

## **GCSE**

### **History B (Schools history project)**

Unit **J411/37**: The Making of America, 1798-1900 with The First Crusade, c.1070-1100

General Certificate of Secondary Education

### **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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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

## Section A: The Making of America, 1789-1900

Question 1–3 marks	
<p>(a) Name one slave state added to the USA between 1793 and 1838.</p> <p>(b) Name one Indian tribe living on the Plains between 1839 and 1860</p> <p>(c) Give one example of a difficulty faced by Homesteaders farming the Plains.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><b>For 1(a)</b>, valid responses are: Tennessee, Louisiana, Mississippi, Alabama, Missouri, or Arkansas.</p> <p><b>For 1(b)</b>, likely valid responses include: Apache, Arapaho, Cheyenne, Comanche, Crow, Kiowa, Lakota Sioux, or Pawnee.</p> <p><b>For 1(c)</b>, likely valid responses include: Water shortages, extremes of weather, ploughing, lack of wood for fencing, protecting crops, failure of traditional crops, or natural hazards such as fires or locusts, building houses, keeping healthy.</p> <p>For 1(b) and 1(c) any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

<p><b>Question 2–9 marks</b> Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.</p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).</p> <p>The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><b>Answers could consider aspects of one or more of the following:</b> the defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington’s use of 80% of government budget; Treaty of Greenville; Thomas Jefferson’s belief in a democracy of ‘yeoman farmers’- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Louisiana Purchase added 530 acres of land to USA; 1820 Missouri compromise saw Maine added as a free state; Frontier men setting up farms on Indian lands in the Southern Territory; trade with Indians and the growth in the Fur Trade as well as trade routes to the Pacific Coast; Constitutional provision for expansion, i.e. Territories becoming states. Wars with Indians – Seminole Wars, Creeks and Cherokee – by 1838 Jackson’s govt had removed over 46,000 Indians from their land and added an extra 25 million acres east of Mississippi for settlement and slavery. Lewis and Clark; Indian Removal Act.</p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

**Question 2–9 marks Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.**

DO NOT ALLOW: 13 states independence, Homestead Act, Salt Lake City and Mormons, Gold Rush – all common answers but all outside of the time frame.

*Use of conceptual understanding to organise the response might in this case involve dealing with **causation and consequence** (e.g. why frontier men encouraged further settlement) or **diversity** (i.e. recognising different reasons for different groups). Reward appropriate use of any other second order concept including organisation by understanding of chronology.*

*Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).*

**No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.**

<b>Question 3–10 marks</b>	
<b>Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<b>Explanations could consider:</b> ‘Black codes’ established in Southern States and their effects (e.g. limiting the rights of African American workers, preventing black people serving on juries or giving evidence against white people, outlawing interracial marriage, preventing black ownership, tying former slaves to the land of their former slave owners); continuing influence of plantation owners, even after Radical Reconstruction; Southern resistance to Radical Reconstruction (i.e. accusations of corruption, misunderstanding effects of the 14 <sup>th</sup> Amendment and fears about illiterate African Americans voting); closure of Freedmen’s Bureau 1872 and objections to costs of Reconstruction; Republicans losing the 1874 election; increasingly in the 1870s black citizens targeted by extremist groups such as Ku Klux Klan; ‘sharecropping’ leading to white landowner control; public voting deterring African Americans; Supreme Court rulings 1873 and 1875 leading to the reintroduction of segregation, exclusion of black voters leading to ex-Confederate white soldiers dominating state governments; loss of support from North for Reconstruction; withdrawal of the US Army in
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	

**Question 3–10 marks**  
**Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.**

**0 marks**  
 No response or no response worthy of credit. DO NOT CREDIT HOMESTEAD ACT - 1862

*1877 from Southern States so no help for black vote; Lands which had been given to ex-slaves was returned to confederates only 2,000 slaves held onto the land they had been given.*

*Explanations are most likely to show understanding of the second order concept of **change and continuity** as well as **causation and consequence** but reward appropriate understanding of any other second order concept.*



<b>Question 4*–18 marks</b>	
<b>‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to the west before the Civil War, the discovery of gold or any other factor.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor (e.g. the Mormons escaping religious persecution) even if the response goes on to argue that the discovery of gold was the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b> increased scale of migration following the 1848 discovery of gold in</p>
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 5 (13–15 marks)</b>	
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 4 (10–12 marks)</b>	
<p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	

<b>Question 4*–18 marks</b>	
<b>‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>California or 1858 discovery at Pikes Peak; including the 50,000 ‘forty-niners’; impact of speculation and rumour re gold in 1848 especially in press but other forms of popular culture such as songs; business opportunities in supplying miners e.g. Levi Strauss, expansion of timer and agriculture businesses alongside mining;</i>  <b>Grounds for disagreeing include:</b> <i>the West offered land in enormous quantities; rich speculators bought large areas of land to sell to new settlers and spread rumours in the East; the 1841 Pre-emptive Act- farmers who built a house and cleared trees given the surrounding land; Manifest Destiny and the US constitutional provisions for expansion; Mountain Men and traders pioneering trails – safe maps; nothing to lose in east due to the 1837 economic depression or 1857 recession; population growth and farmers in the Mississippi Valley feeling ‘crowded’, Christian Missionaries desire to convert the Indians; Mormons escaping religious persecution; rumours of climate and quality of land attracted people to California.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit. Indian removal Act not valid.	

<b>Question 5*–18 marks</b>	
<b>‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the destruction of the buffalo or Plains Indians’ way of life.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor (e.g. reservations) even if the response goes on to argue that the destruction of the buffalo was the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence or change and continuity, but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b> the importance of the buffalo to a nomadic way of life, its multiple uses to enable survival on the Plains, the cultural importance of warrior societies and the hunt, identity and role of both men and women in relation to buffalo, religious beliefs associated with buffalo; destruction of the southern herd by 1875 and northern herd by 1883.</p> <p><b>Grounds for disagreeing include:</b> Government Policy and Indian Bureau of Affairs; poor quality of reservation conditions – poverty, hunger and disease; role of</p>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).	
Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).	
<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b>	
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).	
<i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).	
<i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of period in ways that show	

**Question 5\*–18 marks**

**‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.**

some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**Level 2 (4–6 marks)**

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).

*There is a line of reasoning which has some relevance and which is presented with limited structure.*

**Level 1 (1–3 marks)**

Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).

*The information is communicated in a basic/unstructured way.*

**0 marks**

No response or no response worthy of credit.

*reservations in the destruction of Indian culture – territorially (e.g. reduction of the Great Sioux Reservation between 1868 and 1889 - confined to reservations by the US govt and split up), politically (i.e. Government assumed all legal matters from 1885, distribution of rations to heads of families reduced the authority of Chiefs, 1887 Dawes General Allotment Act – had to give up tribe links), economically (i.e. after 1877 ban on leaving reservations to hunt – could only be farmers), religiously (banning of feasts, dances and ceremonies such as the Sun Dance, involvement of Christian missionaries, also created the ‘Ghost Dance’) and educationally (forced removal of children to boarding schools); Indian restriction to reservations in 1877 predated commencement of the destruction of the northern herd in 1880; the role of the US Army and consequences of the Indian Wars between 1862-1877; the role of settlers – homesteaders, cattlemen, miners or railroad construction. Pueblo herds die due to fencing; wild foods picked and canned also led to no food for Nomads.*

## Section B: The First Crusade, c.1070–1100

<p><b>Question 6 – 7 marks</b></p> <p><b>What can Source A tell us about relations between different religious groups in the Holy Land by 1095? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b></p> <p><b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (6–7 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Valid features that answers could identify include:</i></p> <p><b>Surface features:</b> <i>Tension because ... Seljuk Turks have taken over large parts Byzantine Christian empire; Christians in the east had lost their empire; Turks described in disparaging terms</i></p> <p><b>Inferences from the source</b> e.g. <i>Christians felt that Constantinople and Jerusalem were at threat; the Christians felt threatened by the perceived behaviour of the Turks e.g. turning churches into mosques or destroying them completely; pilgrimage to the Holy Land was more difficult as a result.</i></p>
<p><b>Level 2 (3–5 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><b>Inferences from the widespread publication of the source</b></p> <p>e.g. <i>Pope Urban is creating an impression of Turkish behaviour designed to persuade Christians to unite to regain lands; persuade people about the evil of the Seljuk Turks.</i></p> <p><i>Examples of understanding of second order concepts include; causation (why the leader of the Latin church thought people should go on crusade e.g. taking back lands for Christendom, defeating the Turks); similarity and difference (using the description to the behaviour of the Turks to contrast with the Christians); change; how the ownership of the land had changed</i></p>
<p><b>Level 1 (1–2 marks)</b></p> <p>The response shows knowledge of features and characteristics (AO1).</p>	

<p><b>Question 6 – 7 marks</b></p> <p><b>What can Source A tell us about relations between different religious groups in the Holy Land by 1095? Use the source and your own knowledge to support your answer.</b></p>	
<p>Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	<p><i>hands in the recent past; how this was a turning point where the Christian world was preparing to take back the land, but reward appropriate understanding of any other second order concept.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>There is no requirement to mention limitations but examples of limitations include: it is clearly from Urban's perspective, but this makes it very useful for providing a Christian perspective on the tensions in the east in 1095.</i></p> <p><b>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</b></p> <p><b>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</b></p>

<b>Question 7 – 15 marks</b>	
<b>How useful are Interpretations B and C and Source D for a historian studying why people went on crusade? In your answer, refer to the interpretation and the two sources as well as your own knowledge.</b>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the interpretation and sources could identify features such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features: Crusading cost a lot of money; there was a lot of violence at the time; the church preached about crusading</i></li> <li>• <i>Inferences such as the motivations of the crusaders – religious, financial, impact of preaching</i></li> <li>• <i>Deeper inferences such as: revealing the complexity of the argument eg Source D gives more weight to escaping the violent situation in western Europe. Interpretation C is writing in response to an earlier argument that economic greed was the main reason why people went on crusade</i></li> </ul>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of</p>	<p><b><u>Understanding of appropriate characteristic features could include:</u></b> <i>The Christian beliefs in western Europe about</i></p>

**Question 7 – 15 marks**

**How useful are Interpretations B and C and Source D for a historian studying why people went on crusade? In your answer, refer to the interpretation and the two sources as well as your own knowledge.**

<p>the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>salvation; the economic difficulties in western Europe at the time; the motivation to go to crusade to get rich; the costs of going on crusade; the appeal of Pope Urban II's message of salvation of souls; the violent nature of western European society; the appeal of charismatic preachers of the crusade such as Peter the Hermit.</i></p>
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).          Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).          Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><b><u>Limitations that may affect usefulness include:</u></b> <i>Interpretation B only focuses on Peter the Hermit who appealed to a popular audience; the picture may provide a simplified view of a complex situation as the illustration is aimed at children in the early C20; Interpretation C builds an argument about the role of genuine religious belief as a motivation for crusaders, other historians have made contrasting arguments giving more weight to economic gain or the plight of the Christians in the east as motivating factors; Fulcher of Chartres wrote his chronicle within 10 years of the events; as chaplain to King Baldwin he put weight on the need to encourage Christians to settle in the east.</i></p>
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).          Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).          Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)          Analyses the interpretation(s) to identify features appropriate to the question e.g. by</p>	<p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which</i></p>



<b>Question 7 – 15 marks</b>	
<b>How useful are Interpretations B and C and Source D for a historian studying why people went on crusade? In your answer, refer to the interpretation and the two sources as well as your own knowledge.</b>	
considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)	<i>the collection may be useful, but the focus given in the question must also be addressed.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	
<b>0 marks</b>	
No response or no response worthy of credit.	

<b>Question 8* – 18 marks</b>	
<b>“The crusaders captured Antioch by June 1098 because of their effective military tactics.” How far do you agree with this view?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<b><u>Answers that focus on crusaders’ actions after June 1098 may be awarded some marks at Level 2 if the response mentions issues relating to effective military tactics and how this made it easier to control the city i.e. they show question relevance but fail to note the time period given in the question.</u></b>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. Answers are most likely to show understanding of the second order concepts of causation (reasons why they broke the siege), change (how the situation at Antioch changed over time) and significance (what was significant about the events of late May/early June which allowed the siege to be broken ) but reward appropriate understanding of any other second order concept.</i>  <b><u>Grounds for agreeing include:</u></b> The development of effective siege warfare e.g. building of series of <b>siege towers</b> near the major gates; increasing control of the area
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order	

<b>Question 8* – 18 marks</b>	
<b>“The crusaders captured Antioch by June 1098 because of their effective military tactics.” How far do you agree with this view?</b>	
concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).	<i>around the city from Spring 1098 onwards (roads to the Syrian ports, control of roads north - Maltegard; success in skirmishes outside the city walls suggest that the crusaders had developed their fighting tactics; tactical skill of individual crusader leaders e.g. Bohemond, demonstrated the crusaders’ tactical advantage in skirmishes; Bohemond’s tactical decisions in the Battle of Antioch contributing to the defeat of Kerbogha – hiding a division of cavalry for surprise attack.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).	<p><b><u>Grounds for disagreeing may include:</u></b>  <i>The crusaders never totally surrounded the city or completely broke the city’s supply lines; many crusaders died of disease and starvation as the crusaders were not equipped for a long siege, therefore crusader military tactics were flawed; by late May the crusaders’ situation had not fundamentally improved outside the walls of Antioch; lines of food and supplies from the region were still reaching the besieged; Bohemond’s agreement with Firuz was the real reason they were able to sneak into the city in early June; the Holy Lance gave the crusaders the motivation to attack Kerbogha’s army ; Kerbogha’s defeat was due to disunity and faction within the Muslim force, rather than successful military strategy.</i></p>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<p><b>Question 9* – 18 marks</b></p> <p><b>“The crusaders were able to take the city of Jerusalem in July 1100 because of the divisions within the Islamic world.”How far do you agree with this view?</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><b><u>If events before October 1097 or after June 1098 when the crusaders were at Antioch are used to show that the crusade leadership was or was not divided, reward cannot be given beyond Level 2 unless the point is clearly made that these events are revealing a division (or unity) that was in place while at Antioch i.e. they show question relevance but fail to note the time period given in the question.</u></b></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation (reasons why the crusaders were able to take the city) and change (how the governance of Jerusalem changed in the recent past; how the situation at Jerusalem changed once the crusaders arrived); similarity and difference (the differing aims and ambitions of the crusader leaders or distinct groups within the Islamic world) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p>	
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported</p>	

<p><b>Question 9* – 18 marks</b></p> <p><b>“The crusaders were able to take the city of Jerusalem in July 1100 because of the divisions within the Islamic world.”How far do you agree with this view?</b></p>	
<p>judgment on the issue in the question (AO2).</p>	<p><b><u>Grounds for agreeing include:</u></b> <i>Internal divisions meant that there was not a united resistance to the crusaders at Jerusalem; the Fatimid force arrived two weeks after the crusaders had taken the city; the Fatimids underestimated the crusaders’ determination to take Jerusalem; the crusaders rejected a deal with the Egyptians over land in the area and wasted time to prepare against attack as a result; the Turkish force at Kerbogha had dispersed and would not come to the aid of the Fatimids.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of merit.</p>	

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