GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1E. The Crusades, c.1095-1149
C100UE0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1E. THE CRUSADES, c.1095-1149

SUMMER 2022 MARK SCHEME

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 effects of the Crusades on European life during this period.** **[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 some of the effects of the Crusades on European life during this period in terms of increased trade;*
- *it shows that goods taken from Syria were to be taxed;*
- *it states that there was a great demand in Europe for a variety of goods such as spices, sugar and ivory; it also shows that some Italian city states were prospering as a result of this trade;*
- *the expansion of trade as a result of the Crusades was not just westward; European timber, horses and grain were exported to the East;*

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- *the Crusades also had other effects in life in Europe; ship building was stimulated and their design improved; banking systems also developed for those knights wishing to deposit their wealth;*
- *there were considerable developments in science, mathematics, arts and other fields as a result of the Crusades; there was a revival in interest in Greek and Roman works that had been preserved and translated into Arabic subsequently to Latin; language was also affected by the use of Arab words and the development of heroic, chivalric literature;*
- *there were also political developments in terms of increasing the power of the papacy; medieval feudalism was undermined; there was also an increase in religious intolerance throughout Europe, not just between Christian and Muslim, but also between Christian and Jew and even Christian and Christian.*

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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Question 1

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

Question: **Use Source A and your own knowledge to describe the effects of the Crusades on European life during this period. [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 some of the effects of the Crusades on European life during this period in terms of increased trade;*
- *it shows that goods taken from Syria were to be taxed;*
- *it states that there was a great demand in Europe for a variety of goods such as spices, sugar and ivory; it also shows that some Italian city states were prospering as a result of this trade;*
- *the expansion of trade as a result of the Crusades was not just westward; European timber, horses and grain were exported to the East;*
- *the Crusades also had other effects on life in Europe; ship building was stimulated and their design improved; banking systems also developed for those knights wishing to deposit their wealth;*
- *there were considerable developments in science, mathematics, arts and other fields as a result of the Crusades; there was a revival in interest in Greek and Roman works that had been preserved and translated into Arabic subsequently to Latin; language was also affected by the use of Arab words and the development of heroic, chivalric literature;*
- *there were also political developments in terms of increasing the power of the papacy; medieval feudalism was undermined; there was also an increase in religious intolerance throughout Europe, not just between Christian and Muslim, but also between Christian and Jew and even Christian and Christian.*

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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**	
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:

- *the source is an extract from a letter written by the Crusaders to Pope Urban II, dated September 1098;*
- *the main purpose is to get the Pope to come to the Middle East to lead the Crusaders into Jerusalem in order to liberate the tomb of Christ and confirm the victory of Christianity;*
- *it is a plea to the Pope since he was the one who had proclaimed the Crusade in the name of God;*
- *the source was produced shortly after the path to Jerusalem had been cleared by the withdrawal of the Kerbogha of Mosul's Muslim army in June 1098; the Crusading force was now slowly making its way to Jerusalem;*
- *the purpose of the source may also be to beg for religious leadership due to it being shortly after the Pope's influential representative, Bishop Adhemar had died;*
- *the source therefore clearly reveals the religious fervour of the Crusaders and how they looked to the Papacy for guidance and leadership.*

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Question 3

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

Question: **Do the interpretations support the view that the Second Crusade failed due to a Muslim revival? [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.

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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 does not support the view that the Second Crusade failed due to a Muslim revival;*
- *the article claims that even though Conrad and Louis had brilliant armies, it was acts of treachery that led to the failure of the expedition;*
- *it asserts that the Byzantine emperor made peace with the Turks due to his fear of the Crusaders and this contributed to the destruction of the German army;*
- *it further asserts that the French army was betrayed by the Christian inhabitants at Damascus and this ultimately ended the Crusade;*
- *the article is from a website that is aimed at a particular audience;*
- *research would have been undertaken but the predilections of the author would have presumably influenced the forming of the interpretation, since the website is focused on the Medieval Church and more specifically, promotes the spread of Christianity;*
- *Interpretation 2 does support the view that the Second Crusade failed due to a Muslim revival;*
- *the interpretation suggests that the Crusaders' attempt to attack Damascus was a disaster; it states there was no great struggle and that the Crusaders fled in the face of Muslim strength;*
- *it asserts that a Muslim revival under Zengi led to Muslims being united and subsequently recovering lost land;*
- *the interpretation however, is from an article specifically focused on the Muslim revival and how they responded to the Crusades;*
- *the audience would presumably be sympathetic to the subjective predilections of the author and even though research would have been undertaken, it has clearly been formed from a particular perspective;*
- *answers should be able to reach a judgement about the degree of support for the view that the Second Crusade failed due to a Muslim revival based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

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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 establishment of the Crusader Kingdoms? [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.

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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 establishment of the Crusader kingdoms;*
- *Source C is useful because it shows an account of the establishment of the Crusader Kingdoms from the perspective of a participant in the First Crusade;*
- *the source is useful because it states how that despite having insufficient forces with which to defend their lands, the Muslims did not dare attack the Crusaders; it states how the Muslims were conquered and forced to pay tribute, which furthered the establishment of Outremer;*
- *however, the usefulness of the source may be affected by the predilections of the author;*
- *the author served as a priest to Baldwin and the article may therefore be subjective in nature, intending to glorify Baldwin's achievements in the eyes of the audience;*
- *Source D is also useful as it is from an account written by an Arab contemporary;*
- *the source is useful because it shows how the Muslim forces failed to oppose the establishment of the Crusader Kingdoms due to their disunity;*
- *it is useful because it shows how the Crusaders gained confidence in the face of this disunity and lack of effective opposition;*
- *however, the usefulness of the source may be affected the predilections and intention of the author and his intended audience; it appears to be a call to arms and is subjective in nature;*
- *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 establishment of the Crusader Kingdoms.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
21	**4**			**12**	**5**

Question: **'The Crusaders were men who believed in the idea of sin and they participated in order for those sins to be forgiven'**
To what extent do you agree with this interpretation?
[16+5]

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.

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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; it can be argued that the Crusaders participated in the First Crusade in order for their sins to be forgiven;*
- *the interpretation can be supported by reference to several factors: there was undoubtedly an extremely strong religious motive for the First Crusade; the knightly class wished to free the Holy Land from the 'infidel', especially since there had been a long tradition of pilgrimage to the Holy Places;*
- *the interpretation is also supported by the fact that Pope Urban II, in his call to arms against the Seljuk Turks, offered Papal Indulgences to all those who took part; the Papal Indulgence was an offer of full or partial forgiveness of sins for taking the Cross and in an age where the idea of purgatory was taking hold, greatly appealed to the knightly class who lived lives of violence;*
- *these factors are supported by the idea of armed pilgrimage, giving rise to a militant Christianity; the Crusade effectively led the knightly class to do war for penance as opposed to penance for war;*
- *the interpretation would have been influenced by the research undertaken and the evidence used;*
- *however, in some ways the interpretation may be a rather simplistic, generalised view that fails to take account of other factors that led to the First Crusade;*
- *other historians and commentators may assert that several other factors led to the First Crusade; it could be argued that individual motives played a considerable role in encouraging participation; economic and social pressures would have led to participants leaving Europe to acquire personal wealth and to gain land; tales of the wealth of the East would have served as a pull-factor in encouraging participation;*
- *candidates may assert that the law of primogeniture, where the first born son inherits, led to younger sons participating in the hope of building up territories for themselves;*
- *answers may comment upon the fact that the article is on a website devoted to military history in general and as such may not be specialised in nature; its audience would presumably be rather narrow which may further influence the interpretation;*
- *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 the how and why it is possible to develop differing interpretations as part of a wider historical debate about why people participated in the First Crusade.*

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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	4-5	• 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	2-3	• 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

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