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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**HISTORY**

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

**1E. The Crusades, c.1095-1149**

**C100UE0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2018

### Component 1: NON-BRITISH STUDY IN DEPTH

#### 1E. The Crusades, c.1095-1149

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

<i>Mark allocation:</i>	<i>AO1(b)</i>	<i>AO2</i>	<i>AO3 (a)</i>	<i>AO4</i>
<b>5</b>	<b>3</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the Investiture Contest.** **[5]**

##### Band descriptors and mark allocations

**In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.**

	<b>AO1(b) 3 marks</b>		<b>AO3(a) 2 marks</b>	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through description of its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are :

- *the Source shows that the Dictatus Papae put forward many rights that the Papacy asserted;*
- *the extract clearly shows that the Papacy thought itself to be the supreme power;*
- *points such as the Pope may depose emperors and can be judged by no one clearly show the Papacy believed itself to be more powerful than Holy Roman Emperors;*
- *the Investiture Contest was an important conflict between Church and State over the right to invest bishops to positions in the Church;*
- *the conflict dominated European politics and was especially characterised by the disagreements between Pope Gregory VII and the Emperor Henry IV;*
- *Henry's excommunication led to rebellion in Germany and his famous trip to Canossa; Gregory however, was eventually deposed;*
- *the conflict resulted in eventual compromise that was viewed as beneficial to the Papacy.*

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME SUMMER 2018

### Component 1: NON-BRITISH STUDY IN DEPTH

#### 1E. The Crusades, c.1095-1149

#### Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the Investiture Contest.** **[5]**

#### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

#### ***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Source shows that the Dictatus Papae put forward many rights that the Papacy asserted;*
- *the extract clearly shows that the Papacy thought itself to be the supreme power;*
- *points such as the Pope may depose emperors and can be judged by no one clearly show the Papacy believed itself to be more powerful than Holy Roman Emperors;*
- *the Investiture Contest was an important conflict between Church and State over the right to invest bishops to positions in the Church;*
- *the conflict dominated European politics and was especially characterised by the disagreements between Pope Gregory VII and the Emperor Henry IV;*
- *Henry's excommunication led to rebellion in Germany and his famous trip to Canossa; Gregory however, was eventually deposed;*
- *the conflict resulted in eventual compromise that was viewed as beneficial to the Papacy.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
<b>BAND 3</b>	<b>Demonstrates very detailed understanding of the historical context.</b>	<b>3-4</b>	<b>The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the historical context.</b>	<b>2</b>	<b>The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates only basic understanding of the historical context.</b>	<b>1</b>	<b>Answer mainly describes or paraphrases the source material with little analysis or evaluation.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source B is a depiction from a contemporary chronicle; it shows the construction of a church in Outremer;*
- *it clearly depicts the settlements that were being established in the Crusader states;*
- *the source shows the efforts that were being undertaken to re-establish Christianity in the area;*
- *the construction of such a magnificent building shows that the settlement was intended to be permanent;*
- *the source is from an official history and is clearly designed to chronicle the success the Crusaders had achieved; the author held a prominent position in the Church and had first-hand experience of the Crusader States; this might imply the source is portraying a particular perspective;*
- *it is very typical of chronicles of the time but would have had a very limited audience – in this case western rulers who may be persuaded to further support Outremer;*
- *it would have drawn upon other contemporary pieces of evidence and can be considered a reliable depiction of the settlement of Outremer.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that Muslim disunity led to the success of the First Crusade? [10]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	<b>Demonstrates very detailed understanding of the key feature in the question.</b>	<b>4</b>	<b>Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3</b>	<b>Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>2</b>	<b>Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Generalised answer displaying limited understanding of the key feature in the question.</b>	<b>1</b>	<b>Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Interpretation 1 strongly supports the view that Muslim disunity led to Christian success during the First Crusade; it states that had there not been disunity and treachery amongst the Muslim forces then the Crusade would have failed;*
- *the interpretation would have been partly formed by the fact that the Crusader army could not fully besiege Antioch, but were able to gain access to the city by bribing its way in, killing many inhabitants and then taking the city;*
- *it would also be formed by the fact that in the following counter-siege, the Muslim forces were disunited with the Fatimid section deserting the battlefield; this led to the defeat of Kerbogha by the Crusaders;*
- *the author however, is clearly writing from a particular perspective, which is evidenced by the title of the article and by the fact it is appearing on a website devoted to Islamic history; the audience would also have a bearing on the interpretation that has been formed;*
- *Interpretation 2 does not support the view; it states that the intervention of God and the fact that the Crusader army surprised the Muslims were factors that led to the success at Antioch and therefore the Crusade;*
- *the interpretation acknowledges the difficulties and cost of the battle and that it was almost lost; it may be partially supported by contemporary claims that the Holy Lance had been discovered in the city and was a sign of impending victory for the Crusaders;*
- *this interpretation appears to be less objective than the first and less rooted in historical fact; the author is clearly subjective in his views, acknowledging the near defeat of the Crusaders but stating that the intervention of God was an important factor;*
- *the fact that the interpretation is on a website devoted to Catholicism, along with the title of the article and its intended audience would suggest that the interpretation would reinforce the predilections of the audience;*
- *answers should be able to reach a judgement about the degree of support for the view presented, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*



**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying the birth of the Crusading movement? [11]**

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varying usefulness to an historian studying the birth of the Crusading movement;*
- *Source C is useful because it is a first-hand account of Pope Urban II's call to arms made at the Council of Clermont in 1095;*
- *it reveals the motivation for the Crusading movement with the need to defend Christians in the East against attacks from the Turks and Arabs; it also reveals how Urban sought to persuade people to join, with forgiveness of sins being an important factor;*

- *the author is a chronicler who may have sought to spread the message of the call to arms; it is not entirely verifiable whether the source is a totally accurate reflection of what was preached at Clermont;*
- *Source D is useful in that it provides a very contrasting view about why people joined the Crusading movement;*
- *Ekkehard states that important factors in persuading people were social and economic considerations as well as religious ones; many wanted to escape hardship in Europe and sought a better life;*
- *the author experienced the First Crusade and in this respect the source may be of greater use since he would have encountered Crusaders who would have justified their presence; the account appears to be a more personal one and the audience may well have been more limited;*
- *answers should be able to reach a judgement about the varying utility of the sources in an investigation into the birth of the Crusading movement.*

### Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **‘The most important effect of the Crusades on European life was the increased trade that they brought.’  
To what extent do you agree with this interpretation?**

**[16+3]**

#### Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *to a certain extent this interpretation is accurate; the most important effect of the Crusades was increased trade;*
- *this interpretation can be supported by reference to several factors: there was a constant demand for supplies and labour from the Crusader states with one of the reciprocal effects being an increase in demand in Europe for products from the East; goods such as silks, spices, perfumes, ivory and precious stones were much sought after in Europe and stimulated further contact;*
- *the demand meant that ship-building was also stimulated and the great city states in Italy were particular beneficiaries of the great expansion in commerce;*
- *the Crusades also stimulated the production of goods to trade in Middle Eastern markets; they also encouraged the use of credit and banking;*
- *answers may comment upon the fact that the article was published on an educational website and would have presumably been appropriately researched;*
- *however, in some ways the stated interpretation is narrow in its focus; it is possible to argue that there were other equally if not more important effects of the Crusades;*
- *other historians may argue that the power of the Catholic Church and the Papacy was increased as a result, which in some ways may have contributed to the increase in dissent in the Church;*
- *the Crusades also had significant effects on European feudalism and reduced the power of the nobility against monarchy; many nobles who did not return from the Crusades lost their estates to the Crown;*
- *there were also very significant social and cultural effects: science, technology and general learning were greatly stimulated by the Crusades; they also partly gave rise to the Voyages of Discovery, especially since the Turks closed the trade routes to Asia to Christian traders, or at least made the journey problematic;*
- *answers may comment upon the fact that the interpretation in the article is specifically focused on the commercial impact of the Crusades and therefore being formulated from and for a particular perspective; other factors may have been negated as a result; it is also aimed at a general educational audience;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of the effects of the Crusading movement.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>