

GCE

History A

**Unit : Y203/01 The Crusades and the Crusader States 1095 -
1192**

Advanced GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|---|--|
|  | Blank Page |
|  | Highlight |
| Off-page comment | |
|  | Assertion |
|  | Analysis |
|  | Evaluation |
|  | Explanation |
|  | Factor |
|  | Illustrates/Describes |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement |
|  | Knowledge and understanding |
|  | Simple comment |
|  | Unclear |
|  | View |

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|--|------|---|
| 1 | (a) | <p>Which of the following was of greater importance in the failure of the Second Crusade?</p> <p>(i) Events in Anatolia, Antioch and Acre (ii) (ii) The siege of Damascus?</p> <p>Explain your answer with reference to (i) and (ii).</p> <p>In dealing with Events in Anatolia, Antioch and Acre,</p> <ul style="list-style-type: none"> • Answers may refer to the attacks from the Turks, problems with supplies and the lack of support from the Byzantines. • Answers may refer to the leadership of Louis VII. • Answers may refer to the dependence on the Templars. <p>In dealing with the siege of Damascus,</p> <ul style="list-style-type: none"> • Answers could refer to the poor decision made by the Crusaders to move their camp. • Answers could refer to the relief army sent by the Muslims. • Answers could consider that the Crusaders ended up in a position from which withdrawal was the only option. | 10 | <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

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| 1 | (b)* | <p>How important were internal rivalries in the problems facing the Crusader States in the twelfth century?</p> <p>In arguing that internal rivalries were important :</p> <ul style="list-style-type: none"> • Answers might argue that the disputes following the death of Baldwin in 1131 weakened the Crusader States. • Answers might argue that the rebellion of Count Hugh against Fulk made problems worse. • Answers might argue that Zengi took advantage of the divisions to attack Edessa. • Answers might argue that the deaths of Baldwin IV and Baldwin V in 1185-6 precipitated a crisis and internal divisions were at their worst at that point <p>In arguing that other factors contributed:</p> <ul style="list-style-type: none"> • Answers might argue that ‘Christian settlers were in a minority and so always vulnerable. • Answers might argue that the treatment of Muslims by the Christians had often been brutal and so aroused ill-feeling. • Answers might argue that the development of the concept of jihad and the emergence of new, skilful Muslim leaders added to the problems faced by the States. • Answers might consider lack of aid and supplies from the west | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how important’ but at Level 4 may simply list factors • At Level 5 and above there will be judgement as to the relative importance. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme. |
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| 2 | (a) | <p>Which of the following was of greater importance to the outcome of the Third Crusade? (i) Richard I (ii) Philip Augustus Explain your answer with reference to (i) and (ii)</p> <p>In dealing with Richard I</p> <ul style="list-style-type: none"> • Answers might refer to what was gained as a result of the capture of Acre. • Answers might argue that the money and supplies Richard brought made a big difference. • Answers might argue that the agreement between Richard and Saladin allowed free access for pilgrims to Jerusalem, even if the city was not captured. <p>In dealing with Philip Augustus</p> <ul style="list-style-type: none"> • Answers might refer to the way Philip supported Conrad of Montferrat as king of Jerusalem, rather than Guy of Lusignan, who had Richard's support and thus weakened the unity of the Crusaders. • Answers might argue that Philip's departure in 1191 was a blow to the Crusade. • Answers might argue that Philip's conspiracies in Europe against Richard alarmed the English king and made him eager to return home and so less keen to persist in capturing Jerusalem. | 10 | <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |
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| 2 | (b)* | <p>How important were the military tactics of the Crusaders in explaining their capture of Jerusalem in 1099?</p> <p>In arguing that military tactics were important:</p> <ul style="list-style-type: none"> • Answers might argue that the Crusaders had shown their command of tactics in the siege of Antioch. • Answers might argue that Godfrey of Bouillon, Raymond of Toulouse and Bohemond of Taranto were all experienced soldiers with sound tactical knowledge. • Answers might argue that the tactics used at Jerusalem, using siege ladders and engines worked well. • Answers might argue that the final attack was well-supported by a Genoese fleet and so supplies were maintained. <p>In arguing that other factors were important:</p> <ul style="list-style-type: none"> • Answers might argue that the religious zeal of the Crusaders, spurred on by the finding of the Holy Lance, was a crucial factor. • Answers might argue that the disunity in the Muslim world meant that a concerted resistance was never forthcoming. • Answers might argue that some Crusaders were motivated by the hope of booty. • Answers might argue that the backing of Alexius allowed the Crusade to make initial progress, without which it could not have reached Jerusalem. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how important’ but at Level 4 may simply list factors • At Level 5 and above there will be judgement as to the relative importance. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme. |
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APPENDIX 1 – this contains the generic mark scheme grids.

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| | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i> |
| | 2. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10] |
| 3. Level 6 9–10 marks | 4. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question. |
| 5. Level 5 7–8 marks | 6. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question. |
| 7. Level 4 5–6 marks | 8. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question. |
| 9. Level 3 3–4 marks | 10. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question. |
| 11. Level 2 2 marks | 12. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement. |
| 13. Level 1 1 mark | 14. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion. |
| 15. 0 marks | 16. Nothing of any relevance to the factors. |

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| | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i> |
| | Generic mark scheme for Question 1(b) and Question 2(b): Essay [20] |
| Level 6 17–20 marks | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated. |
| Level 5 13–16 marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| Level 4 10–12 marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| Level 3 7–9 marks | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| Level 2 4–6 marks | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| Level 1 1–3 marks | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

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