



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/1A)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1A: The crusades, c1095–
1204

Generic Level Descriptors: sections A and B

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether religious ideals were the main motive for the Second and Third Crusades.</p> <p>The importance of religious ideals in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The concept of the 'just war' • Changing attitudes towards penance and the remission of sins • The guarantee of a plenary indulgence • The influence of preachers promoting the crusades, including Bernard of Clairvaux. <p>The importance of other factors in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growing Muslim threat to the Byzantine Empire • The changing concept of knighthood and the growth of chivalric ideals • The crusades as an escape from European political problems, including the conflicts involving England, France and Germany • The prospect of acquiring riches. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether castles and fortified settlements were the main reason for the survival of the crusader states in the years 1100–44.</p> <p>The importance of castles and fortified settlements in the survival of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The building of border castles to compensate for the absence of a natural boundary to the east of the crusader states • The fortification of small settlements to protect inhabitants • The use of castles to protect administrative centres, trade routes and ports • Castles were often established in areas where siege warfare would be very difficult. <p>The importance of other factors in the survival of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The consolidation of the kingdom of Jerusalem by Baldwin I • The protection provided by the military orders, including their support from European rulers and nobility • The establishment of effective government by Baldwin I and Baldwin II • The limited threat from Muslim forces in the years before 1144. <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the leadership of the First and Second Crusades was responsible for their different outcomes.</p> <p>The extent to which the leadership of each campaign was responsible for the different outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The leadership of Raymond of Toulouse and Godfrey of Bouillon during the First Crusade • Baldwin's leadership and the seizure of Edessa • The personal and political rivalries between Louis VII and Conrad III during the Second Crusade • Louis and Conrad's failure to consult with the leadership of the crusader states. <p>The importance of other factors in explaining the different outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The vast size of the crusader armies, numbering around 50,000 • The military failures of Kilij Arslan • The unclear aims of the Second Crusade following the collapse of the county of Edessa in 1144 • The limited assistance provided by Manuel I to the Second Crusade. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the growth of Muslim military power in the decline and collapse of the crusader states in the years 1146–87.</p> <p>In considering reasons for the decline and collapse of the crusader states, the growth of Muslim military power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Nur ad-Din's victories in the years 1149–54 and the growing threat he posed to the crusader states • The extension of Saladin's military and political power in both Egypt and Syria in the years from 1169 • The siege of Tiberias and the destruction of the crusader states' forces at the battle of Hattin in 1187. <p>In considering reasons for the decline and collapse of the crusader states, other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decline of crusader power during the reign of the 'leper king', Baldwin IV • Growing divisions within the ruling elite of the crusader states, including the succession crisis of 1185 • Lack of support for the crusader states from both Europe and Byzantium. <p>Other relevant material must be credited.</p>

Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Fourth Crusade failed because of the mistakes made by Innocent III. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Innocent called a crusade even though Christians in Jerusalem had made no appeals to the west for help • Innocent believed that his organisation of the crusade would solve problems that had grown up during the previous century • Innocent was convinced that strong papal control of the crusade would increase religious commitment and guarantee success. <p>Extract 2</p> <ul style="list-style-type: none"> • In comparison with previous crusades, the projected numbers for the Fourth Crusade were very high • The payments to be made to the Venetians were twice as high as the annual income of the English and French crowns • The crusade did not include a leading monarch who could persuade troops to accompany him. <p>Candidates should use their own knowledge of the issues to address the implications of Innocent III's mistakes. Relevant points may include:</p> <ul style="list-style-type: none"> • Innocent III did not work with kings or nobles, but expected that they would follow his plans for the crusade. • Innocent misjudged the support his measures would elicit he donations boxes set up in churches yielded only meagre funds • Innocent was unable to control the noble leaders of the crusade. <p>Candidates should use their own knowledge of the issues related to the debate to address other conditional and/or contingent reasons which explain the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"> • The leadership of the crusade, and the number of crusaders, were both affected by the early death of Thibault of Champagne. • The crusade was seriously weakened when many crusaders left the expedition rather than join the Venetians' attack on Zara. • The crusade's leaders accepted Alexius's offer to wipe out the Venetian debts in return for restoring his father to the Byzantine throne. This decision led to further splits within the crusading forces.