GCSE MARKING SCHEME

SUMMER 2023

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 2023 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 2023 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 Investiture Contest.** **[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 an aspect of the conflict between Church and State, known as the Investiture Contest, during this period;*
- *it states that all Christians should obey the Pope, who is the representative of God; it asserts that Emperor Henry IV's right to rule over Germany and Italy has been withdrawn by the Pope with the authority of God;*
- *it states that as such, Christians are released from their oath to the Emperor and that no one should therefore serve him as king;*
- *the Investiture Contest was an important conflict between Church and State over the right to invest bishops to positions in the Church;*
- *the conflict dominated European politics and was especially characterised by the disagreements between Pope Gregory VII and the Emperor Henry IV;*
- *the conflict partly emanated from the reform of the Papacy in the eleventh century and the reassertion of Papal primacy that was particularly enounced in the Dictatus Papae, a statement of the rights of the Papacy that directly challenged the authority of the Emperor;*
- *Henry's excommunication led to rebellion in Germany and his famous trip to Canossa in 1077; Gregory however, was eventually deposed;*
- *the conflict resulted in eventual compromise that was viewed as beneficial to the Papacy.*

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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 Investiture Contest. [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 an aspect of the conflict between Church and State, known as the Investiture Contest, during this period;*
- *it states that all Christians should obey the Pope, who is the representative of God; it asserts that Emperor Henry IV's right to rule over Germany and Italy has been withdrawn by the Pope with the authority of God;*
- *it states that as such, Christians are released from their oath to the Emperor and that no one should therefore serve him as king;*
- *the Investiture Contest was an important conflict between Church and State over the right to invest bishops to positions in the Church;*
- *the conflict dominated European politics and was especially characterised by the disagreements between Pope Gregory VII and the Emperor Henry IV;*
- *the conflict partly emanated from the reform of the Papacy in the eleventh century and the reassertion of Papal primacy that was particularly enounced in the Dictatus Papae, a statement of the rights of the Papacy that directly challenged the authority of the Emperor;*
- *Henry's excommunication led to rebellion in Germany and his famous trip to Canossa in 1077; Gregory however, was eventually deposed;*
- *the conflict resulted in eventual compromise that was viewed as beneficial to the Papacy.*

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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 troubadour song, written in Old French by an unknown author;*
- *the main purpose of the source is to clearly encourage people to embark upon a Crusade, in this respect the call to arms was for the Second Crusade;*
- *the source strives to do this through strongly religious tones; those who accompany King Louis VII of France would have their souls saved;*
- *the source portrays the conflict as one between Heaven and Hell and calls for people to go to Edessa to fight the enemy;*
- *the source was produced after the Crusader State of Edessa had fallen to Zengi, the Emir of Mosul, in 1144; due to poor relations, no attempt had been made by Antioch to help its neighbouring state and these events precipitated the proclaiming of the Second Crusade by Pope Eugenius III in the Papal Bull Quantum Praedecessores in 1145;*
- *in an age when the spoken word was of paramount importance, troubadour songs such as these were an effective way of spreading messages and encouraging participation in the Crusades;*
- *the audience would therefore have been the French people and it would have been considered a patriotic call to arms.*

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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 Crusades were a worthy cause? [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 support the view that the Crusades were a worthy cause;*
- *the author states that the Crusades were a product of the religious and military spirit of the Middle Ages;*
- *it asserts that the subsequent holy war carried out by the Crusaders, displayed valour and heroism of character and that as such they were a noble, worthy cause;*
- *the extract is from a book written in 1840; this was a period when the Crusades were portrayed in a chivalric and heroic light;*
- *research would have been undertaken and the author travelled the region, but the predilections of the author would have presumably influenced the forming of the interpretation;*
- *Interpretation 2 does not support the view that the Crusades were a worthy cause;*
- *the interpretation suggests that the Crusades were not guided by religious principles and the use of religion was a pretence;*
- *the interpretation asserts that the Crusaders were motivated by their desire to enhance their reputation and acquire land; it asserts they were motivated by greed and are a stain on European history;*
- *the interpretation, however, is from an interview shown on an Arab television network;*
- *the audience would presumably be sympathetic to the subjective predilections of the author and even though appropriate 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 Crusades were a worthy cause, 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 why people went on the Crusades? [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 why people went on the Crusades;*
- *Source C is useful as it shows an account of why people went on the Crusades from the perspective of a participant in the First Crusade;*
- *the source is useful because it states the French were persuaded to leave their fields and go on the Crusades in order to improve their lives; it states that a lack of money and the social and economic turmoil in France, as well as religious motivation, were reasons why many joined the Crusade;*
- *the usefulness of the source may be affected by the experiences of the author, however; the author served as a priest to Baldwin and given the success of the First Crusade, may be justifying the acquisition of wealth and land that took place;*
- *Source D is also useful to an historian as it is an extract from a letter written by Pope Urban II to his followers in 1096;*
- *the source is useful because it shows the reasons behind Urban's proclamation of the First Crusade; it refers to the Christians in the Middle East and the threat from the Turks and Arabs; it is useful as it shows the motivation behind many people joining in terms of the forgiveness of their sins;*
- *however, the usefulness of the source may be affected by the fact that the letter is written to the Pope's followers; the intended audience would presumably be very receptive to its subjective, persuasive tone;*
- *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 why people went on the Crusades.*

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Question 5

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

Question: **The success of the First Crusade punished the Muslims and Arabs for their divisions and infighting.**

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 First Crusade succeeded and therefore punished the Muslims due to their divisions and infighting;*
- *the interpretation can be supported by reference to several factors: for example, the city of Antioch lay halfway between Constantinople and Jerusalem and was a significant challenge to the Crusader army; the city was heavily defended and well-provisioned; the Crusaders had to besiege the city in the winter months and if they failed it would have possibly been the end of the Crusade;*
- *the interpretation is also supported by the fact that upon gaining entry to the city and finding themselves in turn besieged by a Turkish relief force, internal fighting amongst their enemy helped the Crusaders' cause; the relief force was an alliance of different Muslim groups, mainly the Seljuks and Fatimids of Egypt and as a result Kerbogha's force withdrew and the path to Jerusalem was clear;*
- *the interpretation is also supported by the fact the after the fall of Antioch, the Muslims were unable to muster a force capable of preventing the siege and eventual fall of Jerusalem, that resulted in a massacre of its Muslim and Jewish inhabitants;*
- *however, in some ways the interpretation may be a rather simplistic, generalised view that fails to take into account other factors that contributed to the success of the First Crusade;*
- *other historians and commentators may assert that the leadership of the First Crusade was effective and played an important role in ensuring its success; it can be argued that the Crusaders' allies played their part by helping to supply the Crusader army;*
- *it can also be argued that the military tactics used by the Crusaders, as well as being heavily armed knights, contributed to its success; their religious fervour also played a part, driving them on to Jerusalem;*
- *the interpretation would have been influenced by the research undertaken and the evidence used;*
- *answers may comment upon the fact that the article, whilst written by an academic specialist on Islamic history, could be subjective in nature; candidates may assert that the title of the programme reinforces the subjectivity, as well as the medium it was broadcast on; the audience may be sympathetic to the predilections of the author; it may also be noted that the programme contained a more overtly hostile view of the Crusaders' activities as evidenced earlier in the examination paper;*
- *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 reasons for the success of 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	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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