

GCE

History A

Y203/01: Non-British period study: The Crusades and the crusader states 1095-1192

A Level

Mark Scheme for June 2024

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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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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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
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
SC	Simple comment
?	Unclear
V	View

1	(a)	Which of the following played the greater role in the establishment of the Crusader States in the 12th Century? (i) Rulers of Antioch (ii) Rulers of Jerusalem In arguing that (i) played the greater role, answers might consider that Antioch was in a key position and Bohemond established himself early in the First Crusade. • Answers might consider that Tancred expanded the territory, making it more secure • Answers might consider that their administration governed effectively, which contributed to the establishment • Answers might consider that Tancred built up an alliance system which helped Antioch to become firmly established. In arguing that (ii) played the greater role, answers might consider that Godfrey of Bouillon enjoyed a sound reputation which boosted his power and fended off attacks from Egypt, so making the kingdom more secure • Answers might consider that Baldwin I captured Caesarea, Acre, Beirut, and Sidon which increased the extent of his control. • Answers might consider that Baldwin I built castles to defend his kingdom • Answers might consider that Baldwin I controlled the trade routes from Damascus to Egypt which made his kingdom wealthier	10 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. • 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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			• Answers might consider that Baldwin attracted former crusaders to help in the defence of Jerusalem.		
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Question			Answer	Mark	Guidance
1	(b)*		Assess the impact of the failure of the Second Crusade. In assessing the impact, answers could argue that there was a big impact in Europe: • The failure was a serious blow to the pride of Western Europe. • Papal prestige was damaged • Enthusiasm for crusading was diminished which had serious long-term effects with a long period before the next Crusade and later Crusades being on a smaller scale. • There was some suspicion in Europe that the failure at Damascus was the result of corrupt dealings between the governor and the nobles from Jerusalem, which disillusioned many. • Bernard of Clairvaux who had advocated the Crusade blamed the crusaders for their moral failings, which reduced enthusiasm for future Crusades • The relationship between the west and Byzantium became more fractured and this impacted on future Crusades Answers could also argue that there was considerable impact in the Crusader States:	20	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. • No set answer is expected. • At higher levels candidates will focus on the relative importance of the different impacts but at Level 4 may simply list them • At Level 5 there will be judgement as to which is the main impact • At higher levels candidates might establish criteria against which to judge the relative importance of the various impacts • 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.

Question			Answer	Mark	Guidance
			• Fewer settlers went to the east which meant the Crusader States had to be more self-reliant • The success of Zengi and the development of jihad made the Moslem world more united and so more of a threat • The loss of Edessa was permanent and showed how the Crusader States were weakened. • There was increasing tension in the Crusader States as the rulers came under greater threat • Arguably the impact could be seen as the beginning of a long decline • The eventual loss of Jerusalem could be seen as stemming from this failure.		

Question		Answer	Mark	Guidance
2	(a)	Which of the following contributed more to the fall of Edessa in 1144? (i) Circumstances in Outremer (ii) The leadership of Zengi In arguing that (i) contributed more, answers might consider that the rulers of the Crusader States did not always work together but could be rivals, which weakened their defences: Melisende in Jerusalem was regent for her son, and she was less able to keep the leaders of the States united • Answers might consider that Joscelin II had managed to alienate his fellow rulers so little help was sent to him, notably Raymond of Antioch, who was geographically the closest to Edessa, refused to give Joscelin military aid as he was fighting in Cilicia • Answers might consider that The Byzantines felt Joscelin had stirred up trouble in their empire and, in any case, Manuel only became Emperor in 1143 and needed to be in Constantinople to secure his position, so would not help defend Edessa • Answers might consider that Raymond of Tripoli also refused to give any assistance because of personal differences with Joscelin. The importance of the disunity was emphasised by the contrast with earlier	10	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. • 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.

Question			Answer	Mark	Guidance
			events at Montferrand, where the four main crusader leaders had acted together against Zengi In arguing that (ii) contributed more, answers might consider that Zengi provoked Joscelin by an attack on Arslan, an ally of Joscelin and this led to Joscelin going to help Arslan • Answers might consider that Zengi could then take advantage of the absence of Joscelin • Answers might consider that Zengi used siege engines and mines effectively • Answers might consider that Zengi reinforced his army with Kurdish and Turcoman troops • Answers might consider that Zengi used the concept of jihad to increase the morale of his army		

Question		Answer	Mark	Guidance
2	(b)*	‘Urban II’s main aim in the First Crusade was to increase papal power.’ How far do you agree? In arguing that this was his main aim, answers might consider that Urban had been elected in 1088 but was not secure in Rome until 1093, so he needed to make his position stronger - Urban was building on the claims of Gregory VII about the supremacy of the papacy and calling a Crusade showed him as the leader of Christendom. - Urban was committed to the papal reform programme outlined at Piacenza and leading calls for a Crusade would boost this - Urban hoped to improve relations with the Eastern Church and perhaps even end the schism which would make him much more powerful and a joint Crusade would help this aim - The preaching of the Crusade was bound to bring him publicity and prestige - Urban was relatively young so had long-term ambitions for the papacy and the Crusade was a starting point.	20	How far do you agree? 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. <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. - No set answer is expected. - At higher levels candidates will focus on assessing his main aim but at Level 4 may simply list aims - At Level 5 there will be judgement as to the relative importance of the aims - At higher levels candidates might establish criteria against which to judge 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.

Question			Answer	Mark	Guidance
			In arguing that he had other motives, answers might consider that he wanted the Christians to hold Jerusalem as it was a holy city • He wanted pilgrims to be able to worship freely at the Church of the Holy Sepulchre • He wanted to relieve the sufferings of the Christians in the east, who were being oppressed by the Moslems • He wanted to encourage the rulers of Europe in a common purpose • He wanted to encourage penitential warfare where the crusaders would fight to save their souls • He wanted to reduce the amount of casual conflict in Europe in the noble classes.		

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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