

GCE

History A

Unit **Y233/01**: The Crusades and the Crusader States 1095–1192

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>'The main reason for the failure of the Second Crusade was poor leadership.' How far do you agree?</p> <ul style="list-style-type: none"> • Assess the reasons for the failure of the Second Crusade. • Answers need to identify, explain and assess a range of reasons for the failure of the Second Crusade. • Answers may discuss the poor discipline of the German contingent and the incompetence of Conrad, which led to them being virtually wiped out in Asia Minor. • Answers may argue that the crushing defeat in the Cadmus mountains lowered Crusader morale. • Answers may argue that Louis VII made an error in not focusing on the recapture of Edessa. • Answers may argue that the lack of water led to the withdrawal from the siege of Damascus. • Answers may consider the argument of St Bernard, that the Crusaders had lacked sufficient determination. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons • At Level 5 answers might establish criteria against which to judge the relative importance of the reasons. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

2*		<p>How important were the abilities of the Arab leaders in accounting for their successes in 1187?</p> <ul style="list-style-type: none"> • Answers need to identify, explain and assess a range of reasons for the Arab successes in 1187. • In arguing that the abilities of the Arab leaders were important answers may discuss the impact of the efforts of Nur ad-Din in building the jihad and uniting Egypt with Syria. • Answers may argue that Saladin's archers were crucial at Hattin. • Answers may argue that the massacres of Christians after Hattin was a definite policy by Saladin to enhance his reputation. • Answers may argue that after Hattin there was little resistance from the Crusaders so it was a vital victory. • In arguing that other factors were important, answers may consider the lack of sufficient response from the west to help the Crusaders. • Answers may argue that the breakdown of relations with Byzantium was a serious problem for the Crusaders. • Answers may consider the rash actions of Reynald in provoking a crisis. • Answers may consider the bad decision made by Guy in marching on Tiberias, influenced by his advisers and his own insecurity. • Answers could argue that there was unrest among the nobility in the kingdom of Jerusalem after problems over the succession and their support for Guy was half-hearted. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At Level 5 answers might establish criteria against which to judge the relative importance of the reasons. • To be valid, judgements must be supported by accurate and relevant material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.
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3		<p>Mark Scheme Section B</p> <p>Read the interpretation and then answer the question that follows: ‘While the Third Crusade failed to achieve its ultimate aim of retaking Jerusalem, it did succeed in providing the Christians with a reasonable hold of much of the coastline and provided a springboard for future Crusades.’</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations you have studied.</p> <ul style="list-style-type: none"> • The historical debate about the outcome of the Third Crusade centres on how far it can be judged a success, how far it merely enhanced the reputation of Richard I, how far it made little real difference and how far the only beneficiary was Saladin. • In analysing and evaluating the strengths and limitations of the Interpretation, answers might consider the aims of the Crusade and how far they were realised and the reasons why the achievement could be viewed as limited; answers might consider how far different groups had different motives. • In analysing and evaluating the strengths of the given Interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The situation before the Crusade with the lack of access for Christians to Jerusalem. • The capture of Acre by Richard I as a boost to morale. • the terms negotiated by Richard with Saladin. 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.
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			<ul style="list-style-type: none">• In analysing the limitations of the given Interpretation, answers might use knowledge and understanding of:<ul style="list-style-type: none">• the losses, which were to be permanent, of the Crusader States.• the Muslim capture of the main bases and castles which would make further Crusades harder to launch.• the failure to capture Ascalon and so control the whole coastline. • Other Interpretations that might be used in the evaluation of the given Interpretation are:<ul style="list-style-type: none">• Interpretations focusing on the discord among the leaders which limited the effects of the Crusade.• Interpretations focusing on the glorification of Richard I.• Interpretations focusing on the results of the death of Frederick Barbarossa.• Interpretations focusing on the increasing strength of the Muslims under Saladin and the impact of this.		•
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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 Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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