



GCSE (9-1)

History B Schools History Project

J411/37: The Making of America, 1789-1900 with The First Crusade, c.1070-1100

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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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.

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.)*

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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	1241	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.
- 3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: The Making of America, 1789–1900

<p>Question 1 – 3 marks</p> <p>a) Identify one impact of mining on the areas where gold was found.</p> <p>b) Give one example of how African Americans were discriminated against in the Union Army during the Civil War.</p> <p>c) Name one tribe involved in fighting wars with white settlers or the US government between 1861 and 1877.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include: new towns established; farming developed east of Pikes Peak to sell food to new gold towns; Kansas's increase in population due to gold mining led to it becoming a state in 1861; environmental damage: rivers clogged with rocks and gravel from high powered jets used in the industry; chemicals used destroying fish and wildlife; violence against local native Americans by miners/tensions with Indians; overpopulation</i></p> <p><i>Do not allow (on their own): 'damage'; 'violence'; 'conflict'</i></p> <p><i>For 1(b), likely valid responses include: not allowed to join the Union army until autumn 1862; until 1864 given heavier jobs in the army including digging ditches or hauling cannons; black regiments had difficulty securing supplies and uniforms; lower pay until 1864; could not serve as officers; treated as war contraband</i></p> <p><i>Do not allow: 'not allowed to serve in army (without saying 'until later')</i></p> <p><i>For 1(c) likely valid responses include: Santee Sioux (also known as the Eastern Dakota); Cheyenne; Lakota Sioux (or just Lakota); Arapaho; Navajo; Kiowa. Accept answers which only say 'Sioux' or 'Apache' on their own.</i></p> <p><i>Do not allow references to the Five 'Civilised' Tribes (Creek, Seminole, Choctaw, Chickasaw and Cherokee)</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
<p>Question 2 – 9 marks</p>	

Write a clear and organised summary that analyses migration to places west of the Plains between 1839 and 1860. Support your summary with examples.	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p>	Notes and guidance specific to the question set
<p>Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: why migrants went (causation); why the journeys were difficult (causation); impact on Native tribes (consequence), establishment of new states and territories like California and Utah, conflict with government (consequence); similarities/differences between different migrant groups or processes, e.g. differences between the gold rushes (diversity); increasing migration in this period (change); change in methods of migration, e.g. from wagon trains the whole way to using to railroads for the first stage (change).</i></p>
<p>Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers may show understanding of second order concepts such as cause and consequences; change; diversity.</i></p>
<p>Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Question 2–9 marks	
Write a clear and organised summary that analyses migration to places west of the Plains between 1839 and 1860. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation] <i>One reason that migrants moved west was because there was an economic downturn in the East in the late 1830s. Banks collapsed and many people lost their savings. Unemployment reached 25 per cent in some areas and wages fell disastrously. By 1860, over 400,000 people had moved to the territories of Oregon and California, travelling in wagons on the overland trails.</i></p> <p><i>Another reason was the discovery of gold. For example, after the discovery of gold in California, stories circulated of men making \$1000 a day, and thousands of Americans, as well as Mexicans and Europeans headed west to seek their fortune or to sell supplies to the miners. Over 50,000 people went in 1849 alone. [9]</i></p> <p>[Change] <i>In 1839, migration to the Far West was limited. The only white people who ventured that far were the ‘mountain men’, who roamed the Rocky Mountains, trapping beavers for their fur. However, by 1850, over 100,000 people had migrated in wagons on the overland trails to the west coast territories of California and Oregon, hoping to start a new life. By 1860 this had increased to over 400,000. [7]</i></p> <p>NOTE: Answers must cover at least two different migrant groups or reasons for this level.</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] <i>Migration to the west in this period led to conflict between US settlers and Native tribes. For example, the Whitmans had moved to Oregon and by the 1840s had established a Christian mission there. This created tension with the Cayuse population, especially as the Whitmans were trying to convert them. In 1847, there was an outbreak of measles in the area, and many Cayuse were killed. They blamed the Whitmans, killed them, and set fire to their mission, killing 11 others. [6]</i></p>
Level 1 (1–3 marks)	<p>Lists/ descriptions of migration/ migrant groups/ relevant developments with no organising concept, e.g.</p> <ul style="list-style-type: none"> <i>The journey west was very difficult. Wagons were heavy and could easily crush a person. River crossings led to the death of many migrants. So did accidents with guns. [2]</i> <i>Some migrants went to Oregon on wagon trains. Native tribes often helped them canoe down the rivers. 10,000 Mormons went to Utah and established Salt Lake City which was in a very dry place, but Brigham Young made it a success. [3]</i> <p><i>OR</i></p> <p>Statement based on second order concept with no development or no valid specific examples, e.g. <i>Some people moved because they were escaping what they saw as religious persecution. [1]</i></p>
0 marks	

Question 3 – 10 marks Why were there tensions in America between 1789 and 1838? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<p><i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Explanations could consider: Tensions between North and South over slavery (growing number of abolitionists in the North; South wanted to allow all new states to use slavery; the North feared this would give the South too much power; there were also political differences over whether enslaved people counted as part of the state's population because this had consequences for a state's voting power in Congress); tensions between enslaved people and southern whites/ plantation owners (e.g. slave revolt 1811); tensions between Natives and white settlers/ US government (e.g. Indian Removal Act and ensuing resistance from Creeks, Choctaws, Chickasaws, Cherokees and Seminoles), as well as between different tribes (e.g. defeat/ dispossession of Natives led to Natives moving further west and entering land where other tribes lived).</i></p>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks	
Why were there tensions in America between 1789 and 1838? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and explained, e.g.</p> <p><i>One reason there was tension was because there were different opinions on slavery. Slavery had died out in the North and Northerners said that slavery gave the South an unfair advantage in trade. But the South’s economy was dominated by the plantation system and huge profits were made through slave labour. This led to tension over whether or not to allow new states to use slavery. This had to be resolved through laws such as the Missouri Compromise of 1820.</i></p> <p><i>There was also tension between Natives and white settlers because the US government extended its control over the land. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in 1830 introduced the Indian Removal Act. This forced thousands of Native tribes in the east, like the Seminoles and Creeks, out of their homelands. There was increased violence and tension as the tribes resisted, such as the Seminole Wars of 1835–42. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason identified and explained, e.g.</p> <p><i>One reason there was tension was because of slavery. The southern US states were dominated by powerful plantation owners whose cotton plantations relied on the slave labour of hundreds of thousands of African Americans. This situation created many tensions as there was a great deal of resistance from the enslaved population. For example, there was a significant revolt in Louisiana in 1811 led by Charles Deslondes.</i></p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <i>One reason there was tension was because there were different opinions on slavery. This led to tension between the North and South over whether or not to allow new states to use slavery.</i> <i>There was also tension because the US government wanted to extend its territory. This led to increased violence and tension between the US government and Native American tribes who lived on this land.</i> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <i>One reason there was tension was because there were different opinions on slavery. Slavery had died out in the North and Northerners said that slavery gave the South an unfair advantage in trade.</i> <i>There was tension between Natives and white settlers because the US government extended its control over the land. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in 1830 introduced the Indian Removal Act.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p>

Level 2 (3-4 marks)	<p>Description of conflicts/ differences/ related events without using this to address the question of why there was tension, e.g.</p> <ul style="list-style-type: none"> • <i>In 1820 the Missouri Compromise was passed. This meant that slavery was going to be allowed in the new state of Missouri and to its south.</i> • <i>In 1830, Jackson passed the Indian Removal Act. This created 'Indian Territory' for eastern tribes. Thousands of Choctaws, Creeks and Chickasaws moved.</i> • <i>The South used slavery in its cotton plantations but it had died out in the North, where there was a mixture of farming, small businesses and factories.</i> <p>OR Identifies one or more reason but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining why the reason led to tension, e.g. <ul style="list-style-type: none"> • <i>There were tensions between northern and southern states about slavery.</i> • <i>There was tension between Native tribes and the US government over territory.</i> • <i>There was economic tension between the North and the South.</i> • <i>There were disagreements over the purchase of land in the Northwest and Southwest territories by land speculators.</i>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>There was tensions between different groups who wanted different things.</i> • <i>There were tensions between northern and southern states.</i>
0 marks	

Question 4* – 18 marks 'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: railroads enabled people to easily move to start a new life after 1869; they sold land to people they had been given by the government; railroad companies launched huge advertising campaigns; cow towns formed around railroad terminals</i> <i>Grounds for disagreeing include: role of government in railroads (e.g. Lincoln and Pacific Railroad Act – offering companies financial incentives and granting land); after the 1862 Homestead Act hundreds of thousands of families settled on the Plains to cultivate their patch of 160 acres; role of violence/ racism in south / Homestead Act in migration of 'Exodusters' 1877 ff; role of cattle industry, e.g. cow towns in the 1860s and cattle ranches in the 1870s increased settlement on the plains to service the cattle industry; after gold was found in Pikes peak in the Rockies settlers were also attracted to farm on the edge of the Plains, east of the Rockies to provide food for the miners.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	
Question 4* – 18 marks	

'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p> <p><i>However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p> <p><i>Another factor was violence and racism in the South during the Reconstruction era, as many African Americans from the South settled on the Plains in this period. In 1877, an ex-slave called Benjamin Singleton urged others to take advantage of the Homestead Act and organised an 'exodus' of Black Americans to the west, away from white violence. Thousands followed Singleton to Kansas and became known as the 'Exodusters', with around 6,000 arriving in 1879 alone. So the failure of Reconstruction was particularly important in the migration of Black Americans.</i></p> <p><i>Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.</i></p> <p><i>Overall I believe it was a combination of factors that led to the settlement of the Plains. The railroads were very important as they enabled people to get there easily and advertised the benefits. They also encouraged cow towns and ranching. However, without the Homestead Act offering virtually free land, many of the settlers would have never contemplated the journey, and the whole settlement would have been much slower.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p> <p><i>However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p> <p><i>Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.</i></p>
Level 4 (10-12 marks)	One sided argument, two explained points of support (2–0), e.g.

	<p><i>I disagree because there were more important reasons. The Homestead Act offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p> <p><i>Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p> <p><i>However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p>
<p>Level 3 (7-9 marks)</p>	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><i>I agree. The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p>
<p>Level 2 (4-6 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>Yes, I agree because the railroads which advertised cheap land and made it easy for people to get there.</i></p> <p>Alternatively, description of settlement on the Plains/ railroad building /related events without using this to address the question of reasons for settlement, e.g. <i>In 1862 the US government passed the Homestead Act to encourage people to settle on the plains. People could claim 160 acres of land.</i></p> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
<p>Level 1 (1-3 marks)</p>	<p>Valid but general assertion(s), e.g. <i>On the whole it was because of cheap land.</i></p>

Question 5* – 18 marks 'The growth of big business had a positive impact on the USA and its people between 1877 and 1900.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of cause and consequence, change and continuity but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: For Owners: Corporations rather than family run businesses makes small numbers of men a fortune e.g. Railroad companies. American Tobacco Company; Cotton mills doubled between 1880-1900 making US cotton industry huge. Fossil Fuel companies such as Anaconda. Rockefeller – oil.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>For the economy: Big businesses kept profits high. They often employed large numbers of people and the multiplier effect meant many other businesses profited when they did well.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>Grounds for disagreeing include: For workers - poor wages and working conditions (e.g. miners, cotton workers); the formation of trade unions; strikes e.g. Carnegie's Homestead steel company strike and Pullman Railroad Car Company; use of blacklists by employers; small scale farmers couldn't survive due to Bonanza Farms.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	<i>Ecological and environmental implications; Deforestation due to fossil fuels; toxic chemicals into water supply; Bonanza farms used limited supplies of western water forcing Indians onto Reservations; dry farming made land unusable.</i>
0 marks No response or no response worthy of credit.	<i>The shift away from family/individually owned business: Bonanza Farms and Bonanza Cattle Ranches; put lots of small farms out of business many had to move to cities.</i>

Question 5* – 18 marks	
'The growth of big business had a positive impact on the USA and its people between 1877 and 1900.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America's growing cities.</i></p> <p><i>On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.</i></p> <p><i>Likewise, big mining businesses caused massive ecological damage and did not seem to be held to account for it. Huge areas of forest were cut down to create supports for mine shafts, and toxic chemicals leached into the water supply but the laws always seemed to work in favour of the companies. This shows that big businesses had a negative impact on both the land and the people, who were forced to live with the consequences.</i></p> <p><i>On balance there were advantages and disadvantages to the growth of big business, and its impact depends a lot on whose perspective you are looking at it from. For the country's economy it was probably a positive thing, but from the point of view of many workers, it may have given them jobs, but it kept wages low and downgraded their environment.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America's growing cities.</i></p> <p><i>On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.</i></p>
Level 4 (10-12 marks)	One sided argument, two explained points of support (2–0), e.g.

	<p><i>I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America's growing cities.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</p> <p><i>In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><i>I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>No, I disagree because rail companies often treated striking workers badly.</i> <p>Alternatively, description of big business/ related events without using this to address the question of positive/ negative impact, e.g.</p> <ul style="list-style-type: none"> • <i>Corporations started to dominate manufacturing in this period. These were huge companies run by shareholders rather than a family or individual.</i> • <i>Corporations took over smaller businesses when they had hard times. They often kept wages low but made lots of profit.</i> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>No, they didn't care about their workers.</i>

Section B: The First Crusade, c.1070-1100

Question 6 – 7 marks What can Source A tell us about the power of the papacy? Use the source and your own knowledge to support your answer.	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO3 Analyse sources (contemporary to the period). Maximum 5 marks</p> <p>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (6–7 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include:</i></p> <p>Surface features (L1) – Tells us the church was founded by God; Popes could depose/reinstate bishops etc</p> <p><i>Inferences from the source's content (L2)</i> –</p> <ul style="list-style-type: none"> Useful as evidence about Papacy's control of Church, e.g. doctrinal texts, control of bishops Useful as evidence about the power of the Papacy over secular authorities e.g. deposing, kissing feet
<p>Level 2 (3–5 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Inferences from the source's purpose (L3)</i> –</p> <ul style="list-style-type: none"> Fact that pope is trying to assert authority is useful as evidence about relations between the Papacy and the rest of the church AND/OR rulers of Christian Europe, i.e. evidence of challenge to papal authority.
<p>Level 1 (1–2 marks)</p> <p>The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	<p><i>There is no requirement to mention any possible limitations of the source.</i></p> <p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i></p>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 6 – 7 marks What can Source A tell us about the power of the papacy? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	<p>Explains how the source reveals that there have been challenges to papal authority by making a valid inference from its purpose, e.g.</p> <p><i>Source A is useful as evidence about the relationship between the papacy and the rulers of Christian Europe. The source gives the impression that the Pope has authority. For example, it states that princes should kiss the feet of the Pope and even claims that a Pope might have the right to depose an emperor. However, this reveals that there are challenges to his authority because if he really had the authority set out in the document he would not have needed to issue it.</i> <i>[It is likely that candidates will refer to Gregory VII's disputes with Emperor Henry IV to support claims but this is not essential for L3]</i></p> <p>NOTE 1: Valid inference with valid source support = 7 marks, no valid source support = 6 marks NOTE 2: Stating the purpose, etc. is not the same as making an inference from the purpose.</p>
Level 2 (3-5 marks)	<p>Explains what source tells us the power of the papacy by using a valid inference from content of source, e.g.</p> <ul style="list-style-type: none"> • <i>Source A is useful as evidence about the power of Papacy in Latin Christendom. It shows us that the papacy had control of all of the important aspects of the Church. For example, it controlled the approval of books. (4 marks)</i> • <i>Source A is useful as evidence about the power of papacy in Latin Christendom. It shows us that the papacy had power over Christian rulers. The source says they were to kiss the feet of the Pope. It says that the Pope could possibly depose the emperor. (5 marks)</i> • <i>Source A shows that the papacy was really powerful. (3 marks)</i> <p>NOTE 1: Valid inference(s) with no <i>relevant</i> support from the <u>source</u> = 3 marks. NOTE 2: 1 supported inference + 2nd inference (supported or unsupported) = 5 marks</p>
Level 1 (1–2 marks)	<p>Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.</p> <ul style="list-style-type: none"> • <i>Source A tells us that only the papacy can depose or reinstate bishops.</i> • <i>The source informs us that the papacy was sending out instructions to rulers.</i> <p>Alternatively, makes valid but general assertion(s) OR Answers which make comments on source without <u>addressing the question of what it can tell us</u> about the power of the papacy (1 mark), e.g.</p> <ul style="list-style-type: none"> • <i>The source says/informs us about what was happening in the Holy Land in the 1070s.</i>
0 marks	0 marks No response or no response worthy of credit.

<p>Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying the Battle of Dorylaeum (July 1097)? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</p>	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <ul style="list-style-type: none"> • Surface features of source / interpretations (L2) – e.g., <i>B is useful for showing: the Turks attacked the crusaders from all sides; that they used arrows; that the Crusaders stood their ground; Bohemond was in command. C is useful because it shows us that the Turks surrounded the crusaders on all sides; and that the crusaders prayed to God for help. D is useful for showing us that the Turks had mounted archers; and that Raymond of Toulouse provided reinforcement.</i>
<p>Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<ul style="list-style-type: none"> • Inferences from the source / interpretations (L3–L5) – e.g., <i>B is useful for showing us how unprepared the crusaders felt for fighting the Muslims – the shock expressed in the source reveals they were not used to this type of warfare; it also provides reasons for the Turks’ defeat, e.g. leadership of Bohemond; C is useful for revealing how the Crusaders explained the battle in relation to their religion, i.e. difficulty in battle as a result of sinful behaviour; D is also useful for highlighting the importance/ significance of the battle in the story of the First Crusade, i.e. its outcome allowed the Crusaders to progress to Antioch unimpeded by Arslan; D also highlights the differences in military techniques/ traditions between the two armies.</i>
<p>Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<ul style="list-style-type: none"> • <i>Understanding of appropriate characteristic features could include: nature of Turkish warfare; Crusader forces being scattered under different leaders; difficulty faced by Crusaders in getting supplies; close combat fighting in the battle; skillful leadership by Bohemond; impact of the battle on Crusader tactics; attributing victory to favour of God.</i>
<p>Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<ul style="list-style-type: none"> • <i>Less well-developed comments will probably include –</i> • <i>(L3) Comments which support or challenge the evidence presented in sources with candidates’ own knowledge, rendering sources more or less useful in terms of</i>
<p>Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some</p>	

<p>understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.</i></p> <ul style="list-style-type: none"> <i>(L2) Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, e.g. B and C were both written by Crusaders and therefore only show the Crusader perspective; all are written a long time after the battle and therefore not useful.</i> <p><i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources e.g. 'Not useful because it has no information about ...'</i></p> <p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p>0 marks No response or no response worthy of credit.</p>	

Question 7 – 15 marks	
How useful are Sources B and C and Interpretation D for a historian studying the Battle of Dorylaeum (July 1097)? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	<p>Supported inferences (support from sources) from content of two of B, C or D to explain why they are useful as evidence about the Battle of Dorylaeum (i.e. 2 x L4), e.g.</p> <p><i>Source B is useful for showing the reasons that the Crusaders emerged victorious from the battle. For example, the leadership of Bohemond was important – the author calls him ‘wise’ and describes how he ‘commanded all the rest of Christ’s soldiers’ to march quickly to battle.</i></p> <p><i>Source C is also useful for showing how the Crusaders explained what happened in Dorylaeum in religious terms. Fulcher says, ‘it was clear to us that this had happened because of sinful behaviour’, showing how he put the difficulties they faced in battle down to divine punishment for corruption and greed.</i></p>
Level 4 (10-12 marks)	<p>Supported inference(s) (support from source) from content of one of B, C or D to explain why it is useful as evidence about the Battle of Dorylaeum, e.g.</p> <ul style="list-style-type: none"> <i>Source B is useful for showing the reasons that the Crusaders emerged victorious from the battle. For example, the leadership of Bohemond was important – the author calls him ‘wise’ and describes how he ‘commanded all the rest of Christ’s soldiers’ to march quickly to battle.</i> <i>Source C is useful for showing how the Crusaders explained what happened in Dorylaeum in religious terms. Fulcher says, ‘it was clear to us that this had happened because of sinful behaviour’, showing how he put the difficulties they faced in battle down to divine punishment for corruption and greed.</i> <i>Interpretation D is useful because it highlights how significant the Battle of Dorylaeum was in the success of the First Crusade. Jones says that it was ‘the moment the First Crusade truly sprang to life’, and the defeat of the Turks allowed the Crusaders to progress to Antioch unimpeded by Arslan.</i>
Level 3 (7-9 marks)	<p>Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the Battle of Dorylaeum, e.g.</p> <ul style="list-style-type: none"> <i>Source B is useful because it gives us some reasons why the Turks were defeated at Dorylaeum.</i> <i>Source C is useful for showing how the Crusaders were not used to the Turks’ style of warfare.</i> <i>Interpretation D is useful because we can see how important winning the battle was to the progress of the Crusaders.</i> <i>Interpretation D reveals how different the military strategies of the Crusaders and the Turks were.</i> <p>Alternatively, uses specific contextual knowledge (or purpose of B) to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.</p> <ul style="list-style-type: none"> <i>Source B is trying to glorify the Crusader victory at Dorylaeum, so I don’t think it’s that useful because it exaggerates how much danger the Crusaders were in, in order to make their victory seem even more spectacular.</i> <i>D talks about the Turks’ tactics of ‘lightning raids’ and ‘hails of arrows’ and I think this is useful because it’s reliable. It’s true that the Turks had a style of ambushing their enemies on horseback, with their archers able to fire arrows over sixty metres.</i> <p>NOTE: 1 source = 7-8 marks; 2 or more sources = 8-9 marks</p>
Level 2	

(4-6 marks)	<p>Uses surface features or extracts to argue source(s) are useful about the Battle of Dorylaeum, e.g.</p> <ul style="list-style-type: none"> • <i>C is useful because it tells us that the crusaders prayed to God for help. (4)</i> • <i>Source B is useful for showing how the Turks attacked the crusaders from all sides. It also tells us how Bohemond got the Crusaders to hurry to the battlefield. (5)</i> • <i>B is useful because we learn that the Crusaders stood their ground even when they were caught by surprise by the Turks' attack. D is useful for showing us that the Turks had mounted archers and that Raymond of Toulouse provided the Crusader army with reinforcement. (6)</i> <p>Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.</p> <ul style="list-style-type: none"> • <i>B and C were both written by Crusaders and therefore only show the Crusader perspective, so they are not useful because they are unreliable. (4 marks)</i> • <i>D is not useful as it was written a long time after the events of the battle in question. (4 marks)</i> <p>NOTE: undeveloped provenance – limit to 4 marks</p>
Level 1 (1–3 marks)	<p>Valid but general assertion(s) and/or comments on the sources which don't answer the question e.g.</p> <ul style="list-style-type: none"> • <i>Source B is useful because it tells us about what it was really like to be in the middle of the battle.</i> • <i>Interpretation D says that the Crusaders had a tactic of butchery at close quarters.</i> <p>Alternatively, argues not useful because of what information the source(s) do not contain, e.g.</p> <p><i>Source C is not very useful. It doesn't tell us about the lack of unity in the Crusader forces, which was a key reason for them struggling at Dorylaeum.</i></p>
0 marks	

Question 8* – 18 marks 'The reason for the Crusaders' success between October 1097 and July 1100 was their effective military tactics.' How far do you agree with this view?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 5 and 6, this must involve considering the role of military tactics and alternative factors.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation (reasons for successes) and consequence but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing may include: The building of the 'Malregard' fort on the road to the north of Antioch, which protected the crusader camp from Turkish raids from the garrison; it also helped to control the road to the north and allowed crusaders access to food supplies; at Antioch, the building of a siege tower at Bridge Gate prevented ambushes by Turks from the city; the Crusaders established outposts in regions around Antioch and by April 1098 they had almost encircled the city and secured the surrounding area; Bohemund's plan at the Battle of Antioch to attack the thin line of Muslim troops (keeping troops in reserve) worked and Kerbogha did not act quickly enough to crush the Crusaders; tunnelling under walls/ building siege engine led to the fall of Marrat in December 1098; organisation of troops around Jerusalem; successful use of siege engines, battering rams and scaling ladders at Jerusalem; surprise tactics at Ascalon.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	<i>Grounds for disagreeing may include: Divisions in Muslim world, e.g. Seljuk governor of Antioch had no help as a power struggle was taking place in Seljuk lands; arrival of English fleet in spring 1098 ended the winter supply crisis at the siege of Antioch and brought skilled carpenters; it was Bohemond's deal with Firuz which allowed the Crusaders to finally break through</i>

	<p><i>into Antioch; the discovery of the Holy Lance gave the Crusaders the conviction to fight against Kerbogha after being trapped in Antioch; it was more Muslim division, panic and chaos which lost them the battle of Antioch; use of vinegar to put out Greek fire on siege towers at Jerusalem; help from local Christians and Genoese sailors at Jerusalem; lack of unified Muslim response following sack of Jerusalem.</i></p>
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Question 8* – 18 marks	
'The reason for the Crusaders' success between October 1097 and July 1100 was their effective military tactics.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid explained points on each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>In relation to the Crusaders' success in capturing Antioch in June 1098, I disagree because it was more to do with other factors. The crusaders' siege was not very effective and it was actually Bohemond's agreement with the armour-maker, Firuz, which allowed them to sneak into the city. Firuz controlled one of the towers on the city's walls and allowed Bohemond and a small group to scale the walls of the tower. So Bohemond's cunning and negotiation led to their success in this case.</i></p> <p><i>Secondly, the Crusaders succeeded in defeating Kerbogha's forces partly as a result of the discovery of the Holy Lance in the Church of St. Peter. The unearthing of the lance provided the Crusaders with the conviction and morale they needed to take on Kerbogha's huge army after they had become trapped and surrounded in Antioch. They united behind Bohemond and went on to defeat Kerbogha.</i></p> <p><i>However, military tactics were important in helping the Crusaders take Jerusalem in 1099. They used local woods and Genoese ships to build two siege towers, each one three storeys high, and protected from fire and arrows by animal skins. On 15 July, Godfrey of Bouillon cut a section from one of the towers and used it to make a bridge to the wall. Crusaders rushed over the bridge and this allowed the Crusaders to gain a foothold on the walls, and the city's defences started to collapse.</i></p> <p><i>I also agree that effective military tactics were vital in helping the Crusaders defeat the Fatimids at the Battle of Ascalon. An army of 10,000 Fatimids had arrived at the port in August 1099. At dawn on 12 August, Godfrey of Bouillon launched a surprise attack on the Fatimid camp whilst the troops were still asleep. This gave the Fatimids no time to organise their cavalry. It was a savage battle and many Fatimids fled or hid. When theirs left, the remaining Fatimid fighters surrendered.</i></p> <p><i>Overall, while effective military tactics was not the only reason the Crusaders were successful in this period, I do think it was the most important reason, because without good tactics, they would not have been able to take advantage of cunning negotiation or a rise in morale: it was their tactics which allowed them to progress further.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid explained points (i.e. two on one side and one on the other), e.g.</p> <p><i>In relation to the Crusaders' success in capturing Antioch in June 1098, I disagree because it was more to do with other factors. The crusaders' siege was not very effective and it was actually Bohemond's agreement with the armour-maker, Firuz, which allowed them to sneak into the city. Firuz controlled one of the towers on the city's walls and allowed Bohemond and a small group to scale the walls of the tower. So Bohemond's cunning and negotiation led to their success in this case.</i></p> <p><i>Secondly, the Crusaders succeeded in defeating Kerbogha's forces partly as a result of the discovery of the Holy Lance in the Church of St. Peter. The unearthing of the lance provided the Crusaders with the conviction and morale they needed to take on Kerbogha's huge army after they had become trapped and surrounded in Antioch. They united behind Bohemond and went on to defeat Kerbogha.</i></p> <p><i>However, military tactics were important in helping the Crusaders take Jerusalem in 1099. They used local woods and Genoese ships to build two siege towers, each one three storeys high, and protected from fire and arrows by animal skins. On 15 July, Godfrey of Bouillon cut a section from one of the towers and used it to make a bridge to the wall. Crusaders rushed over the bridge and this allowed the Crusaders to gain a foothold on the walls, and the city's defences started to collapse.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>I disagree. In relation to the Crusaders' success in capturing Antioch in June 1098, it was more to do with other factors. The crusaders' siege was not very effective and it</i></p>

	<p><i>was actually Bohemond's agreement with the armour-maker, Firuz, which allowed them to sneak into the city. Firuz controlled one of the towers on the city's walls, and allowed Bohemond and a small group to scale the walls of the tower. So Bohemond's cunning and negotiation led to their success in this case.</i></p> <p><i>Secondly, the Crusaders succeeded in defeating Kerbogha's forces partly as a result of the discovery of the Holy Lance in the Church of St. Peter. The unearthing of the lance provided the Crusaders with the conviction and morale they needed to take on Kerbogha's huge army after they had become trapped and surrounded in Antioch. They united behind Bohemond and went on to defeat Kerbogha.</i></p> <p>Alternatively, a balanced argument, supported by one explained point on each side, e.g. <i>In relation to the Crusaders' success in capturing Antioch in June 1098, I disagree because it was more to do with other factors. The crusaders' siege was not very effective and it was actually Bohemond's agreement with the armour-maker, Firuz, which allowed them to sneak into the city. Firuz controlled one of the towers on the city's walls and allowed Bohemond and a small group to scale the walls of the tower. So Bohemond's cunning and negotiation led to their success in this case.</i></p> <p><i>However, military tactics were important in helping the Crusaders take Jerusalem in 1099. They used local woods and Genoese ships to build two siege towers, each one three storeys high, and protected from fire and arrows by animal skins. On 15 July, Godfrey of Bouillon cut a section from one of the towers and used it to make a bridge to the wall. Crusaders rushed over the bridge and this allowed the Crusaders to gain a foothold on the walls, and the city's defences started to collapse.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one explained point, e.g.</p> <p><i>I disagree because in relation to the Crusaders' success in capturing Antioch in June 1098, it was more to do with other factors. The crusaders' siege was not very effective and it was actually Bohemond's agreement with the armour-maker, Firuz, which allowed them to sneak into the city. Firuz controlled one of the towers on the city's walls and allowed Bohemond and a small group to scale the walls of the tower. So Bohemond's cunning and negotiation led to their success in this case.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Yes, I agree because it was their use of siege warfare which allowed them to break through the walls of Jerusalem.</i> <i>No, I think there were more important reasons, such as the fact that there was no united Muslim response.</i> <p>Alternatively, description of tactics/ other relevant events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>At Jerusalem, the Crusaders used siege towers, tall structure on wheels. They were covered in animal hides to stop arrows and could be wheeled up to the walls.</i> <i>The Muslims attacked Ascalon in August 1099. The Crusaders launched a surprise attack on their camp and eventually defeated them.</i> <p>1 identification/ description = 4-5 marks 2 identifications/ descriptions = 5-6 marks 3 identifications/ descriptions = 6 marks</p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <i>Yes, they had some very clever tactics like taking their enemies by surprise.</i> <i>I disagree because they had a lot of luck and help from the people inside the cities.</i>
0 marks	

Question 9* – 18 marks 'The People's Crusade (1096) failed because the Crusaders were not well enough prepared.' How far do you agree with this view?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	Notes and guidance specific to the question set
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve considering the role of the crusaders' failure to make adequate preparations and alternative factors.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation (reasons for failure of the People's Crusade) and consequences of the crusaders' lack of preparation but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing may include: Peter the Hermit's failure to make the necessary preparations for the journey to Jerusalem. The fact that the participants set off before the harvest which limited the amount of supplies they would have access to. The participants' view that God would protect them and that they did not need to prepare for the journey to the Holy Land. The fact that the participants did not listen to the advice of Pope Urban II.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing may include: Lack of ability of all leaders to harness the enthusiasm of participants on the People's Crusade. The lack of military experience of participants. Lack of coordination of forces. Lack of focus, e.g., attacks on European Jews. Alexios' order that participants of the People's Crusade should wait for three months for the next wave of crusaders which led to agitation amongst the ranks. Infighting in the crusader ranks, e.g., at Kibotos. Huge loss of life near Kibotos after crusaders were besieged by Muslim forces (6,000 died). Further loss of life at Kibotos after a counter attack. Issues with supplies in Byzantine lands. Direct conflict between Alexios' men and participants of the People's Crusade before they reached Constantinople.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 9* – 18 marks	
'The People's Crusade (1096) failed because the Crusaders were not well enough prepared.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid explained points each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>There is lots of evidence to support the statement. Firstly, leaders like Peter the Hermit ignored Urban's orders to wait for the harvest to come in and set off at the start of 1096. This limited the amount of supplies they had access to and didn't give local leaders time to prepare supplies for them. This meant that the People's Crusade failed because by August, over half of the Crusaders had died. This was mostly in battle with other Christians in Hungary and the Byzantine Empire, as they fought for access to the countryside and supplies.</i></p> <p><i>However, it could be argued that the People's Crusade failed because of a more general lack of discipline and organisation. For example, there were anti-Semitic pogroms in Germany, Prague and Mainz. When they reached Constantinople, they attacked palaces and stole lead from church roofs. This brought hostility from people in Europe and meant that they received little support from Alexios and the Hungarian king.</i></p> <p><i>It could also be argued that the People's Crusade failed due to the actions of Alexios. After reaching Constantinople, Alexios ordered that participants of the People's Crusade should wait at Kibotos for three months for the next wave of crusaders. This led to agitation amongst the ranks, and 6000 were massacred after they left the camp and captured a Muslim castle in their religious fervour.</i></p> <p><i>A different argument is that the Turks outwitted the Crusaders. After the news of the massacre reached the camp at Kibotos, another group rode out to battle the Turks. However, they rode into a trap where the Turks were lying in wait for them. 20,000 were killed as they were lured into a narrow, steep-sided valley. Only 3000 survived. This shows that it was their lack of military skill, and the Turks' superior skill, which led to the failure of the People's Crusade.</i></p> <p><i>Overall, the fact that the crusaders did not make adequate preparations definitely contributed to the failure of the People's Crusade. However, this could have been overcome had they worked with local leaders and been more disciplined. As it was, the lack of solid leadership meant that they lost focus on their journey, and that they were not able to secure the support they needed from Alexios.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three explained points (i.e. two on one side and one on the other), e.g.</p> <p><i>There is lots of evidence to support the statement. Firstly, leaders like Peter the Hermit ignored Urban's orders to wait for the harvest to come in and set off at the start of 1096. This limited the amount of supplies they had access to and didn't give local leaders time to prepare supplies for them. This meant that the People's Crusade failed because by August, over half of the Crusaders had died. This was mostly in battle with other Christians in Hungary and the Byzantine Empire, as they fought for access to the countryside and supplies.</i></p> <p><i>However, it could be argued that the People's Crusade failed because of a more general lack of discipline and organisation. For example, there were anti-Semitic pogroms in Germany, Prague and Mainz. When they reached Constantinople, they attacked palaces and stole lead from church roofs. This brought hostility from people in Europe and meant that they received little support from Alexios and the Hungarian king.</i></p> <p><i>It could also be argued that the People's Crusade failed due to the actions of Alexios. After reaching Constantinople, Alexios ordered that participants of the People's Crusade should wait at Kibotos for three months for the next wave of crusaders. This led to agitation amongst the ranks, and 6000 were massacred after they left the camp and captured a Muslim castle in their religious fervour.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, supported by two explained points, e.g. <i>I disagree. The People's Crusade failed because of a more general lack of discipline and organisation. For example, there were anti-Semitic pogroms in Germany, Prague and Mainz. When they reached Constantinople, they attacked palaces and stole lead from church roofs. This brought hostility from people in Europe and meant that they received little support from Alexios and the Hungarian king.</i></p> <p><i>It could also be argued that the People's Crusade failed due to the actions of Alexios. After reaching Constantinople, Alexios ordered that participants of the People's Crusade should wait at Kibotos for three months for the next wave of crusaders. This led to agitation amongst the ranks, and 6000 were massacred after they left the camp and captured a Muslim castle in their religious fervour.</i></p> <p>Alternatively, a balanced argument, supported by one explained point on each side, e.g. <i>There is lots of evidence to support the statement. Firstly, leaders like Peter the Hermit ignored Urban's orders to wait for the harvest to come in and set off at the start of 1096. This limited the amount of supplies they had access to and didn't give local leaders time to prepare supplies for them. This meant that the People's Crusade failed because by August, over half of the Crusaders had died. This was mostly in battle with other Christians in Hungary and the Byzantine Empire, as they fought for access to the countryside and supplies.</i></p> <p><i>However, it could be argued that the People's Crusade failed because of a more general lack of discipline and organisation. For example, there were anti-Semitic pogroms in Germany, Prague and Mainz. When they reached Constantinople, they attacked palaces and stole lead from church roofs. This brought hostility from people in Europe and meant that they received little support from Alexios and the Hungarian king.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one explained point, e.g. <i>I agree because leaders like Peter the Hermit ignored Urban's orders to wait for the harvest to come in and set off at the start of 1096. This limited the amount of supplies they had access to and didn't give local leaders time to prepare supplies for them. This meant that the People's Crusade failed because by August, over half of the Crusaders had died. This was mostly in battle with other Christians in Hungary and the Byzantine Empire, as they fought for access to the countryside and supplies.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, they didn't wait for the harvest so didn't have enough supplies.</i> • <i>No, it was more to do with losing men in battle with other Christians.</i> <p>Alternatively, description of relevant events without full explanation, or without linking this to the question of why it failed, e.g.</p> <ul style="list-style-type: none"> • <i>Many members of the People's Crusade were killed at Kibotos. Some estimates suggest as many as 20,000 people died there.</i> • <i>There were horrific attacks on Jews by the People's Crusade. In Mainz, the Crusaders slaughtered everyone they could find.</i> <p>1 identification/ description = 4-5 marks 2 identifications/ descriptions = 5-6 marks 3 identifications/ descriptions = 6 marks</p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>Yes, I agree because they didn't have supplies.</i></p>
0 marks	

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