GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1E. THE CRUSADES, c.1095–1149
C100UE0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1E. THE CRUSADES, c.1095–1149

SUMMER 2024 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 establishment of the Crusader Kingdoms [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

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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:

- *the source shows that Baldwin, despite possessing few cities and people, was a skilful fighter and this contributed to the establishment of the Crusader Kingdoms;*
- *it states that despite some Crusaders returning to Europe, the Christian fighters that remained conquered the Muslims and made them pay tribute;*
- *therefore, the military prowess of Baldwin and the inability of the Muslim forces to attack, enabled the establishment of the Crusader Kingdoms;*
- *the immediate consequence of the First Crusade was the setting up of the Crusader Kingdoms, otherwise known as Outremer;*
- *Outremer comprised of four kingdoms – Edessa, Antioch, Tripoli and Jerusalem; Baldwin ruled Edessa, Bohemond Antioch, Raymond Tripoli and upon Godfrey's death his brother Baldwin became King of Jerusalem;*
- *the Crusader Kingdoms were strategically difficult to defend and there was a shortage of available manpower; the population was mainly Muslims and Jews who were not loyal to the Crusaders;*
- *the Crusader Kingdoms were organised as a feudal state; they depended upon the cooperation of the Italian city ports for supplies; agriculture formed the basis of their economies;*
- *overall though, the lack of manpower would ultimately weaken the Crusader Kingdoms.*

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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 establishment of the Crusader Kingdoms. [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 that Baldwin, despite possessing few cities and people, was a skilful fighter and this contributed to the establishment of the Crusader Kingdoms;*
- *it states that despite some Crusaders returning to Europe, the Christian fighters that remained conquered the Muslims and made them pay tribute;*
- *therefore, the military prowess of Baldwin and the inability of the Muslim forces to attack, enabled the establishment of the Crusader Kingdoms;*
- *the immediate consequence of the First Crusade was the setting up of the Crusader Kingdoms, otherwise known as Outremer;*
- *Outremer comprised of four kingdoms – Edessa, Antioch, Tripoli and Jerusalem; Baldwin ruled Edessa, Bohemond Antioch, Raymond Tripoli and upon Godfrey's death his brother Baldwin became King of Jerusalem;*
- *the Crusader Kingdoms were strategically difficult to defend and there was a shortage of available manpower; the population was mainly Muslims and Jews who were not loyal to the Crusaders;*
- *the Crusader Kingdoms were organised as a feudal state; they depended upon the cooperation of the Italian city ports for supplies; agriculture formed the basis of their economies;*
- *overall though, the lack of manpower would ultimately weaken the Crusader Kingdoms.*

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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 the Dictatus Papae, produced in the late 11th century;*
- *the main purpose of the source is to assert the rights of the Papacy during a period when the Investiture Contest was underway;*
- *the source clearly shows how the Papacy was determined to state the primacy of the Papacy in all matters relating to Church appointments, as well as in who could judge the actions of the Pope;*
- *the source was produced in the late11th century at a time when conflict between Church and State was increasing;*
- *the right to invest bishops to positions in the Church dominated the conflict and was especially characterised by disagreements between Pope Gregory VII and 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 an eventual compromise that was viewed as beneficial to the Papacy;*
- *the source was therefore meant to be used as a tool in the ongoing conflict and to inform opponents of the Papacy of what it considered to be its inalienable rights.*

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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 First Crusade succeeded due to the ability of its leaders?** **[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 First Crusade succeeded due to the ability of its leaders;*
- *the article states that the success of the First Crusade was due to the disunity and arguments between Muslims leaders;*
- *it asserts that they were therefore not willing to cooperate with each other since they were more concerned with their own power;*
- *the extract is from an article which is specifically focused on the issue of Muslim disunity; this would have a bearing on the thrust of the article;*
- *research would have been undertaken, but the predilections of the author and the fact that it is published in a journal devoted to Islamic studies suggest that it would be subjective in nature;*
- *Interpretation 2 does support the view that the First Crusade succeeded due to the ability of its leaders;*
- *the interpretation states that the leaders not only had ability, but were able to work effectively together;*
- *it exemplifies this by the siege of Jerusalem and states that good organisation and command were the key to its successful capture;*
- *the interpretation however, is from an article focused on the military aspect of the First Crusade;*
- *the fact that it was published on a website dedicated to military affairs suggest that it may be subjective in nature, given the predilections of the author and the prospective audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the First Crusade succeeded due to the ability of its leaders, 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 reasons for the Second Crusade? [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 reasons for the Second Crusade;*
- *Source C is useful as it is an extract from the Papal Bull of 1145 calling for the crusade;*
- *the source is useful because it states that due to the fall of Edessa, there is a great danger to Christianity; it is useful as it shows how the papacy used not just religion, but also the idea of loyalty to forefathers as a means of persuading people to go on the Second Crusade;*
- *the usefulness of the source may be affected by the fact that it is from the papacy as it reveals the need for the papacy to employ a variety of incentives for people to undertake the crusade;*
- *Source D is also useful to an historian as it is from an English chronicler, writing in Northern France in the 1130s;*
- *the source is useful as it shows a longer-term reason for the Second Crusade; it states that Fulk, the King of the Crusader Kingdoms, had acted unwisely and that this had resulted in the weakening of the Crusader Kingdoms; it suggest that his actions created the conditions for the Muslim revival;*
- *however, the usefulness of the source may be affected by the fact that the chronicler had obtained his evidence from pilgrims returning from the Crusader Kingdoms; this may affect the provenance of the source, as well as the fact that the intended audience is unknown;*
- *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 reasons for the Second Crusade.*

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Question 5

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

Question: **'The spread of Arabic scientific and mathematical knowledge was the main effect of the Crusades on European life.'**
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.

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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 main effect of the Crusades on European life was the spread of Arabic scientific and mathematical knowledge;*
- *the interpretation can be supported by reference to several factors; during this period, Eastern civilization was in many ways superior to the West; during the preceding centuries of Muslim conquest, ancient Greek and Roman works had been preserved and translated into Arabic; as a result of the Crusades, many more works were now brought back to Europe and translated into Latin;*
- *the interpretation is also supported by the fact that in the field of mathematics for example, the works of al-Khwarizmi, one of Islam's great mathematicians, were of great importance; the translation of works such as Ptolemy's Almagest, were very important in furthering knowledge of ancient Greek astronomy;*
- *however, in some ways the interpretation may be rather narrow in focus as it does not take into account other effects of the Crusades on European life;*
- *other historians and commentators may assert that there were many other important effects of the Crusades;*
- *candidates may comment upon the fact that the expansion of trade was the most important effect of the Crusades; commodities imported from the East such as spices, furnishings and medicines improved living standards;*
- *the expansion of trade also led to developments in ship building; the expansion of the Italian city ports stimulated maritime journeys to further afield; Italian banking facilities were also an important development in terms of European finance;*
- *candidates may also assert that the political impact of the Crusades was of great importance; the power of the papacy increased, medieval feudalism was undermined as the estates of the knightly class who failed to return reverted to the Crown; this led to an increase in the power of monarchy;*
- *answers may comment upon the fact that the interpretation was published on an Ottoman History podcast focusing on the Islamic context of the Crusades; this suggests that the audience would be rather specialist in nature and as such this would have influenced the forming of 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 the effects of the Crusades on European life.*

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.

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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

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