

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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

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

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

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	a	<ul style="list-style-type: none"> • EITHER • Which of the following was of greater importance in Arab advances leading to the Third Crusade. (i) Nur ad Din. (ii) Saladin? Explain your answer with reference to (i) and (ii). • In arguing that (i) was of greater importance answers may refer to Nur ad Din's image as a just ruler. • Answers may refer to slaughter of thousands of Christians by Nur ad Din which led to a desire for revenge. • Answers may refer to the expansion of his territory and the emergence of <i>jihad</i>. • In arguing that (ii) was of greater importance answers could refer to Saladin's status as a jihadist to avoid the unauthorised responses in the First Crusade. • Answers could refer the capture of the castle at Jacob's Ford and Mosul and Aleppo which made Saladin the champion of Islam and the main foe of the Crusaders. • Answers could consider the impact of the battle of Hattin and the loss of Jerusalem as a result of Saladin's advances. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
b*	<p>Assess the reasons for the failure of the Second Crusade.</p> <ul style="list-style-type: none"> • In arguing that failure was caused by Crusader weaknesses : • Answers may refer to the incompetence of Conrad. • Answers may argue that the defeat of the French in the Cadmus mountains damaged their morale. • Answer may argue that Louis fell out with Raymond of Antioch and thus damaged the unity of the Crusade. • Answers may argue that the decision to attack Damascus was flawed because of the lack of water. • In arguing that the Muslims were too strong: • Answers may argue that Edessa was virtually destroyed and so could not be recaptured. • Answers may argue that the Muslims controlled the sea and held Ascalon and could prevent reinforcements from arriving. • Answers may argue that the role of Byzantium, which ruled Antioch, helped the Muslims because it led Louis to refuse to help Antioch. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘assess’ but at Level 4 may simply list factors. • At Level 5 there will be judgement as to the relative significance. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>OR</p> <ul style="list-style-type: none"> • Which of the following was of greater importance in the survival of the Crusader States. (i) Castles. (ii) the military orders?. Explain your answer with reference to (i) and (ii) • In arguing that castles was more important, answers might refer to the need to defend important positions and to intimidate the Muslims. • Answers might argue that there was a chain of linked castles. • Answers might argue that Krak des Chevaliers was designed to overawe the locals and express Crusader power. • In arguing that the military orders were more important, answers might refer to the aims of the orders to defend Christians and the Holy Land. • Answers might argue that the Templars grew powerful with gifts of land and so could bolster the power of the Crusader States. • Answers might argue that the Hospitallers provided vital support for the Crusader States with the hospital at Jerusalem having 1000 beds. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
b*	<p>How important were the military tactics of the Crusaders in explaining their victories in 1097-99? In arguing that military tactics were important:</p> <ul style="list-style-type: none"> • Answers could argue that Bohemond's cunning plan enabled the Crusaders to capture Antioch. • Answers could argue that the victory at Dorylaeum resulted from the use of cavalry and got the Crusade off to an impressive start • Answers could argue that siege of Jerusalem was well-supplied with siege machines and effectively managed. • In arguing that other factors were important: • Answers could argue that the religious zeal of the Crusaders, spurred on by the finding of the Holy Lance, was a crucial factor. • Answers could argue that the leaders of the Crusade were determined to move to Jerusalem and Godfrey of Bouillon hoped to rule it. • Answers could suggest that some Crusaders were motivated by the hope of booty. • Answers could argue that the disunity of the Muslims was a key factor, with the Sunni in Syria and the Shi'a in Egypt at loggerheads. • Answers could suggest that the death of the Sultan in 1092 left a series of petty rulers fighting for control, while the Caliph in Baghdad remained aloof. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'importance' but at Level 4 may simply list reasons. • At Level 5 there will be judgement as to the relative importance of reasons. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

APPENDIX 1 – this contains a generic mark scheme grid

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

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

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