

# GCSE (9–1) History B (Schools History Project)

## J411/37 The Making of America, 1789–1900 with The First Crusade, c.1070–1100

Sample Question Paper

Version 3.3

### Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None

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#### INSTRUCTIONS

- Use black ink.
- Section A – The Making of America, 1789–1900: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – The First Crusade, c.1070–1100: Answer questions 6 and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

### Section A

#### The Making of America, 1526–1900

Answer questions 1 (a–c), 2 and 3.

1.
  - (a) Name **one** of the states that were added to the USA between 1789 and 1838. [1]
  - (b) Name **one** of the Indian wars fought between 1861 and 1876. [1]
  - (c) Name **one** of the main industries that provided employment for large numbers of African-Americans in the south after 1877. [1]
2. Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples. [9]
3. What was the impact of the Californian gold rush of 1848–1849? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? Give reasons for your answer. [18]
- 5.\* "The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America's southern states". How far do you agree with this statement? Give reasons for your answer. [18]

## Section B

### The First Crusade, c.1070–1100

Answer questions 6 and 7.

6. What can Source A tell us about the Battle of Dorylaeum? Use the source and your own knowledge to support your answer.

[7]

**Source A – From *The Deeds of the Franks*, first published c.1100**

*An account of the Battle of Dorylaeum. It was written by a Christian soldier who was there at the time. The battle took place in July 1097 as the crusaders were crossing Muslim lands in what is now Turkey.*

The Turks came at us from all sides, brandishing their weapons and hurling them and shooting arrows from an incredible distance. We knew we could not withstand them or hold the weight of so many enemies, but we went forward to meet them as one. Our women were a great help to us that day, bringing water to drink for the fighters and encouraging those who were fighting and defending [...] Our men asked in astonishment where such a multitude of Turks, Arabs, Saracens and others whose name I do not know had come from, because all the mountains, hills and valleys were filled with these people. Then a secret message was sent out among us [...] stating, “Come what may, stand firm in the faith of Christ and have faith in the victory of the Holy Cross, because today, if it pleases God, all riches shall be given you.”

7. How useful are Source B and Interpretations C and D for a historian studying how the crusaders survived the siege of Antioch in June 1098? In your answer, refer to the source and the two interpretations as well as your own knowledge.

[15]

**Source B – From the chronicle of Raymond d’Aguilers, written c.1101**

*A crusader’s account of how they discovered an ancient object under the floor of a church in Antioch where they were under siege. Many of them believed that they had found the Holy Lance that pierced Christ’s side as he died on the cross.*

After we had dug from morning to evening, some began to despair of finding the Lance. The youth who had spoken of the Lance, saw that we were worn out, and took off his shoes and coat and descended into the pit in his shirt, earnestly begging us to pray that God would give us his Lance for the comfort and victory of His people. Finally, in His mercy, the Lord showed us His Lance. And I, who have written this, kissed it when the point alone had as yet appeared above ground. What great joy and exultation then filled the city I cannot describe [...] When our men felt defeated, discouraged and under severe pressure, this divine aid appeared.

**Interpretation C – From *The Crusades* by Thomas Asbridge, 2010**

*Historian Thomas Asbridge writes about the Battle of Antioch that ended the siege on 28 June 1098.*

The Battle of Antioch was a stunning victory. Never before had the crusade come so close to destruction and yet, against all expectation, Christendom had triumphed. Not surprisingly, many saw the hand of God at work and an array of spectacular miracles was reported. It was said that an army of ghostly Christian martyrs, clad all in white and led by soldier saints appeared out of the mountains to aid the Franks. Elsewhere on the battlefield, Raymond of Aguilers himself carried the Holy Lance in among the southern French contingent led by Bishop Adhemar. It was later said that the sight of the relic paralysed Kerbogha, the Muslim leader.

**Interpretation D – From a version of the chronicle of William of Tyre, made between 1232 and 1261**

*The illustration shows the battle at Antioch (June 1098). Bishop Adhemar, a crusader leader, is shown on the left, carrying the Holy Lance.*



Answer **either** question 8 **or** question 9.

8.\* “The People’s Crusade of 1095–1096 was a catastrophic failure”. How far do you agree with this view?

[18]

9.\* “The Islamic world was hopelessly weak and divided in the years just before the First Crusade”. How far do you agree with this view?

[18]

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## Summary of updates

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Date	Version	Details
September 2021	3.3	Updated copyright acknowledgements.

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Copyright Information:

Source A: Adapted from Nirmal Dass, *The Deeds of the Franks and Other Jerusalem-Bound Pilgrims: The Earliest Chronicle of the First Crusade*, pg 42, Rowman & Littlefield Publishers, USA, 2011.

Source B: Adapted from August C Krey, *The First Crusade, the Accounts of Eye-Witnesses and Participants*, pg 181, Princeton University Press, USA, 1921.

Interpretation C: Adapted from Thomas Asbridge, *The Crusades: The War for the Holy Land*, pg 81, Simon & Schuster Inc, London, 2010. Reproduced with permission from David Higham Associates.

Interpretation D: Detail of a miniature of the battle outside Antioch. © The British Library Board. Reproduced with permission from Bridgeman Images.

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Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411/37 The Making of America, 1786–1900 with The First Crusade, c.1070–1100**

**SAMPLE MARK SCHEME**

**Duration: 1 hour 45 minutes**

**MAXIMUM MARK 80**

**This document consists of 24 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

## 12. Annotations

Annotation	Meaning

### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Section A: The Making of America, 1786–1900

## Question 1 – 3 marks

- (a) Name one of the states that were added to the USA between 1789 and 1838.
- (b) Name one of the Indian Wars fought between 1861 and 1876.
- (c) Name one of the main industries that provided employment for large numbers of African-Americans in the south after 1877.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), valid responses are: Vermont, Kentucky, Tennessee, Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Maine, Missouri, Arkansas, Michigan, North Carolina, Rhode Island</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: Little Crow's War, Red Cloud's War, the Cheyenne War, the Great Sioux War</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: Cotton, tobacco, coal, iron</i> <i>For 1(b) and 1(c) any other historically valid response is acceptable and should be credited.</i>

Question 2 – 9 marks	
<p>Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples.</p>	
Levels	Notes and guidance specific to the question set
<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>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><i>Answers could consider aspects of one or more of the following: crossing mountains, rivers, deserts; no buffalo for food after the Rockies; accidents e.g. with wagons; camp fever; buffalo stampedes; Indian attacks; disputes between travellers.</i></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><i>Use of conceptual understanding to organise the response might in this case involve distinguishing by geographical diversity e.g. plains and mountains, or by significance of threat.</i></p> <p><i>Answers may show understanding of second order concepts such as causation and consequence (e.g. why geography caused difficulties), or similarity and difference within situations (e.g. how men / women / children faced different problems, or how some had relatively easy passages compared with others).</i></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><i>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).</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 3 – 10 marks	
<b>What was the impact of the Californian gold rush of 1848–1849? Support your answer with examples.</b>	
Levels	Notes and guidance specific to the question set
<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>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).	<i>Explanations could consider: rapid increase in migration; great loss of life through cholera on the route to California; mining towns appeared – rough in all senses; saloon culture; even when gold ran out many towns continued creating communities that accelerated settling of the west; ad hoc solutions to claim-jumping and other law and order problems as government control was not possible; also impact on the environment.</i>
<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).	<i>Explanations are most likely to show understanding of the second order concepts of change and causation / consequence but reward appropriate understanding of any other second order concept.</i>
<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).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 4* – 18 marks</b>	
<b>How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? 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>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></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 even if the response goes on to argue that the building of the railroads was the most important factor.</i>
<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).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence or change but reward appropriate understanding of any other second order concept.</i>
<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).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<i>Grounds for agreeing include: Railroads linked / reinforced several other reasons as companies sold land to homesteaders, brought buffalo hunters and split herds, supplied army bases etc.</i>
<b>Level 3 (7–9 marks)</b> <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 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></p>	<i>Grounds for disagreeing include: many other factors at work e.g. spread of cattle ranching, discovery of gold bringing miners onto Plains, living on reservations limited their power to resist, power of US army, weaknesses of Indians including divisions between nations, tactics and weapons and lack of sustained organisation.</i>
<b>Level 2 (4–6 marks)</b> <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).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

**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.

<b>Question 5 – 18 marks</b>	
<b>"The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America's southern states". 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> <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>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></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 also consider other point of view.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of change and continuity and causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Emancipation, despite all remaining difficulties; Freedmen's Bureau and Federal powers including troops to protect rights of freed slaves in states that resisted; 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments; new schools; action against Ku Klux Klan. Share-cropping gave blacks some freedom and independence.</i></p> <p><i>Grounds for disagreeing include: Change only came in longer term; splits with Congress limited actions of Presidents; constitutional amendments not enough to ensure black vote; activities of KKK only partly constrained; Supreme Court struck down aspects of 14<sup>th</sup> and 15<sup>th</sup> Amendments; no land transfer.</i></p>
<p><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></p>	
<p><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></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). 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></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). 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></p>	

**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.

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

Question 6 – 7 marks What can Source A tell us about the Battle of Dorylaeum? Use the source and your own knowledge to support your answer.	
<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 2 marks</b>  <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b>  <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>	
<b>Level 3 (6–7 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  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).	<i>Valid features that answers could identify include: the composition of the Muslim army; the relative size of the two armies; the weapons used by the Muslims; the fact that women were part of the crusade and that they played a part in this battle; the shock of the crusaders at the size and strength of the Muslim force; the crusaders' faith in God and desire for riches.</i>  <i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: this was just part of the full crusader force; that the battle was an ambush; the nature of warfare; that the Muslim force was led by Kilij Arslan who had crushed the People's Crusade; that the Crusaders plundered the Turks' camp and gained plunder.</i>
<b>Level 2 (3–5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  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).	<i>There is no requirement to mention limitations but examples of limitations include: We do not have a Muslim account of the battle; battles are chaotic and one person's experience may differ from others'.</i>
<b>Level 1 (1–2 marks)</b>  The response shows knowledge of features and characteristics (AO1).  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).	<i>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.</i>
<b>0 marks</b>  No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 7 – 15 marks</b>	
<p><b>How useful are Source B and Interpretations C and D for a historian studying how the crusaders survived the siege of Antioch in June 1098? In your answer, refer to the source and the two interpretations as well as your own knowledge.</b></p>	
Levels	Notes and guidance specific to the question set
<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>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 source and interpretations could identify features such as: people who took part; re-stating events that either happened or were believed to have happened; inferring that Raymond of Aguilers was an eye witness; noting the discrepancy about who carried the lance into battle; crusader victory was achieved against the odds.</i></p> <p><i>Understanding of appropriate characteristic features could include: aspects of Christian culture; events leading to the discovery of the lance; the devotion and penance that followed the discovery; crusader desperation and desertion during the siege; some crusader leaders doubted lance's authenticity.</i></p> <p><i>Limitations that may affect usefulness include: B and D are by medieval Christians; other sources forefront doubts of some leaders; image is from 13<sup>th</sup> century; D says Adhemar carried Lance, C says it was Raymond.</i></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.</i></p> <p><i>Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</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).</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 the interpretation(s) in relation to the issue in the question (AO4).</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).</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 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).</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 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><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</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).</p> <p>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).</p> <p>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></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>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)</p> <p>Analyses the interpretation(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.(AO4)</p> <p>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</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 8 – 18 marks</b> <b>The People's Crusade of 1095–1096 was a catastrophic failure. 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>Notes and guidance specific to the question set</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>  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>	Answers that mistake the People's Crusade for the longer First Crusade led by the Princes may be awarded some marks at Level 1 if the response mentions issues common to both e.g. recruitment or motivation or logistical problems. Otherwise, in this context, no marks at Level 2 or beyond can be awarded.
<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>	<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>
<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>	Answers are most likely to show understanding of the second order concepts of significance (judging success / failure) and change (contrast start / finish of People's Crusade) but reward appropriate understanding of any other second order concept.  <i>Grounds for agreeing include: the ill-discipline that led to the massacre of Jews in Europe and the loss of thousands of crusaders as they crossed Europe; the failure to win the confidence of Emperor Alexios; his insistence that the crusaders cross to Asia Minor; the low number of well-trained military knights; over-eagerness and divisions in leadership; the crushing defeat at Civetot (Kibetos) in October 1096.</i>
<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>Grounds for disagreeing may include: the effectiveness of Peter the Hermit as an inspirational leader; the mass enthusiasm for crusading that was the same in many ways as that shown by the main force; the continued presence of Peter the Hermit and some other survivors in the main force once it reached</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>	<i>Constantinople and moved on into Asia Minor.</i>
<b>0 marks</b> No response or no response worthy of credit.	

Question 9 – 18 marks “The Islamic world was hopelessly weak and divided in the years just before the First Crusade”. How far do you agree with this view?	
Levels	Notes and guidance specific to the question set
<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>  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>	<i>If events after 1095 and the launch of the First Crusade are used to show that the Islamic world was or was not divided, reward cannot be given beyond Level 2 unless the point is clearly made that these later events are revealing a division (or unity) that was in place pre-1095 i.e. they show question relevance but fail to note the time period given in the question.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. (Most answers will probably agree).</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>	<i>Answers are most likely to show understanding of the second order concepts of causation (reasons for any weakness) and change (decline from position of strength) but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include: The weakness of the Abbasids; the rise of the Fatimids in Egypt and Palestine; the movement of Seljuk Turks from central Asia into modern Iraq and on into Asia Minor; family and warlord feuds notably in Syria and Palestine; the religious split between Sunnis (Abbasids and Seljuks) and Shi'ites (Fatimids).</i>
<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>Grounds for disagreeing include: The overall extent of the Islamic world and the potential to regroup; the fact that another strong leader like Malik Shah might have kept greater unity; the fact that the crusaders could have lost quite easily and that the weaknesses would not then be judged to be “hopeless”.</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>	

**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.

## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
Total	20	20			40

## Section B

Question	AO1	AO2	AO3	AO4	Marks
6	2	0	5		7
7	5	0	5	5	15
8/9	6	12			18
Total	13	12	10	5	40

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