

GCE

History A

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

A Level

Mark Scheme for June 2025

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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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Y203/01

Mark Scheme
MARKING INSTRUCTIONS

June 2025

**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. There is a NR (**No Response**) option. Award NR (No Response):

Y203/01

Mark Scheme

June 2025

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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
P	Provenance
SC	Simple comment
	Unclear
V	View

Question			Answer	Mark	Guidance
1	(a)		Which of the following contributed more to the weakness of the Crusader States in the 12th Century? (i) The death of Baldwin II (ii) The events of 1183-1186 Explain your answer with reference to both (i) and (ii). In arguing that (i) contributed more, answers could suggest: • Factions in Jerusalem arose after Baldwin II died with Melisende and Fulk challenged over the succession. • Fulk insisted on ruling alone and attempted to promote Angevin favourites, which Melisende resisted. • Fulk was seen an outsider and this led to rebellion in 1134 under Count Hugh of Jaffa. • Fulk had attempted to bring his own supporters from France and this caused resentment. • Fulk was forced to march south and besiege Jaffa, as high had made a deal with the Muslims in Ascalon. The siege led to Hugh's death. In arguing that (ii) contributed more, answers could suggest:	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.

Y203/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			- Baldwin IV, the leper, was childless and appointed Guy de Lusignan as regent, but this was opposed, leading to tensions in Jerusalem - Guy was blamed for the failure to challenge Saladin successfully - There were two claimants to succeed Baldwin, with their rights assessed by a panel, weakening the state - There was a further complication with the ambitions of Raymond of Tripoli to succeed when Baldwin died in 1185 - Sybilla and Guy eventually became the rulers of Jerusalem, but much ill-feeling had been generated, weakening the state. - The attack by Raymond of Chatillon on a caravan travelling from Egypt to Damascus was the start of events that led to Hattin and the defeat of the crusaders		

Question		Answer	Mark	Guidance
1	(b)*	‘The military tactics of the Crusaders were the most important reason for the success of the First Crusade.’ How far do you agree? In suggesting that the military tactics of the Crusaders were the main factor, answers might argue: • The ability of Bohemund to rally his troops led to victory at Dorylaeum • The capture of Edessa and other towns allowed supply routes to be maintained. • Their use of siege towers and engines was important at Antioch and Jerusalem. • Bohemund’s tactics at Antioch led to its capture • The crusaders adapted their tactics to counter the strengths of the Muslims. In suggesting that there were other factors, answers might argue: • Religious zeal urged the crusaders on and morale was high after the discovery of the Holy Lance. • Support from Byzantium was vital in the early stages.	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 the relative importance of the different factors but at Level 4 may simply list them • At Level 5 there will be judgement as to which is the main factor • At higher levels candidates might establish criteria against which to judge the relative importance of the various factors • 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.

Y203/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			• Alexius provided sound advice to the crusaders • The Muslims were surprised at the power of the crusading armies and their use of cavalry. • The west sent supplies, notably to build siege engines. • The Muslims were divided and some were ready to ally with the crusaders. • The Muslims leadership was less effective than that of the Crusaders.		

Question			Answer	Mark	Guidance
2	(a)		Which of the following was of greater importance in contributing to the outcome of the Third Crusade? (i) Events at Acre and Jaffa (ii) Negotiations with Saladin Explain your answer with reference to both (i) and (ii). In arguing that (i) had the greater importance, answers might suggest: • The capture of Acre gave the Crusaders more hope for success • The events at Acre made relations between Richard I and Philip II worse and led to the withdrawal of Philip and a reduction in crusader strength • The refusal of Richard and Philip to share the spoils led to Leopold going home which weakened the Crusaders. • The massacre of prisoners at Jaffa hardened Saladin's attitude and made him even more formidable • Richard's recapture of Jaffa meant he controlled the coast and could maintain supplies. In arguing that (ii) had the greater importance, answers might suggest:	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.

Y203/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			• Both Saladin and Richard were unwell and ready to negotiate • Richard had accepted he could not take Jerusalem and so wanted a settlement • Negotiations resulted in Christian pilgrims gaining access to Jerusalem, one of the aims of the Crusade. • As the coastal strip was still in crusader hands, there was a chance for another Crusade later • The negotiations led to greater stability in what was left of the kingdom of Jerusalem.		

Question			Answer	Mark	Guidance
2	(b)*		‘The survival of the Crusader States in the 12th Century was dependent on western aid.’ How far do you agree? In arguing that this was the main factor, answers might suggest: • Settlers from the west were crucial in the early days as numbers in the States were low • The Venetians helped Baldwin II take Tyre. • Trade routes with the west provided goods and revenue • Amalric I appealed to western rulers for aid against Saladin which he argued was essential for victory • Many members of the Military Orders came from the west, after recruitment drives there. • Some rulers like Henry II sent money rather than have to fight in person. In arguing that there were other factors, answers could suggest that: • The building of defensive castles was vital. • Some of the rulers of Crusader States were competent and effective • There was some accommodation of Muslims in Crusader States to prevent rebellion	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 the factors but at Level 4 may simply list them • At Level 5 there will be judgement as to the relative importance of the factors • 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.

Y203/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			• The feudal structure of the states and the decision to elect kings were strengths • The Military Orders were a great help. • Muslim disunity could be exploited at times.		

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.

Y203/01

Mark Scheme

June 2025

	<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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