

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/1A)
Advanced

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	1–3	<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	4–7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 the extent to which the initial aims of the First and Second Crusades changed during the course of each crusade.</p> <p>The extent to which the initial aims of the First and Second Crusades remained unchanged during their course should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • First Crusade: Alexius I Comnenus' appeal to Urban II for assistance against the Seljuk Turks • First Crusade: Urban II's appeal at Clermont for European help in protecting the Christians of Byzantium • First Crusade: Urban's call, made in the months after Clermont, for the liberation of Jerusalem • Second Crusade: Eugenius III's appeal in <i>Quantum praedecessores</i> mentioned the need to protect eastern Christians from the Muslims, and to recover Edessa. <p>The extent to which the initial aims of the First and Second Crusades changed during the course of each crusade should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • First Crusade: Baldwin of Boulogne's decision to abandon the crusade and take personal control of Edessa • First Crusade: Bohemund of Taranto's decision to rule over Antioch • Second Crusade: Changing aim through changing circumstances: Louis VII's finances became depleted, making it difficult for him to sustain the projected campaigns against Muslim forces • Second Crusade: The council at Acre in June 1148 decided to attack the Muslim city of Damascus rather than campaign in Syria on behalf of the Christian population. <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 on how accurate it is to say that, in the years 1100–65, the crusader states became stable and well governed.</p> <p>Arguments and evidence in support of stability and good government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The territorial extent of the states of Outremer and the economic and social links between them • The securing of important seaports for maintaining economic and military links with Europe • The development of trade with Muslim cities • Patterns of settlement and European migration • The defences provided by castles and by the military orders • The effective government of Baldwin I, Baldwin II and Baldwin III. <p>Arguments and evidence against stability and good government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The absence of natural and defensible boundaries to the east of Outremer • The small number of European migrants and settlers • The fall of Edessa in 1144 • The failure by Europe and Byzantium to provide effective support for Outremer • The declining power of the rulers, e.g. the conflict between Baldwin III and Queen Melisende • Growing divisions within the ruling elite. <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 on the extent to which the papacy's religious and political ambitions in Europe were responsible for the First, Second and Third Crusades.</p> <p>The role of the papacy's religious and political ambitions in Europe should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The concept, increasingly promoted by the papacy, of the just war • The conflict between Urban II and Henry IV over the investiture controversy: Urban hoped to divert Germany's ambitions towards the crusades • The significance of the papal reform movement and the idea of universal papal primacy • Papal attempts to stem violence and disorder throughout Europe by channelling violence into crusading • The aim of diverting European rulers away from conflicts with fellow Christians. <p>Other factors contributing to the First, Second and Third Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The attraction of a plenary indulgence to all crusaders • The role of the preachers in inspiring people to join a crusade • The aim of the Second and Third Crusades to protect the states of Outremer • The quest for riches or settlement • The changing ambitions of the knights and the ideas of chivalry • The idea for many of the crusade as a pilgrimage. <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 how far growing Muslim unity during the twelfth century was responsible for the outcomes of the Second and Third Crusades.</p> <p>The growth of Muslim unity as a factor in explaining the outcomes of the Second and Third Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Muslim weaknesses in 1100: the importance of Muslim political and religious divisions, especially between the Sunni Seljuk Turks and the Shi'ah Fatimids of Egypt • Zengi's growing military and political power and the conquest of Edessa in 1144 • Growing Muslim unity and military power under Nur ad-Din, including his victories in 1149–54 • The extension of Saladin's political power in Egypt and Syria and the growth of his armed forces • The role of Saladin's forces in resisting the armies of the Third Crusade. <p>The role of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The personal and political rivalries between Louis VII and Conrad III • Manuel I's failure to assist the Second Crusade. • The decision to attack Damascus in 1148, and the final failure of the Second Crusade • The impact of the death of Frederick Barbarossa for the Third Crusade • Richard I's decision to attack Sicily and Cyprus • Richard I's leadership of the crusade after Philip II's return to France. <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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed.</p> <p>In considering the extracts, 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 III tried without success to centralise the working of the Fourth Crusade in Rome and place it under his own control • Despite the promise of a plenary indulgence, people were unenthusiastic about joining the crusade • Innocent failed to secure the collaboration of European rulers and nobility, which had damaging consequences for the crusade. <p>Extract 2</p> <ul style="list-style-type: none"> • Doge Enrico Dandolo and the Venetians were only prepared to join once the leaders agreed to divert their forces into an assault on Zara • The Doge and the Venetians increasingly took control over the course of the crusade as a whole • What had begun as a substantial commercial enterprise for Venice became a way of furthering the ambitions of the Republic. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed. Relevant points may include:</p> <ul style="list-style-type: none"> • The determination by Thibault of Champagne and his supporters to make their own decisions on the crusade without consulting Innocent III [relevant to Extract 1] • Thibault's death meant that the number of knights and others joining the crusade from France was far smaller than expected [relevant to Extract 1] • The number of crusaders overall did not meet Innocent III's expectations, with only 12–13,000 reaching Venice [relevant to Extract 1] • Innocent was unable to rely on the support of European rulers. Richard I died in 1199, and the German Emperor Henry VI's death provoked a succession crisis within the Empire [relevant to Extract 1]. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed. Relevant points may include:</p> <ul style="list-style-type: none"> • The ambitions of the Doge and the Venetians to expand their commercial interests in the Byzantine Empire, which had limited their ability to trade in recent years [relevant to Extract 2]

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="360 141 1385 203">• The Venetians supported the idea of attacking Egypt in order to develop trading links in the Mediterranean [relevant to Extract 2]<li data-bbox="360 230 1326 293">• The Venetians showed little enthusiasm for the religious aims of the Fourth Crusade [relevant to Extract 2]<li data-bbox="360 320 1417 427">• Despite his advanced age and blindness, the Doge Enrico Dandolo became an important figure in the crusade, and influenced the decisions taken by its leaders [relevant to Extract 2]<li data-bbox="360 454 1382 539">• Additional evidence, e.g. the role of Alexius IV in using the crusaders to support his attempt to take control of the Byzantine Empire; the crusaders' assault on Constantinople and the sack of the city.