



GCSE (9-1)

History B Schools History Project

J411/34: 0

General Certificate of Secondary Education

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2024

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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/PEs 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	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 the 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 Mughal Empire, 1526–1707

Question 1 – 3 marks	
<p>(a) Name one achievement of Nur Jahan.</p> <p>(b) Give one example of a military campaign fought by Shah Jahan.</p> <p>(c) Give one example of Aurangzeb's religious piety.</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 poetry; jewellery design; hunting; advising Jahangir; outwitted Mahabat Khan; organised rescue from Mahabat Khan; recognised on currency.</i></p> <p><i>For 1(b), likely valid responses include: Ahmednagar; Hugli; Bundelkhand; Bijaapur / Baltitan / Sindh / Balkh and Kandahar.</i></p> <p><i>For 1(c) likely valid responses include: abstained from drinking, drugs, etc; removed holy words (from Qur'an) from coins so that they weren't tarnished; use of muhtasibs; protection of Hindus. Accept examples of strict religious policy, e.g. taxing Hindus.</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)	

Question 2 – 9 marks Write a clear and organised summary that analyses Aurangzeb's military campaigns. Support your summary with examples.	
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	Notes and guidance specific to the question set
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).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following:</i> Causation – reasons for military campaigns (e.g. impact of religious policies; 'grow or die' policy; condition of peasantry who joined revolts; breakdown of truce with Shivaji/ treatment of Shivaji). Causation – reasons for their success/ failure (e.g. Aurangzeb tricking Rajputs into abandoning Akbar; Marathas' guerrilla tactics) Consequence (e.g. impact of the campaigns/ tactics, such as the weakening of the Empire)
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).	Diversity (e.g. success, e.g. putting down of Rajput rebellion, conquering/ annexation of Gond states; addition of Bijapur, Golconda and Karnataka VS failure, e.g. inability to defeat Marathas)
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).	<i>Answers may show understanding of second order concepts such as cause and consequences; significance; diversity</i>
0 marks No response or no response worthy of credit.	<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). No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 2–9 marks	
Write a clear and organised summary that analyses Aurangzeb's military campaigns. 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>[Diversity] <i>Some of Aurangzeb's military campaigns were successful.</i> For example, in 1669, the Jat Revolt broke out near Deli. Aurangzeb led an army to crush the rebellion. He punished the leader by cutting all his limbs off in public.</p> <p>However, others were less successful. For example, he launched a campaign against the Marathas but could never fully defeat them. When the Mughals gained a Maratha fort it was usually via bribery and the Marathas re-gained them quickly. By 1705, Aurangzeb still had little control in the area. [THRESHOLD – 7 MARKS]</p> <p>[Causation/ consequence] Aurangzeb's campaigns were partly caused by his religious policy. For instance, in 1669 he announced that Hindu temples would be demolished and in 1679 he imposed a Muslim ruler on the Hindu area of Marwar. These policies strained Muslim-Hindu relations and led to a Rajput rebellion. Aurangzeb sent his son, Akbar, to crush the rebels. After Akbar decided to join the rebels, Aurangzeb sewed deceit between Akbar and the Rajputs, who then abandoned Akbar.</p> <p>Another reason was the raids from the Marathas. They were Hindus in the South who didn't have much land, but employed guerrilla tactics, raiding towns and then retreating to the mountains on the west coast. These raids continued throughout Aurangzeb's reign, and in 1687, he launched a full-scale campaign against them in Karnataka. [9]</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] In some ways, Aurangzeb's military campaigns had a negative impact on the Empire's strength. For example, by 1707, Aurangzeb had conquered the Gond states, Bijapur, Golconda and most of Karnataka. This weakened the Empire as vast sums of money were spent fighting wars, and the empire overstretched itself, becoming more difficult to control. [5]</p>
Level 1 (1–3 marks)	<p>Lists/descriptions of campaigns/ conflicts/ relevant events with no clear organising concept, e.g.</p> <ul style="list-style-type: none"> Aurangzeb was involved in many military campaigns. For example, there was constant conflict with the Marathas in the South. In 1669, the Jat Revolt broke out near Delhi. By 1687, he had conquered Bijapur and Golconda. [3] The Marathas used guerrilla tactics against Aurangzeb, carrying out swift raids and then retreating. [2] <p>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> The military campaigns happened because Mughal emperors had a 'grow or die' policy. [1] Some of Aurangzeb's campaigns were successful and some ended in failure. [1]
0 marks	

Question 3 – 10 marks Why did Shah Jahan carry out major building projects during his reign (1627 – 1658)? 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).	<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> <i>Explanations could consider: to demonstrate piety/ Muslim faith (e.g. by building Taj Mahal and Great Mosque at Delhi); grief following death of Mumtaz Mahal (beauty and elegance of Taj Mahal); showing off prestige/ authority (size, cost and splendour of palace at Delhi and Taj Mahal); care for the people/ improving infrastructure (e.g. hospitals, roads, schools); personal cultural tastes (love for architecture and Persian design);</i>
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 the 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 did Shah Jahan carry out major building projects during his reign (1627 – 1658)? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that Shah Jahan carried out major building projects identified and explained, e.g.</p> <p>One reason that Shah Jahan carried out building projects was to honour his wife, Mumtaz Jahan, when she died. She had died giving birth to her fourteenth child and Shah Jahan was beside himself with grief. This was why he built the Taj Mahal, as a mausoleum of stunning beauty, to express his love for her. This is why the Taj Mahal is so elegant, with its water channels, fountains and gardens representing gardens of paradise.</p> <p>Shah Jahan also built the new capital city at Delhi. This was mainly to show off his status and majesty. For example, he built a new palace there, which he wanted to be twice the size of any other palace in the Empire. It cost 6 million rupees, covered the area of 60 football pitches and included a marble throne. This elaborate and extravagant project shows that Shah Jahan carried out his building to promote his own image and status. [10]</p> <p>[Allow two different reasons for the same building project]</p>
Level 4 (7-8 marks)	<p>One reason that Shah Jahan carried out major building projects identified and explained, e.g.</p> <p>One reason was that he wanted to demonstrate his firm Muslim faith. For example, in Delhi, he ordered the construction of the largest mosque in the empire, the ‘Jama Masjid’. It included a school and a hospital. This shows how Shah Jahan was concerned with helping his people to show he was a devout Muslim.</p> <p>[THRESHOLD – 7 MARKS]</p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument which is clearly directed at the question • offer specific evidence and show how it supports their argument
Level 3 (5-6 marks)	<p>Identification of valid, specific reason(s) which don’t meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Shah Jahan built the Taj Mahal because he wanted to honour his wife, Mumtaz Mahal, when she died. • Shah Jahan carried out many building projects in order to show off his status and prestige / to display the empire’s wealth/extent/ power. • He built his Hall of Public Audience in Delhi in order to show he was in touch with the people. • He built a large mosque in Delhi in order to demonstrate his firm Muslim faith. • He carried out the projects because he was very interested in art and architecture. • He did this because he wanted to improve the country’s infrastructure. <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>
Level 2 (3-4 marks)	<p>Describes examples of building projects/ related events, e.g.</p> <ul style="list-style-type: none"> • Shah Jahan’s most famous building is the Taj Mahal. (3) The Taj Mahal has four water channels with fountains, and a white marble tomb with a dome. (4) • The city of Delhi grew around his new palace and there were gardens and markets. (3) Delhi became a city of 400,000 people. (4)
Level 1 (1–2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • He carried out building projects for religious reasons. • He did it because he could afford it. • For his wife.
0 marks	

Question 4* – 18 marks 'Babur was an impressive leader and ruler in the period 1526 to 1530'. 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. 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 significance, cause 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 include: Babur was a skilled military leader: (e.g. successful raids into Hindustan; decision to use/ practical use of matchlock muskets and cannons; tactical skill at Panipat – creation of a strong defensive position; use of coordinated cavalry and infantry attack; position in the centre to oversee the army; use of firepower and tactics to defeat the Rajput Confederacy); Babur's cultural initiatives including his autobiography and library.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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 include: Babur's excessive spending including the money spent on the court and developing gardens. Babur's failures to develop an appropriate administration for his empire.</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 'Babur was an impressive leader and ruler in the period 1526 to 1530'. 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 I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed..</i></p> <p><i>However, Babur was certainly an impressive ruler in how he fostered culture and knowledge. Babur built up a large library of rare books and precious manuscripts. Without this work, Akbar may not have been able to create the great library that existed in his time. Moreover, Babur contributed to literature himself, authoring the Baburnama. This is considered a great work of literature due to the honesty of the writing and the insights it gives into his military campaigns and political decisions.</i></p> <p><i>Babur, overall, was a more impressive leader than ruler. He was impressive on the battlefield and winning power. But once he had power, it is clear that his skills of organisation and administration were limited. He did have some impressive achievements in developing culture, but these were personal projects. Concentrating on these cultural projects prevented Babur from giving enough time to the administration of his empire.</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 I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won loyal support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed..</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I agree because he was won the Battle of Panipat. (4)</i> • <i>I disagree because spent a lot of money on his gardens and court. (4) They had running water, shade and scented flowers. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events. e.g. <i>Babur had been a heavy drinker but in 1527 he stopped drinking wine. (4) He broke up his silver and gold wine goblets to distribute the pieces to the poor. (5) He then told his men to swear on the Qur'an that they would fight as Islamic warriors. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>I agree because he had many victories.</i> • <i>I disagree because he wasted money.</i>

Question 5* – 18 marks ‘All of Akbar’s subjects benefited from his rule.’ How far do you agree with this view of Akbar’s reign (1556-1605)? 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. 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 diversity, cause and consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Akbar’s non-Muslim subjects benefited from his religious tolerance (he financially supported Hindu temples and built a large hall for religious debates, opening these up to include Hindus, Jains, Christians, Jews and Zoroastrians, who all had access to the Emperor). Akbar recruited more mansabdars (nobles) to serve him. They were granted lands/gained power through being given administrative and military responsibilities.</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>	<i>Grounds for disagreeing include: Akbar’s open mind weakened the hold of Sunni leaders who were displeased with his toleration. He promoted Persian as the court language, which upset Sunni clerics who wanted Arabic to remain as the primary language: Akbar’s rule did not benefit the Sunnis whose status and prominence was undermined. Akbar’s reign also didn’t benefit poorer people. His tax collection became a lot more efficient. He was</i>
0 marks No response or no response worthy of credit.	

J411 / 34

Mark Scheme

June 2024

	<i>taking between a third and a half of everything produced by the peasants.</i>
--	--

Question 5* – 18 marks 'All of Akbar's subjects benefited from his rule.' How far do you agree with this view of Akbar's reign (1556-1605)? 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>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>However, Akbar's open mind weakened the hold of Sunni leaders who were displeased with his toleration. His religious debates were viewed with suspicion by Sunni clerics who feared that it might lead to conversions away from Islam. Akbar also promoted Persian as the court language, which upset Sunni clerics who wanted Arabic to remain as the primary language of scholarship. So Akbar's rule did not benefit the Sunnis whose status and prominence was undermined.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the Empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p> <p><i>On the whole, historians of Mughal emperors have primarily focussed on Akbar's achievements in terms of his religious experiments and efficiency of administration. Although these policies were remarkable and helped to extend Mughal power, they actually benefited a very small number of people when compared to Indians in the majority of the population.</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>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the Empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because his increased efficiency in tax collection. (4) His officials produced records for each village. (5) • No, I disagree because peasants and craftsmen lost out because they had to pay more in taxes. (4) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events, e.g. <i>Akbar extended the Empire to include Sindh, Gujarat and Bengal. (4) He developed systems of tax collection. (5) he was very tolerant of other religions. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>No, peasants didn't benefit from most of his policies.</i></p>

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

Question 6 – 7 marks What can Source A tell us about the siege of Jerusalem in 1099? Use the source and your own knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks Please note that that while the weightings of AO1 to AO3 are equal in level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set
Level 3 (6–7 marks) 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).	Notes and guidance specific to the question set <i>Valid features that answers could identify include:</i> <i>Surface features (L1) – It was difficult to take the city; the Crusaders built ladders and siege towers; the Saracens defended themselves; the knights were brave; stones and arrows were used; there were many deaths; the Saracens became demoralised, etc.</i> <i>Inferences from the source (L2) – Jerusalem was a strong fortress; it was not an easy victory; we learn that siege techniques were improvised/ equipment built as circumstances demanded; we learn Crusaders had some respect for bravery of Saracens at Jerusalem.</i> <i>Inferences from the source's tone, bias and language (L3) – We learn how the Crusaders presented this afterwards, e.g. emphasising the difficult circumstances and Saracens' defences makes the Franks seem even more brave and the victory greater.</i> <i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians.</i> <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. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 2 (3–5 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks What can Source A tell us about the siege of Jerusalem in 1099? 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 how the Crusaders <u>presented</u> the siege as a great victory, e.g.</p> <p><i>Source A tells us a lot about how the Crusaders presented this event as a great victory in difficult circumstances. In the source, Fulcher goes to great lengths to emphasise how 'difficult it would be to take' the city and also how the knights were 'few in number'. He also describes how the Saracens 'defended themselves vigorously and skilfully'. By emphasising what they were up against, he makes the Franks seem even more brave and the victory greater when they beat the Saracens, whose 'boldness vanished and they turned to flee'.. [7]</i></p> <p>NOTE 1: Valid inference with valid support = 7 marks, no valid support = 6 marks</p>
Level 2 (3-5 marks)	<p>Explains what source tells us about the siege of Jerusalem in 1099 by using a valid inference from the content of source, e.g.</p> <ul style="list-style-type: none"> Source A shows us that Jerusalem was a strong fortress, and therefore this was not an easy victory for the Crusaders. For example, 'bravery and God's help' would be needed to take the city. The Saracens 'defended themselves bravely and vigorously'. [5] We learn that siege techniques were improvised, and equipment was built as circumstances demanded ('ladders were made ... siege towers were built'). [4] We learn Crusaders had some respect for the bravery of the Saracens at Jerusalem. [3] <p>NOTES:</p> <ul style="list-style-type: none"> Valid inference(s) with no relevant support from the source = 3 marks. (Source detail must be linked to the inference) One supported inference = 4–5 marks One supported inference + 2nd inference (supported or unsupported) = 5 marks
Level 1 (1–2 marks)	<p>Lifts surface detail from source or provenance to address question (2 marks), e.g.</p> <ul style="list-style-type: none"> Source A tells us it was difficult to take the city. [1] It tells us how the Crusaders built ladders and siege towers to take the city. It also describes how there were many deaths and, eventually, the Saracens became demoralised. [2] <p>OR makes valid but general assertion(s) (1 mark), e.g. The source informs us about what was happening in the Holy Land in the 1090s.</p> <p>OR make comments on source without addressing the question of what it can tell us about siege of Jerusalem (1 mark), e.g. Source A is an account from Fulcher of Charters. It says that the Crusaders used scaling ladders.</p>
0 marks	<p>0 marks No response or no response worthy of credit.</p>

Question 7 – 15 marks	
<p>How useful are Interpretation B, Source C and Interpretation D for a historian studying the conflict between the Crusaders and Kerbogha at Antioch in 1098? In your answer, refer to the two interpretations and the source as well as your own knowledge.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks</p> <p>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>Notes and guidance specific to the question set</p>
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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>	<p><i>Analysis of the interpretations and source could identify features such as:</i></p> <ul style="list-style-type: none"> • Surface features of source / interpretations (L2) – e.g., B is useful for Crusaders were hungry and thirsty; useful for saying they found the lance; useful for saying Robert of Flanders was the first to ride out, etc.; C useful as it says the Crusader army was large; it says that many of the Crusaders were shot with Turkish arrows; it says Kerbogha was frightened, etc. D useful as it says the Crusaders faced fear and starvation; it says their morale was crumbling; it says there was a two-week gap between finding the lance and the battle with Kerbogha, etc. • Inferences from the source / interpretations (L3–L5) – e.g., B is useful for telling us about the reason for the Crusaders' victory as it suggests the lance inspired the Crusaders to victory; it is also useful evidence of how the Crusaders saw the victory in religious terms, revealing the mindset/ attitude at the time; C also useful for telling us about reasons for victory as it suggests the Crusaders won because of their huge army; D is useful as it suggests alternative reason for victory, i.e. desperation; it is also useful for showing how
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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>	
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>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).</p>	

<p>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>	<p><i>remarkable the Crusaders' victory was, given the desperate situation they faced.</i></p>
<p>Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the 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.). 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>	<ul style="list-style-type: none"> <i>Less well-developed comments will probably include – Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, e.g. C was written by a Crusader and is therefore propaganda/ only shows the Crusader perspective; D was produced a long time after the events and is therefore not useful.</i>
<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><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>0 marks 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 7 – 15 marks	
How useful are Interpretation B, Source C and Interpretation D for a historian studying the conflict between the Crusaders and Kerbogha at Antioch in 1098? In your answer, refer to the two interpretations and the source as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	<p>Supported inferences (support from sources) from <u>content of two</u> of B, C or D to explain why they are useful as evidence about the conflict between the Crusaders and Kerbogha at Antioch in 1098 (i.e. 2 x L4), e.g.</p> <p><i>Interpretation B is useful because it suggests the discovery of the Holy lance inspired the Crusaders to victory. For example, after its discovery, Robert of Flanders 'begged the others to allow him to ride out first against the Turks with just three friends'. It also says how the Turks ran away because they could see that 'God was helping the Christians'. This shows how the Crusaders saw the victory in religious terms.</i></p> <p><i>Interpretation D is also useful for showing how remarkable the Crusaders' victory over Kerbogha was. Asbridge says that when they were surrounded, 'it was the worst crisis of the First Crusade.' He describes how morale was crumbling and they were 'brought to the brink of defeat'. This suggests that the fact that they eventually defeated Kerbogha was an incredible turnaround. [15]</i></p>
Level 4 (10-12 marks)	<p>Supported inference(s) (support from source) from <u>content of one</u> of B, C or D to explain why it is useful as evidence about the conflict at Antioch, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is useful because it suggests the discovery of the Holy lance inspired the Crusaders to victory. For example, after its discovery, Robert of Flanders 'begged the others to allow him to ride out first against the Turks with just three friends'. It also says how the Turks ran away because they could see that 'God was helping the Christians'. This shows how the Crusaders saw the victory in religious terms. [12]</i> <i>Source C is useful for telling us about some of the reasons for the Crusaders' victory. This is because it suggests the Crusaders won because of their 'huge numbers' which 'greatly frightened' the Turks. [THRESHOLD – 10 MARKS]</i> <i>Interpretation D is useful because it gives us an alternative perspective on why the Crusaders won their victory. Asbridge says that it wasn't because of the discovery of the Holy Lance, but more to do with the fact that the Crusaders became desperate 'on the brink of defeat' and 'had nothing to lose'. [11]</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 conflict at Antioch, e.g.</p> <ul style="list-style-type: none"> <i>B useful as it suggests the lance inspired the Crusaders to victory.</i> <i>C is useful for telling us that the Crusaders won because the Turks were scared even before the battle.</i> <i>D is useful for showing what a turnaround the Crusaders' victory was. It was remarkable given the desperate situation they were in.</i> <p>Alternatively, uses specific contextual knowledge OR cross-reference between sources OR purpose of B/C 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 C is trying to glorify the Crusader victory over Kerbogha, so I don't think it's that useful because it exaggerates how frightened the Turks were, in order to play up the Crusaders' strength and fierceness.</i>

	<ul style="list-style-type: none"> <i>D says that there was a 'two week delay' between finding the Holy Lance and the battle with Kerbogha. I think this is reliable as the lance was found on 14 June but Kerbogha wasn't defeated until the end of June.</i> <p>NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks</p>
Level 2 (4–6 marks)	<p>Uses surface features or extracts to argue source(s) are useful about the conflict at Antioch, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is useful as it shows that the Crusaders were hungry and thirsty. (4)</i> <i>Source C gives us useful information about what happened in the conflict. For example, we learn that C useful as it says the Crusader army was large and that Kerbogha was frightened when he saw this. (5)</i> <i>Source C is useful because we learn that they Crusaders thought that Christ had sent saints and angels to help them win. I also think D is useful for showing how the Crusaders had been surrounded at Antioch and faced starvation. (6)</i> <p>NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks</p> <p>Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.</p> <ul style="list-style-type: none"> <i>C was written by a Crusader and therefore only shows the Crusader perspective, so it is not useful because it is unreliable. (4)</i> <i>B and D are not useful as they were written a long time after the events in question. (4)</i> <p>NOTE: undeveloped provenance – limit to 4 marks</p>
Level 1 (1–3 marks)	<p>Valid but general assertion(s), (max 1 mark), e.g.</p> <ul style="list-style-type: none"> <i>The sources are really useful because they tell us different and give us different reasons for victory.</i> <p>OR descriptions of/comments on the sources which don't answer the question, e.g. (1-3 marks)</p> <ul style="list-style-type: none"> <i>The purpose of Interpretation B is to put the Crusaders in a good light. [doesn't say how this is useful for a historian studying the conflict]</i> <i>Source C says that Kerbogha was frightened . [as above]</i> <p>OR argues not useful because of what information the source(s) do not contain, e.g. (1 mark) <i>Interpretation B is not very useful. It talks about the Holy Lance but it doesn't say anything about what it was. I know that the Holy Lance was a very holy relic which was reputed to be the spear used by a Roman soldier to pierce the side of Christ during the crucifixion.</i></p>
0 marks	

Question 8* – 18 marks 'The First Crusade was the result of Pope Urban II's preaching.' 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. BUT, to achieve the two highest levels, answers must consider both reasons to agree and reasons to disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of causation (reasons for the beginning of a crusade), and consequences of these reasons, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing may include: the appeal of Urban's sermon; Urban's tour; popular piety at the time.</i> <i>Grounds for disagreeing may include: The underlying motivation behind Urban's preaching (e.g. desire to strengthen the papacy; Urban's aim to repair the divisions between East and West in the Church; the weaknesses and problems of the Byzantine Empire; Alexios' appeal against the Seljuk Turks); crises in Islamic world, Sicily and al-Andalus including conflict with the Normans and internal rivalries and the emerging Reconquista; nature of Western Christendom and military society; motivations of financial and territorial gain; motivations of different groups of people (Lords, Knights, Priests, Peasants); the wider context of crusading – Muslim expansion into Sicily and Spain, which created an atmosphere ripe for the papacy to counter Muslim incursions into Christian territory; reports of Muslim actions towards Christians and religious sites in the East; the feudal system and system of vassalage could be</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 the 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 merit.	

	<i>established as a contributor – the Christian obligation to defend God's territory.</i>
--	---

Question 8* – 18 marks	
'The First Crusade was the result of Pope Urban II's preaching.' 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 the statement is correct. In November 1095, Pope Urban II gave a speech on the edge of the French town of Clermont. He called on Christians in the west to help their brothers and sisters in the east by joining a crusade against a Muslim threat in the east. He described the advance of Seljuk Turks into Christian lands and chroniclers have recorded that the audience was electrified. The speech had a great impact in Europe, with somewhere between 50,000 and 100,000 people joining the Crusade.</i></p> <p><i>Furthermore, Urban also embarked on a tour of France in 1095, laying the foundation for his speech at Clermont. His public journey won him the support of Church leaders such as Raymond, of Toulouse, who went on to become an important leader of the crusade. Following Clermont, he continued his travels, persuading more people to join the crusade. He led parades and ceremonies and met with local lords. The response was just as positive as it had been in Clermont and added to the numbers of volunteers.</i></p> <p><i>However, there are other, underlying reasons, for the First Crusade., such as the weakness of the Byzantine Empire. Its army was struggling to find enough troops to fill its ranks and it was forced to employ mercenaries who were less loyal and reliable. For Pope Urban, a weakened Byzantium was a concern. Even though there were divisions between Latin and Orthodox Christianity the Byzantines were still Christian. So Urban called a crusade to prevent Byzantium from falling.</i></p> <p><i>Finally, the First Crusade would not have happened without the people who joined it, and they were driven by a variety of motives besides Urban's preaching. For example, some knights may have been driven by the promise of material gain. In France, not all sons shared in the inheritance of their fathers. As Pope Urban had promised crusaders 'undisturbed possession' of the lands they conquered, some historians have argued that there were many knights who joined the Crusade hoping to gain wealth.</i></p> <p><i>Overall, I think that the statement is right. There were many underlying reasons for Urban's preaching, and many different reasons that people were persuaded to join the crusade, but ultimately, Urban's preaching was the catalyst which provoked thousands of people who wouldn't have otherwise joined to go on Crusade, showing just how significant a factor it was.</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 the statement is correct. In November 1095, Pope Urban II gave a speech on the edge of the French town of Clermont. He called on Christians in the west to help their brothers and sisters in the east by joining a crusade against a Muslim threat in the east. He described the advance of Seljuk Turks into Christian lands and chroniclers have recorded that the audience was electrified. The speech had a great impact in Europe, with somewhere between 50,000 and 100,000 people joining the Crusade.</i></p> <p><i>However, there are other, underlying reasons, for the First Crusade., such as the weakness of the Byzantine Empire. Its army was struggling to find enough troops to fill its ranks and it was forced to employ mercenaries who were less loyal and reliable. For Pope Urban, a weakened Byzantium was a concern. Even though there were divisions between Latin and Orthodox Christianity the Byzantines were still Christian. So Urban called a crusade to prevent Byzantium from falling.</i></p>

	<p><i>Finally, the First Crusade would not have happened without the people who joined it, and they were driven by a variety of motives besides Urban's preaching. For example, some knights may have been driven by the promise of material gain. In France, not all sons shared in the inheritance of their fathers. As Pope Urban had promised crusaders 'undisturbed possession' of the lands they conquered, some historians have argued that there were many knights who joined the Crusade hoping to gain wealth.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2-0), e.g. <i>I agree. In November 1095, Pope Urban II gave a speech on the edge of the French town of Clermont. He called on Christians in the west to help their brothers and sisters in the east by joining a crusade against a Muslim threat in the east. He described the advance of Seljuk Turks into Christian lands and chroniclers have recorded that the audience was electrified. The speech had a great impact in Europe, with somewhere between 50,000 and 100,000 people joining the Crusade.</i></p> <p><i>Furthermore, Urban also embarked on a tour of France in 1095, laying the foundation for his speech at Clermont. His public journey won him the support of Church leaders such as Raymond, of Toulouse, who went on to become an important leader of the crusade. Following Clermont, he continued his travels, persuading more people to join the crusade. He led parades and ceremonies and met with local lords. The response was just as positive as it had been in Clermont and added to the numbers of volunteers.</i></p> <p>Alternatively, balanced argument: one explained point on each side (1-1), e.g. <i>In some ways the statement is correct. In November 1095, Pope Urban II gave a speech on the edge of the French town of Clermont. He called on Christians in the west to help their brothers and sisters in the east by joining a crusade against a Muslim threat in the east. He described the advance of Seljuk Turks into Christian lands and chroniclers have recorded that the audience was electrified. The speech had a great impact in Europe, with somewhere between 50,000 and 100,000 people joining the Crusade.</i></p> <p><i>However, the First Crusade would not have happened without the people who joined it, and they were driven by a variety of motives besides Urban's preaching. For example, some knights may have been driven by the promise of material gain. In France, not all sons shared in the inheritance of their fathers. As Pope Urban had promised crusaders 'undisturbed possession' of the lands they conquered, some historians have argued that there were many knights who joined the Crusade hoping to gain wealth.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1-0), e.g. <i>I agree. In November 1095, Pope Urban II gave a speech on the edge of the French town of Clermont. He called on Christians in the west to help their brothers and sisters in the east by joining a crusade against a Muslim threat in the east. He described the advance of Seljuk Turks into Christian lands and chroniclers have recorded that the audience was electrified. The speech had a great impact in Europe, with somewhere between 50,000 and 100,000 people joining the Crusade.</i></p> <p><i>Explained points must:</i></p> <ul style="list-style-type: none"> <i>• identify a valid claim/ argument</i> <i>• offer specific evidence to support the argument</i> <i>• show how their evidence answers the question</i>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet the criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> <i>• Yes, I agree because Pope Urban's speech at Clermont resulted in thousands of people joining the Crusade.</i> <i>• No, I disagree because there were other reasons for people joining, such as population rises and failed harvests in France.</i>

	1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3+ identifications/ descriptions = 6 marks Alternatively, description of Pope Urban’s preaching/ other relevant events without using this to address the question of causing the First Crusade, e.g. <ul style="list-style-type: none"> <i>In 1095 Pope Urban sent out a call to all Christians to fight against the Muslims who controlled the Holy Lands. Many Christians joined this Crusade.</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. <ul style="list-style-type: none"> <i>No, there were bigger factors like money.</i>
0 marks	0 marks No response or no response worthy of credit.

Question 9* – 18 marks ‘Between 1096 and 1097 the Crusaders were very successful in Asia Minor’. 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. BUT, to achieve the two highest levels, answers must consider both reasons to agree and reasons to disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of causation (reasons why Crusaders might be considered (un)successful; and consequence (impact of Crusaders’ tactics/ actions leading to success/failure) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing may include: negotiations with Alexios I which ultimately allowed the Crusaders to cross Asia Minor despite the tensions; the siege of Nicea; Battle of Dorylaeum; support gained from the Armenians as the Crusaders crossed Asia Minor and regained Cilicia from the Turks</i> <i>Grounds for disagreeing may include: Clashes between Crusader leaders and Alexios; being forced to accept oath; Byzantine control of Nicaea – final victory did not belong to the Crusaders; the loss of around 4000 Crusaders during the Battle of Dorylaeum, making it a costly victory; success of Turkish hit and run tactics; perilous journey across Anatolian plateau;</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 9* – 18 marks	
‘Between 1096 and 1097 the Crusaders were very successful in Asia Minor’. 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>There is plenty of evidence to support this statement. Firstly, the Crusaders managed gain the Byzantine emperor’s invaluable support. Once the leaders had taken an oath and become his vassals, Alexios gave the Franks food and a base at Kibotos. He arranged for merchants to sell supplies to the Crusaders at a fair price. He offered advice to the Crusaders about the landscape and people of Asia Minor. This ultimately meant they were well-prepared for the journey.</i></p> <p><i>Secondly, the Crusaders achieved a victory over the Turks at Nicaea. Working with the Byzantines, they arranged for oxen-drawn carts to transport ships overland to the Askanian Lake. The Crusaders attacked the city’s walls whilst the Byzantines attacked from the lake. Hundreds and banners and standards were crammed into the ships to make the attacking force appear bigger than it was. The Turks surrendered and the city was successfully captured.</i></p> <p><i>However, Alexios had already secretly done a deal with Turks, offering them protection and money if they surrendered. His forces were allowed to enter the city from the lake whilst the Crusaders were still attacking on the land. Alexios ordered his soldiers to shut the gates on the Franks before they could enter. This shows that the Crusaders were not very successful – not only was the victory at Nicaea not really theirs, they were denied the plunder that came with the city’s capture.</i></p> <p><i>Finally, the Battle of Dorylaeum was a costly victory for the Crusaders. They were ambushed by a group of 10,000 Turkish horsemen who were skilfully employing hit and run tactics. The Crusaders were surrounded. The following battle lasted around six hours and although the crusade survived, around 4000 Crusaders had been killed – it took three days to bury the dead. So although the Turks eventually retreated, this cost the Crusaders a great deal of time and men, so it was not a great success.</i></p> <p><i>Overall, I agree with statement because the set-backs faced by the Crusaders shows how even more successful they were. The Crusaders overcame their challenges and completed the journey across Asia Minor. For example, the defeat of the Turks at Dorylaeum allowed the Crusaders to progress to Antioch unimpeded by Arslan.</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>There is plenty of evidence to support this statement. Firstly, the Crusaders managed gain the Byzantine emperor’s invaluable support. Once the leaders had taken an oath and become his vassals, Alexios gave the Franks food and a base at Kibotos. He arranged for merchants to sell supplies to the Crusaders at a fair price. He offered advice to the Crusaders about the landscape and people of Asia Minor. This ultimately meant they were well-prepared for the journey.</i></p> <p><i>Secondly, the Crusaders achieved a victory over the Turks at Nicaea. Working with the Byzantines, they arranged for oxen-drawn carts to transport ships overland to the Askanian Lake. The Crusaders attacked the city’s walls whilst the Byzantines attacked from the lake. Hundreds and banners and standards were crammed into the ships to make the attacking force appear bigger than it was. The Turks surrendered and the city was successfully captured.</i></p> <p><i>However, Alexios had already secretly done a deal with Turks, offering them protection and money if they surrendered. His forces were allowed to enter the city from the lake whilst the Crusaders were still attacking on the land. Alexios ordered his soldiers to shut the gates on the Franks before they could enter. This shows that the Crusaders were not very successful – not only was the victory at Nicaea not really theirs, they were denied the plunder that came with the city’s capture.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p> <p><i>I agree. Firstly, the Crusaders managed gain the Byzantine emperor’s invaluable support. Once the leaders had taken an oath and become his vassals, Alexios gave the Franks food and a base at Kibotos. He arranged for merchants to sell supplies to the Crusaders at a fair price. He offered advice to the Crusaders about the landscape and people of Asia Minor. This ultimately meant they were well-prepared for the journey.</i></p> <p><i>Secondly, the Crusaders achieved a victory over the Turks at Nicaea. Working with the Byzantines, they arranged for oxen-drawn carts to transport ships overland to the Askanian Lake. The Crusaders attacked the city’s walls whilst the Byzantines attacked from the lake. Hundreds and banners and standards were crammed into the ships to make the attacking force appear bigger than it was. The Turks surrendered and the city was successfully captured.</i></p> <p>Alternatively, balanced argument: one explained point on each side (1–1), e.g.</p> <p><i>There is plenty of evidence to support this statement. Firstly, the Crusaders managed gain the Byzantine emperor’s invaluable support. Once the leaders had taken an oath and become his vassals, Alexios gave the Franks food and a base at Kibotos. He arranged for merchants to sell supplies to the Crusaders at a fair price. He offered advice to the Crusaders about the landscape and people of Asia Minor. This ultimately meant they were well-prepared for the journey.</i></p> <p><i>However, the Battle of Dorylaeum was a costly victory for the Crusaders. They were ambushed by a group of 10,000 Turkish horse men who were skilfully employing hit and run tactics. The Crusaders were surrounded. The following battle lasted around six hours and although the crusade survived, around 4000 Crusaders had been killed – it took three days to bury the dead. So although the Turks eventually retreated, this cost the Crusaders a great deal of time and men, so it was not a great success.</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. The Crusaders managed gain the Byzantine emperor’s invaluable support. Once the leaders had taken an oath and become his vassals, Alexios gave the Franks food and a base at Kibotos. He arranged for merchants to sell supplies to the Crusaders at a fair price. He offered advice to the Crusaders about the landscape and people of Asia Minor. This ultimately meant they were well-prepared for the journey.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don’t meet the criteria for an explained point , e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because the Crusaders managed to successfully capture Nicaea from the Turks.</i> • <i>No, I disagree because they were ambushed by the Turks at Dorylaeum.</i> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3+ identifications/ descriptions = 6 marks</p>

	<p>Alternatively, description of events/ journeys in Asia Minor without using this to address the question of success, e.g.</p> <ul style="list-style-type: none"> • <i>When the Crusaders arrived in Constantinople, there was a great deal of tension with Emperor Alexios, who wanted them to swear an oath of allegiance. But the leaders were some of the richest and most powerful men from Europe and were reluctant to do this.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>No, there were huge challenges and at times it didn't seem likely that they would make the journey across.</i> • <i>Yes, but it cost them a great deal to make the journey.</i>
0 marks	<p>0 marks</p> <p>No response or no response worthy of credit.</p>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.