may argue that economic and social conditions in western Europe encouraged crusaders to go east. • Answers may argue that some crusaders saw the opportunity for personal gain. 	<p>20</p> <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’ but at Level 4 may simply list the reasons for the Crusade. • 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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2	(a)	<p>Which of the following was more important in bringing about victory in the First Crusade?</p> <p>(i) The divisions in the Islamic world (ii) The military tactics of the crusaders.</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> In arguing that (i) was more important, answers might refer to the rivalries between the Sunni Muslims of Asia Minor and Syria and the Shiites in Egypt. Answers might argue that the authority of the caliphate in Baghdad was weak in the 1090s which helped the crusaders. Answers might argue that much of Asia Minor was in the hands of war lords who fought one another and did not combine against the crusaders In arguing that (ii) was more important, answers might refer to the tactics used to win at Dorylaeum Answers might argue that Bohemund's tactics were vital in the capture of Antioch. Answers might argue that the capture of Jerusalem was the result of careful preparation and a clear battle plan. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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.
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<p>2</p>	<p>(b)*</p>	<p>‘The Third Crusade achieved very little.’ How far do you agree?</p> <p>In arguing that there were achievements:</p> <ul style="list-style-type: none"> • Answers could argue that the capture of Acre gave the crusaders a useful base. • Answers could argue that the victory at Arsuf was a blow to Saladin’s prestige. • Answers could argue that Henry of Champagne was recognised as king of Jerusalem as a result of the Crusade. • Answers might consider that the truce agreed by Richard and Saladin gave Christian pilgrims protection on their visits to Jerusalem. • Answers might suggest that Richard’s reputation as a soldier was boosted. <p>In arguing that little was achieved:</p> <ul style="list-style-type: none"> • Answers could argue that the main aim had been to capture Jerusalem and that was not achieved. • Answers could argue that the loss of Frederick Barbarossa and the quarrel between Richard and Philip had considerable repercussions of a negative kind. • Answers could suggest that Saladin was left in a strong position and, once the truce expired, could carry on attacking the Christians. • Answers could argue that Richard had to go home prematurely because of the plotting of Philip and Prince John. 	<p>20</p>	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘achieved’ but at Level 4 may simply list events. • At Level 5 there will be judgement as to the relative degree of achievement. • At higher levels candidates might establish criteria against which to judge achievement. • 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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