

**MARK SCHEME**  
**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:**

This section indicates the assessment objective(s) targeted in the question

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

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

This is the question and its mark tariff.

**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.**

	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 description of its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

**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 several aspects of the First Crusade; it reveals the extent to which the Crusaders were well-supplied and that they used siege tactics to capture Antioch;*
- *it also reveals the numbers killed during the conflict and the wealth that many of the Crusaders had accumulated during the campaign;*
- *the First Crusade started from Bruges, Paris and Toulouse, reaching Constantinople in 1097;*
- *Nicaea was captured after a lengthy siege, after which the Crusaders achieved further success at the Battle of Dorylaeum in 1097; reaching Antioch in 1098 where after a siege they captured the city;*
- *in 1099 they reached Jerusalem, besieged the city and eventually captured it; following the capture the Kingdom of Jerusalem was established; the Crusader states were established as a result.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **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

## 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 First Crusade.** [5]

## Band descriptors and mark allocations

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

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 several aspects of the First Crusade; it reveals the extent to which the Crusaders were well-supplied and that they used siege tactics to capture Antioch;*
- *it also reveals the numbers killed during the conflict and the wealth that many of the Crusaders had accumulated during the campaign;*
- *the First Crusade started from Bruges, Paris and Toulouse, reaching Constantinople in 1097;*
- *Nicaea was captured after a lengthy siege, after which the Crusaders achieved further success at the Battle of Dorylaeum in 1097; reaching Antioch in 1098 where after a siege they captured the city;*
- *in 1099 they reached Jerusalem, besieged the city and eventually captured it; following the capture the Kingdom of Jerusalem was established; the Crusader states were established as a result.*

**Question 2**

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

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

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 an extract from a papal bull issued by Pope Eugene III in 1145; the purpose of the instruction is to clearly recruit for a second crusade against the infidels who had captured the city of Edessa in 1144, as well as many of the castles constructed by the Crusaders in Outremer;
- the bull was issued at a time when the Crusader Kingdoms had come under increasing threat from the Turks and was an attempt to regain land in the area; the bull is therefore a response to these events and an attempt to garner support;
- Eugene III is making a direct appeal to King Louis VII of France, a powerful European monarch of the age; it is an appeal to defend the church and is accompanied by a promise that those who undertake the crusade will be forgiven their sins; this was a feature of the Papacy's involvement in the Crusades and its purpose is to focus on the religious aspect that encouraged participation in such an expedition;
- the source is clearly an official record of the Papacy's view toward the threat posed by the Turks to the Crusader Kingdoms; it was the first time a papal bull had been used to call for a Crusade and the fact that it was directed to a monarch shows the seriousness with which the Papacy viewed the situation.

**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 the Crusades in this period were a positive event in history?**  
**[10]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	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.	5-6
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	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.	3-4
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	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.	2
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

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 the Crusades were a positive event in history; it clearly considers the Crusades in terms of noble ideas and aims; it stresses the morality and justice of the movement;*
- *however, it is evident that the author is greatly taken by the Crusading ideal, describing how he was made a knight of the Holy Sepulchre Church; the interpretation clearly has a romantic view of the Crusades especially being written in the early nineteenth century;*

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- *the French author and historian is detailing a journey he made and may be reliving the ideals of the Crusades to express his sentiments to his audience which probably had a close involvement with the Crusading ideal;*
- *Interpretation 2 does not support the view, stating that the actions of the Crusaders were treacherous and shameful; the author expresses the view that the Saracens were more enlightened than the Crusaders and that Crusader propaganda has influenced the commonly held view of the Saracens;*
- *the interpretation appears to be a more objective view than the first interpretation despite being written around the same time; it is more of a travelogue and is not a romantic portrayal of the Crusades; as such it is less inclined to reinforce the viewpoint of its intended audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the Crusades were a positive event in history, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that the Crusades had both positive and negative features.*

**Question 4**

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

Question: **Which of the sources is more useful to an historian studying the power of the Papacy during this period?**

**[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 power of the Papacy during this period;
- Source C is of real use because it clearly shows the power of the papacy; it states that the papacy has more authority than princes and that no one may judge it or disobey its orders;
- the author is clearly biased towards the papacy, shown by his role and by the tone and nature of the wording of the source;
- some candidates may note that it is written during a period of conflict between the papacy and the German emperors and is aimed at justifying the actions of the papacy; the author wrote on religious matters and supported the papacy;

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- *Source D is useful to the historian because it provides a contrasting view of the power of the papacy; it accuses the Pope of being corrupt and a disruptive influence; it implies the power of the papacy is not derived from God;*
- *the author is clearly biased against the papacy; expect comments on the authorship and its historical context, since Henry IV was in conflict with the Pope during the Investiture Contest;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the power of the papacy in this period*



**Question 5**

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

Question: **‘The papacy was the most important factor in the birth of the Crusading movement’**  
**To what extent do you agree with this interpretation?**  
**[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 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 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.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3</b>	<b>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.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>2</b>	<b>Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Demonstrates basic understanding of the key features in the question.</b>	<b>1</b>	<b>Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.</b>	<b>1-3</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:

- *to a certain extent this interpretation is accurate; the papacy was the most important factor in the birth of the Crusading movement;*
- *this interpretation can be supported by reference to many factors: Urban II’s call to arms at the Council of Clermont in 1095 which was an inspirational factor in the birth of the Crusading movement; one of Urban’s aims being to establish the primacy of the papacy as part of the on-going Investiture Contest;*

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- he was also responding to the Byzantine emperor's call to help against the rise of the Seljuk Turks; it was hoped the churches of the east and west would be united under the papacy's authority; the papacy tapped into the piety of the age and of the reform movement;
- the offer of Papal Indulgences was also a key factor in encouraging some people to join the Crusade;
- answers may comment on the fact that the author is a professor and a specialist in medieval history; the specialist work would be well researched and he has the benefit of hindsight;
- however, in some ways the stated interpretation is narrow in its focus; it is possible to argue from the perspective of a different interpretation regarding the birth of the Crusading movement; other historians may argue that whilst the papacy was undoubtedly important, there were several other factors that led to the birth of the Crusading movement: the spread of the Muslim empire resulted in an inevitable confrontation with Christianity; the power of the Seljuk Turks was considered a threat and access to the Holy Places had been restricted; there were undoubtedly individual motives at play; many crusaders went for the adventure, to acquire riches or to escape from serfdom in Europe; the prospect of acquiring land was also a motive for some;
- the rise of a militant form of Christianity was another factor in the historical context that explains the birth of the Crusading movement;
- answers may comment on the fact that the author, although a specialist in medieval history, was focusing purely on the role of the papacy and is therefore writing from a particular perspective; it is also aimed, probably, at an academic 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 birth 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>