# GCSE MARKING SCHEME

**AUTUMN 2020**

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

© WJEC CBAC Ltd.

## INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

© WJEC CBAC Ltd.

**MARK SCHEME AUTUMN 2020**
# 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 Crusading Orders.** **[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 that there were two Crusading Orders the Templars and the Hospitallers;*
- *it shows that the Orders were extremely rich and received money from all over Europe;*
- *it states that the Templars were excellent soldiers and implies they were devoted to their cause; they lived under strict religious rule;*
- *the Knights of Saint John of Jerusalem, or Knights Hospitallers, had developed from the late eleventh century;*
- *it was originally founded to take medical care of pilgrims; by 1130 the Hospitallers had assumed a military role, building several castles including Krak de Chevaliers;*
- *the Poor Knights of Christ and the Temple of Solomon, or Knights Templar, was officially approved in 1129 after being endorsed by Bernard of Clairvaux;*
- *the Templars received large donations and were organised as a monastic order;*
- *it gained fame through its considerable military prowess; the red cross of martyrdom worn on their robes became an iconic image;*
- *the Templars also developed banking and moneylending activities; both Orders played an important role during this period.*

© WJEC CBAC Ltd.

**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.

© WJEC CBAC Ltd.

**MARK SCHEME**

## Component 1: NON-BRITISH STUDY IN DEPTH

### 1E. The Crusades, c.1095-1149

**Question 1**

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

Question: **Use Source A and your own knowledge to describe the Crusading Orders. [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 there were two Crusading Orders the Templars and the Hospitallers;*
- *it shows that the Orders were extremely rich and received money from all over Europe;*
- *it states that the Templars were excellent soldiers and implies they were devoted to their cause; they lived under strict religious rule;*
- *the Knights of Saint John of Jerusalem, or Knights Hospitallers, had developed from the late eleventh century;*
- *it was originally founded to take medical care of pilgrims; by 1130 the Hospitallers had assumed a military role, building several castles including Krak de Chevaliers;*
- *the Poor Knights of Christ and the Temple of Solomon, or Knights Templar, was officially approved in 1129 after being endorsed by Bernard of Clairvaux;*
- *the Templars received large donations and were organised as a monastic order;*
- *it gained fame through its considerable military prowess; the red cross of martyrdom worn on their robes became an iconic image;*
- *the Templars also developed banking and moneylending activities; both Orders played an important role during this period.*

© WJEC CBAC Ltd.

## 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:

- *Source B is an extract from the sermon of Pope Urban II, delivered at the Council of Clermont in 1095;*
- *the main purpose is to encourage people to join in a holy mission to help Christians in the East who had been attacked and conquered by the Turks and Arabs;*
- *it encourages participation by stating that all who die in battling the enemies of Christianity shall have forgiveness of their sins; it uses a variety of ways to call people to arms;*
- *the source was produced as a response to the rise of the Seljuk Turks who had invaded and occupied much of the Byzantine Empire, overrunning Syria and Palestine and therefore the Holy Land;*
- *the Holy Places had been closed to Christian pilgrims and the mission to free them from Muslim control prompted Urban's call;*
- *the purpose of the source was also to reinforce the political power of the Papacy during the Investiture Contest; despite the audience for the sermon being leading members of the Catholic Church, it would have been intended as a wider rallying call for Western Christendom against the new threat from the East.*

© WJEC CBAC Ltd.

## Question 3

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

Question: **Do the interpretations support the view that the Papacy was responsible for the Investiture Contest? [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 clearly supports the view that Papacy was responsible for the Investiture Contest;*
- *the article claims that Pope Gregory VII's aim was to restore the independence and power of the Papacy;*
- *it asserts that Gregory was determined to remove the power that emperors and kings had previously had over the Church; as such it states that Gregory was more than willing to instigate the conflict;*

© WJEC CBAC Ltd.

- *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 Holy Roman Empire;*
- *Interpretation 2 does not support the view that the Papacy was responsible for the Investiture Contest;*
- *the interpretation suggests that Emperor Henry IV ignored the Pope and was determined to win any confrontation;*
- *it asserts that Henry continued to appoint bishops in Germany and Italy and openly challenged the authority of Gregory, despite being excommunicated;*
- *the interpretation however, is from an article on the Contest published on a Catholic website;*
- *the audience would presumably be sympathetic to the 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 Papacy was responsible for the Investiture Contest, based on the content and authorship of the sources*

© WJEC CBAC Ltd.

## 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 capture of Jerusalem, 1099? [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 capture of Jerusalem in 1099;*
- *Source C is useful because it shows an account of the capture from the perspective of a participant in the First Crusade;*
- *the source is useful because it states how the inhabitants of Jerusalem fled to the roofs and were indiscriminately killed by the Crusaders;*
- *however, the usefulness of the source may be affected by the predilections of the author;*
- *the author was not an eye-witness to the actual events, having arrived in Jerusalem after its capture; his account is clearly subjective and intended to glorify the events of the capture to the audience;*

© WJEC CBAC Ltd.

- *Source D is also useful as it is from an eyewitness to the capture of Jerusalem;*
- *the source is useful because it provides information about some of the tactics used in capturing Jerusalem; it also partly reflects the sentiments of Source C;*
- *the source is useful because it recognises the historical significance of the event, but it could also have been produced with an eye to the audience and is therefore also from a subjective point of view;*
- *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 capture of Jerusalem, 1099.*

© WJEC CBAC Ltd.

## Question 5

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

Question: **'The Second Crusade failed because Muslims united under one banner and an Islamic revival was born.' 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; it can be argued that the Second Crusade failed because the Muslims united and this precipitated an Islamic revival;*
- *the interpretation can be supported by reference to several factors; in the decade preceding the Crusade, the Muslim forces had become more accustomed to the tactics used by the*

© WJEC CBAC Ltd.

*Crusaders; Muslim power had increased under Zengi, who became Emir of Mosul; in 1144 Zengi had besieged and then captured Edessa, the first of the Crusading States to fall;*

- *the interpretation is also supported by the success of Zengi's successor, Nul-ad-Din and Mesud I, leader of the Seljuk Turks; this would manifest itself in the comprehensive defeat of Conrad's forces at Dorylaeum in 1147; this would finish Conrad's army as a fighting force, leaving it to begin a retreat to Constantinople;*
- *at the siege of Damascus in 1148, Muslim forces fought a unified battle against the Crusaders led by Nur-ad-Din and Saif-ad-Din;*
- *Qassem's interpretation would have been influenced by the research undertaken and the evidence used;*
- *however, in some ways the interpretation may be a simplistic, generalised interpretation which ignores other factors that led to the failure of the Second Crusade;*
- *there were many factors that contributed to the failure of the Crusade; events on the journey, such as the skirmishes between the Byzantine and German forces and a severe flood that depleted the German forces contributed to the weakening of the Crusader army;*
- *a lack of coordination and cooperation between the German and French forces also weakened the effectiveness of the Crusade; personal divisions between its leaders and a lack of common objectives also resulted in the failure of the Crusade;*
- *answers may comment upon the fact that Qassem, although an historian, is writing from a particular perspective; this is partly shown in the title of the article which suggests an element of subjectivity; he is presumably writing for an academic audience, 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 how and why it is possible to develop different interpretations as part of the wider historical debate about the failure of the Second 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<br>• Learners use rules of grammar with effective control of meaning overall<br>• Learners use a wide range of specialist terms as appropriate |
| *Intermediate* | 2 | • Learners spell and punctuate with considerable accuracy<br>• Learners use rules of grammar with general control of meaning overall<br>• Learners use a good range of specialist terms as appropriate |
| *Threshold* | 1 | • Learners spell and punctuate with reasonable accuracy<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall<br>• Learners use a limited range of specialist terms as appropriate |
| | 0 | • The learner writes nothing<br>• The learner's response does not relate to the question<br>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |



© WJEC CBAC Ltd.