

GCE 2004  
*June Series*



## Mark Scheme

### History Alternative A Units 1, 4 and 6 *(Subject Code 5041/6041)*

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr. Michael Cresswell Director General*

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**CRITERIA FOR MARKING GCE HISTORY:****AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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**A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:***Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:***Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

*Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.



**D: DECIDING ON MARKS WITHIN A LEVEL**

*These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.*

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**June 2004**

**Alternative A: Crusading Europe, 1046-1223**

**AS Unit 1: The Crusading Movement and the Latin East, 1095-1192**

**Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly the importance of “the kingdoms adjacent to us” in relation to the security of the Crusader States in the 1180s. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. candidates may simply refer to Saladin and the theme of muslim unity. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. the precarious position of the crusader states as Saladin united Fatimid Egypt and the Zengid powers of Syria, reference to his growing dominance after Nur ed-din’s death, control of Damascus from 1174, Aleppo from 1183. **2-3**

- (b) Use **Sources A and B** and your own knowledge.

Explain how **Source B** challenges the views put forward in **Source A** about manpower and the security of the Crusader States. (7 marks)

*Target: AO1.2, AO2*

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B emphasises lack of numbers in the past, and Source A discusses the same problem referring to the superior Muslim numbers in the 1180s. Or Source B argues for superior Frankish not Muslim numbers in 1180s. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. Hamilton challenges the view in William of Tyre arguing that lack of numbers was not an issue and the Franks were successful in the 1180s, while William is more pessimistic, arguing that superior Frankish numbers (the direct opposite of Hamilton’s view) were not enough because of other issues. Own knowledge may refer to wider issues regarding security. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. as above, and with depth on the issue of manpower and the way in which the Franks organised themselves – their use of military orders or sergeants, the alternative issues regarding security such as Saladin and Muslim unity. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

Explain the importance, in relation to other factors of the issue of weak kingship in the collapse of the Crusader States in the years before 1187. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### **Indicative content**

To answer this question, candidates will analyse the issue of the weakness of the crusader states before their defeat at Hattin and subsequent virtual collapse. The sources provide evidence for the issue of weak kingship; Hamilton gives evidence on conflicting policies, the need for a regency, the weakness of the Leper king. However, he argues against weakness and lack of success, challenging the implications of the question. Regan gives evidence on one of the most contentious characters in the period, who, in contrast to Hamilton's view, is

usually seen as a destabilising force, out of control due to weak kingship and provoking a Muslim reaction. Source A says nothing on the key issue but offers the alternative of muslim unity under Saladin as the key difficulty.

General reference may be made to a variety of issues, candidates need to discuss and evaluate the relative importance of weak kingship compared to other reasons for collapse, e.g. long-term structural problems. The latter may include a variety of aspects, e.g. the geography of Outremer, shortage of manpower, problems of defence. Increasing weakness may focus on growing Muslim unity in contrast to disunity amongst the Franks and the decline of Byzantium. The reign of Baldwin IV, ‘the leper king’, may be evaluated as the key example of weak kingship, or the period after his death and Baldwin V may give focus for short-term versus long-term weaknesses. In arguing for the question, candidates may focus on the internal politics of the crusader states in the 1180s; the corporate independence and difficult relationship with secular and religious authority within Outremer, especially the military orders. The roles of Guy, Gerald and Reynald may be developed. Candidates might usefully analyse the events of the campaign in 1187, or other dates at which collapse may have become inevitable, e.g. 1174.

## Question 2

- (a) Comment on “the Turks” in the context of the causes of the First Crusade. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the enemies of Alexius I. General terms such as Muslims. **1**
- L2: Developed explanation of the term, linked to the context, e.g. reference to the Seljuks, their victory at Manzikert in 1071 and capture of Anatolia, Kilij Arslan and the Sultanate of Rum. **2-3**

- (b) Explain why Pope Urban II called the First Crusade. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. ‘to rescue Jerusalem’, ‘to fight the Muslims’. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the battle of Manzikert and its aftermath; Byzantine requests for aid; the role of Jerusalem; aid for the Eastern Church; the speech of Urban at Clermont and papal ideas. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the position of Jerusalem and the role of pilgrimage, conditions in Western Europe, Cluniac influence and the reform papacy and millenarian enthusiasms. **6-7**

- (c) “Participants in the First Crusade were, above all, pilgrims.”  
Explain why you agree or disagree with this statement. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

To answer this question candidates need to analyse the reasons for going on the First Crusade. Evaluation should focus on the relative importance of religious feeling. At Level 1 most candidates will make simple statements about the motives for the First Crusade either from source or own knowledge. Most are likely to agree with the statement. It is likely that examples of motivation are simply described with little or no comment and/or development. General reference may be made to a variety of aspects, e.g. the condition of Jerusalem, the rise of the Seljuk Turks, the weakness of Byzantium. At Level 2 responses will be more precise, selecting examples and relating them and their importance to motivation; idealism, pilgrimage and access to Jerusalem for pilgrims, the remission of sins, or materialism; greed and ambition. The implication of the question, that the crusade was mainly a religious enterprise, will be largely unchallenged, and such answers will be partial and lack both weight and balance. At Level 3 answers will be predominantly analytical, and while the debate over motivation is clearly understood, judgement may be implicit or partial. In arguing against the question candidates may focus on the ambitions or the reform papacy or individuals such as Bohemond of Taranto, or the fate of Antioch. Level 4 answers will have a well-balanced analytical approach with a sustained focus on the issue and clear evaluation. That is, judgement on the issue will be clearly shown with a wide range of well-selected material. Candidates might usefully look to historiography. Level 5 answers will show clear conceptual awareness of the issue and independence of thought; they may directly challenge

the implications of the question and show clear conceptual understanding of this complex issue. Historiography will be fully integrated within the argument, not simply rehashed illustrative quotations.

### Question 3

- (a) Comment on the “Crusade of the People” in relation to the First Crusade. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that this was the Peasant’s Crusade, the failed first wave of crusaders. **1**
- L2: Developed explanation of the term, linked to the context, e.g. that Peter and Hermit led tens of thousands of pilgrims enthused with crusader zeal in 1096 before the official departure date. Key participants such as Walter san Avoir, or events such as Nish and defeat at Nicaea. **2-3**

- (b) Explain why the Crusade of the People failed in 1096. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. reference to lack of military participants/skill, lack of discipline. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Peter’s lack of skill and control, the nature of his rag-tag army and the limited number of knights, the attitude of lay authorities such as the Kings of Hungary and Bulgaria and the Emperor of Byzantium, events at Nish. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. as L2 and offers explanation of the factors which led to defeat, perhaps focused around events in Asia minor and lack of discipline, defeat by Kilij Arslan. **6-7**

- (c) “Lack of unity was the key to the failure of the Second Crusade.”  
Explain why you agree or disagree with this view. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

At Level 1 most candidates will make simple statements about the contribution of the lack of unity between Louis and Conrad. Most are likely to agree with the statement. General reference may be made to a variety of aspects, e.g. Louis' poor leadership and his motivation, the course of the crusade, the attitude of Byzantium. At Level 2 responses will be more precise, selecting relevant examples and relating them and their importance to contribution, focusing on the course of the campaign and the attack on Damascus in particular. The implication of the question, that lack of unity was paramount, will not be denied, almost without question, and such answers will be partial and lack both weight and balance. At Level 3 the answers will be predominantly analytical. While the debate over Louis' role is clearly understood, judgement may be implicit or partial. In arguing against the question, candidates may focus on the internal politics of the crusader states; the corporate independence and difficult relationship with secular and religious authority within Outremer, especially the military orders. This will focus around the decisions on the course of the crusade – not to attack in the north and the decision to focus on Damascus. The roles of Bernard of Clairvaux and Conrad may be developed. Level 4 answers will have a well-balanced analytical approach with a sustained focus on the issue and clear evaluation. That is, judgement on the issue will be clearly shown with a wide range of well-selected material. Candidates might usefully analyse the breadth of the campaign. Level 5 answers will show clear conceptual awareness of the issue and independence of thought; they may directly challenge the implications of the question through focus on England's contribution at Lisbon and show clear conceptual understanding of this complex issue, perhaps by focusing on the damaging legacy of the First Crusade which doomed the Second to failure. Historiography such as Mayer will be fully integrated within the argument.

**June 2004****Alternative A: Crusading Europe, 1046-1223****A2 Unit 4: Medieval Europe, 1046-1223****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain what was meant by “which I in turn hold from you” in the context of twelfth-century kingship. (5 marks)

*Target: AO1.1, AO1.2*

- L1: Basic definition with limited exemplification, e.g. this is feudalism. 1
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. the relationship between the Kings of France and their nominal vassals, the counts and dukes of various French lands, the growth of ideas of feudal suzerainty and hierarchy, specific examples and dates for this growth of royal power, e.g. 1124, 1159, 1202. 2-3
- L3: As L2, with developed reference to both the source and own knowledge, e.g. the growth of the feudal authority of the curia Regis and the king’s relationship with lesser vassals such as the Lusignan. 4-5

- (b) Use **Source B** and **C** and your own knowledge.

How fully does **Source C** support the view put forward in **Source B** on the reasons for Philip’s defeat of King John? (10 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. 1-2
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. 3-5
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. 6-8
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. 9-10



**Indicative content**

Level 1 answers will probably simply paraphrase the sources or provide unstructured narrative. By Level 2 a range of relevant issues may be present, e.g. identification of the contrast, that while Source B stresses the importance of long-term factors, Source C is more particular in its focus on Philip II, one source focuses on structural changes, the other on suzerainty. However, answers at this level will lack weight and balance. By Level 3 relevant material from the sources will be augmented by own knowledge, e.g. the role of Philip's defeat of John, depth of detail on the nature of long-term structural changes. By Level 4 explicit understanding in a consistent and balanced explanation may relate the themes in each source to wider events, e.g. the growth of royal power under Philip II from the 1180s, his financial reforms and Angevin weakness. Effectively sustained judgement will be present, perhaps through the independence of thought to set the victory over John within the broader context of Capetian/Angevin relations.

- (c) Use **Sources A, B** and **C** and your own knowledge.

“Royal suzerainty proved the key to the growth of Capetian power between 1108 and 1223.”

To what extent do you agree with this view? (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

## Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Level 1 answers will probably be limited to unstructured chronological narrative on the success of the Capetians, mainly the reign of Philip, without focus on the key concept. At Level 2 answers may still be descriptive and lack weight and balance, but there will be links to the key themes, e.g. from the sources; the short-term issue of personal ability – King John versus Philip Augustus, long-term structural changes, feudalism and suzerainty or from Source C in Louis VI's reign Suger's role in enhancing the image of monarchy. Own knowledge may include some depth on the issue of suzerainty – 1124, Toulouse or Le Goulet. By Level 3 a wider range and depth of material will be present, e.g. full chronological coverage of the period and some attempt at evaluation may be present, perhaps focusing for evaluation on the role of Philip and the treaty of Le Goulet and then examples of alternative reasons for success – economic and social change, the inherent weakness of the Angevin Empire. Level 4 answers will present sustained analysis, perhaps focusing on the issue of sacral kingship. At Level 5 candidates will show conceptual judgement and independence of thought, e.g. the context of long-term causes of Capetian growth and the inevitability of their success, or recent historiography such as Turner, Bradbury or White.

## Section B

### Question 2 onward

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

#### **Standard Mark Scheme for Essays at A2 (*without* reference to sources)**

*Target: AO1.1, AO1.2, AO2*

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

***Or***

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**1-6**

- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

## Question 2

Which was the more important factor in the re-establishment of Papal authority between 1046 and 1061, the Synod of Sutri or the election decree of Pope Nicholas II?  
(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

## Indicative content

At Level 1, candidates will provide unstructured narrative on the period; reference to either Sutri or the election decree will be minimal. At Level 2, a range of relevant issues may be present, probably stressing their positive contribution to cause of reform; moderate at the Synod of Sutri in 1046 and more radical in Nicholas's pontificate. However, at Level 2, relevant materials will lack weight and balance. Level 3 answers will focus on the detail in both elements; the events of Sutri, three contesting popes dismissed, Henry's role as patricius and the programme of papal reform which then began in earnest. On the election decree, the break from the influence of the German Emperors, the developing role of the cardinals, the influence of Hildebrand. By Level 4, the full range of content will be present and clearly linked to the issue – the changing nature of imperial/lay influence may form a key theme. Level 5 answers will place both events firmly in context.

**Question 3**

“The death of Henry III in 1056 marked the key turning-point in the spiritual and political reform of the Papacy between 1046 and 1061.”  
How far would you agree with this viewpoint? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

At Level 1, candidates will provide unstructured narrative on the period; reference to Henry III may be limited. At Level 2, a range of relevant issues may be present, probably stressing his positive contribution to cause of reform; his role at the Synod of Sutri in 1046 and position as patricius; his links with moderate reform and appointment of a series of German papers. However, at Level 2, relevant materials will lack weight and balance. Level 3 answers will focus directly on the difficulties and opportunities created by Henry’s death. Explicit understanding of a range of relevant factors could include the implications of the minority of Henry IV for papal authority and independence; relations with the Roman nobility, the southern Normans and Duke Godfrey. By Level 4, the full range of content will be present and clearly linked to the issue. Level 5 answers will place Henry III’s role firmly in context, perhaps challenging the overall significance of his death compared to other factors which promoted the cause of the reform movement between 1046 and 1061, such as Leo IX’s reform of the curia.

**Question 4**

How significant a spiritual and political issue in the conflict between Henry IV and Gregory VII was lay investiture? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

At Level 1, candidates are likely to offer unstructured narrative on the Investiture contest and Canossa without direct reference to the question. By Level 2, material may be descriptive and lacking in weight and balance, but reference will be made to the key issues, i.e. the issue of lay investiture as an important cause of conflict – events in Milan may provide a useful historical focus for this. At Level 3 candidates will move beyond the course of conflict to evaluate its causes – personal and political as well as spiritual, perhaps through analysis of Gregory’s claims to challenge Henry’s power in the ‘dictation of the Pope’, a statement of

Gregory's principles of papal authority and action, or through analysis of the radical reformers' views on the position of kings, or through reference to issues such as investiture, the Milan election and the German princes. Balance and judgement on politics and religion will be clearly shown at Level 4, as will understanding of the wider impact of the concept of investiture, e.g. Gregory and Henry's relations with the German princes, bishops, Romans and cardinals. Conceptual understanding may include theocratic ideas or sacral kingship and the role of monarchy in society. Independent judgement at Level 5 may focus on the essential dichotomy of the political/spiritual position of the medieval church.

### Question 5

“A political and religious failure.”

To what extent would you agree with this analysis of **either** the Fourth Crusade **or** the Albigensian Crusade? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Level 1 answers will probably rely on unstructured narrative or simply generalised and unfocused narrative accounts on the Fourth or Albigensian crusade. By Level 2 material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. 'failure' could develop Innocent's role in the course and diversion of the Fourth Crusade, or the lack of control and papacy faced in Simon de Montfort's campaigns. By Level 3 clear evaluation may be present, perhaps evaluation failure through a focus on papal aims and intentions in each episode. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. the events at Minerve and partial success of the Albigensian crusade in beginning a 20-year military campaign and drawing in royal intervention, or, regarding the Fourth Crusade, the creation of a Latin hierarchy and patriarch in Constantinople. At Level 5 appropriate conceptual awareness may be shown through reference to wider context and the impermanence of any success achieved during Innocent's pontificate.

**Question 6**

“Pope Innocent III failed to assert spiritual and political authority over the princes of Europe.”

How far would you agree with this viewpoint? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Level 1 answers will be able to provide basic narrative accounts of Innocent’s pontificate but material on his relations with the lay powers will be generalised and unfocused. At Level 2 material of more particular relevance will be present, e.g. Innocent’s conception of papal power with particular reference to the fullness of power and relations with England, France and especially the Empire; his involvement in the disputed election to the German throne; and the desire to curb Hohenstaufen ambitions in Italy, and the position of Frederick in Sicily. At this level answers will lack weight and balance. A more explicit and precise focus on key aspects mentioned above will be present at Level 3, and some attempts at evaluating both political and spiritual success – perhaps through the desire of states to accept papal overlordship, the weakness of John in the period after 1204, Canterbury and the interdict Philip II’s divorce and the issue of papal overlordship. Clear balance and evaluation will be found at Level 4 where answers will examine a full range of relevant factors, and provide clear judgement, e.g. the long-term impact of papal authority. Such judgement and focus will be independent and sustained at Level 5, perhaps through conceptual understanding of papal claims to power.

**Question 7**

“The provisions of the Fourth Lateran Council were the greatest legacy of the pontificate of Pope Innocent III.”

How far do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

Answers at Level 1 will lack specific detail and focus; they may provide generalised narrative regarding spiritual challenges. At Level 2 answers should provide knowledge of a range of relevant material on the council, its range and size, decisions regarding crusading, unity and definition of faith, doctrine, action against heresy, papal primacy, disciplinary rules for

believers, clerical reform: however, at this level answers will lack weight and balance. By Level 3 explicit understanding of a range of factors will be present, including clear understanding on the spiritual challenges facing the Church, with a degree of evaluation, e.g. the issue of new religious movements and the creation of the Franciscans. Innocent's death may provide an evaluative focus. Level 4 answers will illustrate a wide range of relevant issues and judgement may focus on the need for secular and clerical co-operation for the implementation of the decrees regarding faith and morals. Long-term focus on impact regarding issues such as heresy, clerical status and Christian unity.

**June 2004****Alternative A: Crusading Europe, 1046-1223****A2 Unit 6: Medieval Heresy, 1160-1242****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is the interpretation of the reasons for the defeat of Catharism offered in **Source A**?

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

**Indicative content**

Answers at Level 1 will be based enquiry on the extract, e.g. that Lambert believes that mass inspections by inquisitors wiped out heresy in Toulouse. To reach Level 2, answers could expand on the role of the Albigensian crusade as developed in the extract, or the methods and origins of the inquisition. More discriminating and critical responses should reach Level 3; these could begin to evaluate the relative roles of persuasion, crusade and inquisition. Responses at Level 4 will be framed analytically throughout. Evaluation will be broadly based and judgement of validity will take account of a range of perspectives, e.g. detailed knowledge to counter Lambert on the impact of the Albigensian crusade, or on the elimination of heresy by 1244, using the source but drawing on own knowledge for judgement of validity.

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the views of the Church regarding popular heresy?  
(10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**



- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

### Indicative content

Level 1 answers will make simple statements relating to content, e.g. the Church thought the Cathars worse than the Waldensians. Level 2 responses will recognise that the source is clerical in origin and may develop on such limitations. These issues will be taken further in Level 3 through discussion of provenance and content, authorship and the issue of reliability, e.g. Peter's role as a participant and eye-witness. Level 4 responses will form judgements supported by an analysis of both content/argument and authorship in relation to reliability, recognising that the source is valuable through its differentiation of various groups, or analysis of its views on beliefs – oaths and sacraments in particular.

- (c) Use **Sources A, B** and **C** and your own knowledge.

“It was royal power not Papal policies which solved the problem of popular heresy in the years 1184 to 1242.”

Assess the validity of this statement.

(20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***  
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

Source A raises issues regarding the papally-led crusade and its lack of effectiveness, but endorses the view that the inquisition had an impact; the source also refers to the treaty of Paris in 1229. Source B illustrates the way in which the Church was aware of the nature of the challenge presented by different groups, linking with Source C which outlines papal success in re-integrating poverty-based heretical groups where there was no serious doctrinal challenge.

Level 1 answers will probably rely on unstructured narrative or simply paraphrase the extracts. By Level 2 material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. preaching and persuasion, reintegration of gospel-based movements such as the Waldensians, reform to meet criticism – the creation of the friars, or the Fourth Lateran council. Answers could focus on the initial reluctance of the French kings, or the early failure of the Albigensian crusade. By Level 3 clear evaluation may be present in a relevant selection of material from sources and own knowledge, perhaps contrasting Papal success regarding different forms of heresy, or on later success with royal intervention or the inquisition. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. the concept of innovation through comparison of Innocent's actions with those of his predecessors, Prince Louis' actions in 1213 and 1219, 1229 as a turning-point and on the key period from 1229 to 1244. At Level 5 appropriate conceptual awareness may also be shown, perhaps through use of Moore on the formation of a persecuting society to meet the challenge of all perceived dissent.