GCSE MARKING SCHEME

SUMMER 2019

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 2019 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 2019

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

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

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

This is the question and its mark tariff.

Band descriptors and mark allocations

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

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.

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 aspects of the failure of the Second Crusade; it shows that the Crusaders at the siege of Damascus 1148, heard that Muslims were on their way to attack them and wipe them out;*
- *it also reveals that this caused panic amongst the Crusaders who fled in disorder and confusion at the prospect of their implied fate;*
- *the Second Crusade had faced many problems; Conrad and Louis did not fully cooperate; there was a lack of support from Byzantium; the German forces proceeded to the Middle East before the French arrived; the defeat at Dorylaeum devastated the German army;*
- *French forces were harried on their way; the weakness of the army meant that no major offensive could take place; internal rivalries and intrigue weakened the cause, as did poor leadership;*
- *the decision to attack Damascus was a disaster and there was little or no support from local crusader lords.*
- *the Muslims had learnt many lessons after the First Crusade and had adapted their tactics accordingly.*

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.

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MARK SCHEME

Component 1: NON-BRITISH STUDY IN DEPTH

1E. The Crusades, c.1095-1149

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

Question: **Use Source A and your own knowledge to describe the failure of the Second Crusade.** **[5]**

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2-3**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**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 aspects of the failure of the Second Crusade; it shows that the Crusaders at the siege of Damascus 1148, heard that Muslims were on their way to attack them and wipe them out;*
- *it also reveals that this caused panic amongst the Crusaders who fled in disorder and confusion at the prospect of their implied fate;*
- *the Second Crusade had faced many problems; Conrad and Louis did not fully cooperate; there was a lack of support from Byzantium; the German forces proceeded to the Middle East before the French arrived; the defeat at Dorylaeum devastated the German army;*
- *French forces were harried on their way; the weakness of the army meant that no major offensive could take place; internal rivalries and intrigue weakened the cause, as did poor leadership;*
- *the decision to attack Damascus was a disaster and there was little or no support from local crusader lords;*
- *the Muslims had learnt many lessons after the First Crusade and had adapted their tactics accordingly.*

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**	
BAND 3	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
BAND 2	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
BAND 1	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 instruction issued by Pope Gregory VII in 1076; the purpose of the instruction is to inform Christians not to obey or follow Emperor Henry IV;*
- *the instruction is clearly meant to indicate the banning and dethronement of Henry IV; it is a statement that Henry has lost the right to rule over the kingdoms of Germany and Italy;*
- *the source is directly appealing to the opponents of Henry IV, encouraging them not to serve him as king;*
- *the purpose of the source should clearly be viewed in its historical context as part of the ongoing Investiture Contest between the Emperor and the Papacy during this period;*
- *it is clearly an official document designed to weaken the authority of the Emperor and encourage discord and possibly rebellion in the territories ruled;*
- *its purpose in weakening the Emperor is also to strengthen the position of the Papacy and to establish the primacy of the Papacy in matters of church policy and European politics.*

Mark allocation:	AO1 (b)	AO2	AO3	AO4 (a-d)
10	**4**			**6**

Question: **Do the interpretations support the view that religious factors led to the birth of the Crusading movement? [10]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a–d) 6 marks**	
BAND 4	**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**
BAND 3	**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**
BAND 2	**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**
BAND 1	**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 religious factors led to the birth of the Crusading movement; it states the Crusaders were prepared to undertake the journey for spiritual reward;*
- *the interpretation clearly states that the Crusades were a holy undertaking; its participants were enthused by the idea that they could now contribute by undertaking a spiritually noble role;*

- *however, it is evident that the author of the article is influenced by his/her own predilections; being on a website devoted to Christianity it would clearly appeal to its intended audience; the title of the article also reinforces the particular slant of the interpretation put forward;*
- *Interpretation 2 does not support the view, stating that the Crusades were not guided by religious factors;*
- *the interpretation states that religion was just a pretence; the Crusades occurred for a variety of secular reasons, such as defending reputations, claiming new land or striving to build an empire;*
- *the interpretation could be seen as being more subjective than the first interpretation, due to the predilections of the author and the audience it is aimed at;*
- *the title of the programme clearly shows a particular perspective and may have influenced the forming of the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that religious factors led to the birth of the Crusading movement, 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 were born out of a variety of factors.*

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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 Crusading Orders?** **[11]**

Band descriptors and mark allocations

	AO1(b) 3 marks			**AO3 (a+b) 8 marks**	
			BAND 4	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**
BAND 3	Demonstrates detailed understanding of the key feature in the question.	**3**	**BAND 3**	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**
BAND 2	Demonstrates some understanding of the key feature in the question.	**2**	**BAND 2**	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**
BAND 1	Demonstrates limited understanding of the key feature in the question.	**1**	**BAND 1**	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 Crusading Orders;*
- *source C is useful because it clearly shows how the Knights Templar Order were militarily disciplined and devout; it shows how they did not fear enemies and were clear in their belief that the Lord would give them victory;*
- *the author however, is clearly biased towards the Order, as is shown by the title of the extract;*
- *some candidates may note that it was written during a time when the Crusading ideal was very strong and that the author, Bernard of Clairvaux, is seeking to encourage wider participation;*

- *source D is useful to an historian because it provides a different perspective on the Crusading Orders, being focused on the work of the Knights Hospitallers;*
- *it shows how the Order was devoted to caring for the sick in the Crusader Kingdoms, looking after sick lords in a hospital;*
- *this appears to be less subjective than source C as it appears to be a more factual account that is not aimed at any particular audience nor is from any particular perspective;*
- *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 Crusading Orders of the period.*

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Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	**4**			**12**	**3**

Question: **'The religious fervour of the First Crusaders was the main reason the Crusade was a success.' 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**	
BAND 4	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**
BAND 3	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**
BAND 2	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**
BAND 1	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; religious fervour was the main reason the First Crusade succeeded;*
- *the interpretation can be supported by reference to several factors: the period was undoubtedly one of great religious fervour; religion was one of the major driving forces behind the enthusiastic response to Urban II's call at Clermont in 1095; the rise of a militant Christianity appealed to the knightly class who viewed the Crusade as doing war for penance; the offer of Papal Indulgences had further encouraged participation;*

- *this religious fervour served to motivate the Crusaders to free the Holy Places from the infidel; during the First Crusade, devotion to the Cross drove the Crusaders on to overcome factors such as the difficult conditions and terrain;*
- *answers may comment on the fact that the article would have presumably been well-researched and 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 reasons for the success of the First Crusade;*
- *other authors may argue that the First Crusade succeeded for a variety of factors; the Crusaders were heavily armed and most importantly were united in their aims; the Crusade was effectively led and the military tactics contributed to their success;*
- *the Muslims were disunited; there was rivalry and confrontation between Fatimid Muslims and the Seljuk Turks; this led to no strong Muslim leadership in the area; the disunity was particularly prevalent at the siege of Antioch which failed due to Muslim internal fighting;*
- *answers may comment on the fact that the article is clearly framed from a particular perspective; the fact that it is on a religious website supports this view; it is presumably aimed at a specific audience who share its predilections;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be an awareness of how and why it is possible to develop different interpretations of the reasons for the success of the First Crusade.*

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.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning