



# General Certificate of Education

## History 5041/6041

### *Alternative A Crusading Europe, 1046–1223*

# Mark Scheme

## *2005 examination – June series*

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.

## **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.
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#### **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.

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**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 2005

### 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 “lance” in relation to the First Crusade. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. a sacred relic found during the Crusade. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. recognition that the finding of this sacred relic by Peter Bartholomew in St Peter’s, Antioch played an important role in reinvigorating crusader morale. Candidates may expand on the lance itself, which had pierced the Lord’s side on Calvary and was miraculously revealed as a sign of God’s favour. Credit will be given for context on Antioch and the difficulties faced, or contemporary doubts over provenance. **2-3**

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

Explain how **Source C** differs from **Source A** about the siege of Jerusalem. (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 C emphasises Muslim disunity, and Source A discusses spiritual motivation. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. Phillips challenges the view in Ibn al-Athir, arguing in some depth that spiritual motives were of key importance, while al-Athir focuses on the brutal behaviour of the Franks and divisions between the Muslim princes. Both do however refer to the issue of Muslim disunity. Own knowledge may expand on these events at either Antioch or Jerusalem. **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 motivation and the importance of booty, perhaps suggesting that spiritual and material motives are not incompatible. **6-7**

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

Explain the importance of Muslim disunity, in relation to other factors, as a reason for the success of the First Crusade. *(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**

Source A provides evidence of the crusaders' spiritual commitment, Source B also focuses on spiritual commitment at the siege of Antioch with the finding of the Holy Lance, while Source C suggests Muslim disunity but gives little exemplary detail. At Level 1, candidates are likely to launch into narrative accounts of the First Crusade, or will make simple statements about Muslim disunity, either from sources or own knowledge. General reference may be made to a variety of other reasons for the crusade's success, e.g. greed, piety, military skill, leadership and Byzantine help.

At Level 2, responses should be more precise, using either extracts or own knowledge, selecting relevant examples of Muslim disunity and relating them and their importance to the issue of the crusade's outcome. The implications of the question will not be accepted without question, but such answers will be partial and lack both weight and balance. Reference could be made to the variety of Muslim groups, their internal divisions and feuds, their isolation and weakness – this could be countered with piety and devotion as developed in A and B.

By Level 3, answers will be predominantly analytical, material will be drawn from both own knowledge and sources in some depth. Key themes will include issues such as leadership, religious motivation, military tactics and allies such as Byzantium. Key moments such as Antioch or the siege of Jerusalem will be developed. Level 4 answers will have a well balanced analytical approach with a sustained focus on evaluating the issue. Candidates might usefully counter Muslim disunity with judgement on a specific alternative – such as naval help from Italian fleets or individuals such as Bohemond or Adhemar of Le Puy. Level 5 answers will show independence of thought with judgement sustained and buttressed by wholly relevant evidence – historiography could include recent work by Phillips.

## Question 2

- (a) Explain briefly what is meant by “outside help” in relation to the Crusader states in the 1180s. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that this was the Byzantines or leaders of western Europe. 1
- L2: Developed explanation of the term, linked to the context, e.g. that the crusader states were weak and divided, that Henry II, Phillip II and Richard failed to help during the 1180s. 2-3

- (b) Explain why Byzantium was hostile to the Crusader states in the years 1100 to 1192. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. reference to tensions during crusades, cultural and religious issues. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the aftermath of the First Crusade, Bohemond, Alexius and Antioch, the death of Amalric, the battle of Myrioccephalon and the death of Manuel in 1180, Isaac Angelus and his pact with Saladin, Byzantine fear of Sicily, the massacre of Latins in Constantinople in 1181. 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
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importance, e.g. as L2 and offering explanation of the factors which led to increasing hostility, perhaps focused around detailed understanding of Greek/Latin cultural and religious tensions, the events of the 1160s as an anomaly with hostility the norm. **6-7**

- (c) “The weakness of King Guy was the main reason for the defeat of the Crusader states in 1187.”  
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 will analyse the issue of the weakness of the Crusader states before their defeat at Hattin and subsequent virtual collapse. General reference may be made to a variety of issues; candidates need to identify and evaluate the relative importance of weak kingship, and that of King Guy in particular, 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 another key example of weak kingship, or the period after his death and the reign of Baldwin V may give a focus for short-term versus long-term weaknesses. In arguing for the question candidates will 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.

Guy's role in the campaign preceding Hattin, his weak character and claim to the throne, his rivalry with Raymond and actions during the battle, will be of central importance. 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 3

- (a) Explain briefly what is meant by “defeat of Hattin” in the context of the causes of the Third Crusade. (3 marks)

*Target: AO1.1*

L1: Basic or partial definition of the term, largely based on the extract, e.g. that this was a battle between Saladin and the Kingdom of Jerusalem, led by King Guy. **1**

L2: Developed explanation of the term, linked to the context, e.g. the consequences of the battle, in particular the loss of Jerusalem and the collapse of the Crusader states. **2-3**

- (b) Explain why a crusade was considered to be necessary in 1187. (7 marks)

*Target: AO1.1, AO1.2*

L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. reference to military and political position in the Crusader states. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the aftermath of defeat at Hattin, the impact of the loss of Jerusalem on the West, the position of Philip, Richard and Frederick. **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 offering explanation of the factors which led to the launch of the crusade. **6-7**

- (c) “The failure of the Third Crusade was, above all, the responsibility of its leaders.” 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.

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**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 will analyse the issue of the failure of the Third Crusade. General reference may be made to a variety of issues; candidates need to identify and evaluate the relative importance of leadership, and that of King Richard and King Philip in particular, compared to other reasons for failure, e.g. the role of Muslim unity under Saladin, logistical problems of supply and the difficulty of securing Jerusalem. The latter may include a variety of aspects, e.g. the geography of Outremer, shortage of manpower, problems of defence. Leadership may focus on the impact of the death of Frederick, tensions between Philip and Richard, and between Guy and Conrad of Montferrat. In arguing for the question, candidates will focus on the internal politics of the crusade. Candidates might usefully analyse Philip's early departure or as an element for evaluation may look at the issue of failure and the treaty of Jaffa.

## June 2005

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

#### A2 Unit 4: Medieval Europe, 1046-1223

#### Question 1

- (a) Use **Sources B** and **C** and use 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 such as social change and Norman attitudes, Source C is more particular in its focus on Philip II and on military victory; one source focuses on long-term structural changes, the other on military and immediate in 1214. 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 suzerainty in Philip's defeat of John, depth of detail on the nature of financial changes. Support may note the focus in both on the post-1204 period. 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 1190s, his financial reforms and Angevin weakness in Normandy. Effectively sustained judgement will be present, perhaps through the independence of thought to set the victory over John within the broader context of cultural relations.

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

“Long-term social and economic changes were the key to the growth of Capetian power between 1108 and 1223.”

Assess the validity of this view.

(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 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**

### 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; in Source C the short-term issue of personal ability – King John versus Philip Augustus and the battle of Bouvines. Long-term structural changes, finance and the misrule of John from Source B, or from Source A long-term social and economic changes. Own knowledge may include some depth on the issue of Capetian/Angevin finance. By Level 3, a wider range and depth of material will be present, e.g. full chronological coverage of the period and economic and social change, some attempt



at evaluation may be present, perhaps focusing for evaluation on the role of Philip and the battle of Bouvines, and then examples of alternative reasons for success – John’s role, finance, the inherent social weaknesses in the Angevin Empire. Level 4 answers will present sustained analysis, perhaps focusing on the issue of Fench identity. 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

How significant an impact did the pontificate of Pope Leo IX have on the ecclesiastical and political authority of the papacy in the years 1046 to 1061?  
(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 which are simple narratives of Leo's pontificate will only reach Level 1. At Level 2 knowledge of a range of Leo's activities will be shown, e.g. papal tours, development of office of cardinal, legates, provincial councils and development of common law. By Level 3, there will be a clear focus on the issues of ecclesiastical and political authority – simony, clerical marriage and relations with the western and Byzantine empires respectively. By Level 4, the full range of content will focus on evaluating extent, perhaps through focus on wider content within the key dates – perhaps on the events of 1053-4 in Byzantium and south Italy. Level 5 answers will offer sustained conceptual understanding, perhaps through judgement on the permanence of change.

## Question 3

“The transformation of the Papacy between 1059 and 1073 owes more to the policies of Pope Nicholas II than to those of Pope Alexander II.”  
How far would 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

Level 1 answers will probably provide basic narrative accounts of elements of the period, but they will be generalised and unfocused. At Level 2, material of more particular relevance will focus on the two interpretations, e.g. the impact of the two year pontificate of Nicholas compared to Alexander's twelve year rule, the contrast between the gains of Melfi and the election decree compared to the impact of Alexander's rivalry with the anti-pope Honorius II and the dispute over Milan with the Lombard bishops. The former view may also be defended with the lack of councils and decrees in contrast to previous pontificates,

Alexander's cautious approach and the challenge presented by Henry IV. The latter view could develop Alexander's extensions in authority regarding Milan, England and moral issues – Henry's marriage for example. By Level 3, there will be a degree of balance between the two interpretations. By Level 4, the full range of content will be present with a firm grasp of context. Conceptual awareness at Level 5 may be shown through analysis of the role of the individual within the wider reform movement.

#### Question 4

“Pope Gregory VII died a spiritual and political failure.”

How far would 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

Level 1 answers will probably concentrate on a narrative account of Gregory's pontificate. At Level 2, answers may still be descriptive and lack weight and balance, but there will be links to the issue, e.g. by the time of his death in exile Gregory himself considered his pontificate a failure. Moreover, he had antagonized the German princes, bishops, Romans and cardinals, while Henry had succeeded in gaining absolution, dividing his enemies and staying off rebellion. By Level 3, candidates will begin to evaluate, perhaps focusing on Gregory's later career, decline and death in exile, or Henry's invasion, appointment of Clement III and coronation in 1084. Balance and judgement will be present at Level 4 when candidates may look at the long-term consequences, which saw the imperial position crumble while the papacy emerged as effective leader of the Church. Level 5 answers will provide both a wide range of precisely selected evidence and appropriate conceptual awareness.

#### Question 5

How far would you agree that Pope Innocent III failed to achieve spiritual and political authority over secular rulers by the time of his death in 1216? (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, answers are likely to be descriptive accounts of Innocent's pontificate and such answers will be generalised and unfocused. By Level 2, material of more particular relevance will focus on elements relevant to the issue of authority, e.g. Innocent's relationship with secular rulers, papal fiefs and overlordship. At this level there may be a lack of weight and

balance. By Level 3, some attempt to evaluate significant impact may contrast growth during the pontificate with the position on Innocent's accession, or on Innocent's conception of his spiritual authority. Balance may be lacking in analysis of relations with key areas such as England, France and Germany. Conceptual understanding will be secure at Level 4 with evaluation and a full range of relevant factors. The nature of papal influence and authority, especially its weaknesses, may form a key theme at the higher levels, while the concepts of spiritual and political authority and the reality of power may offer the opportunity to display independent judgement for Level 5.

### **Question 6**

To what extent did Pope Innocent III respond effectively to the ecclesiastical and political challenge posed by popular heresy? (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 Cathars or the 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. 'success' could develop Innocent's role in the creation of the friars, or in reintegrating gospel-based movements such as the Waldensians, or in meeting the challenge through reform at the Fourth Lateran council. Alternatives could focus on the specific failure of the Albigensian crusade. By Level 3, clear evaluation may be present, perhaps contrasting success regarding different forms of heresy, or focused on efficacious methods, e.g. persuasion, re-integration, reform, or on later success after his death with the inquisition, or the creation of legitimate alternatives in the friars. 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 and a clear understanding of the key issues of ecclesiastical and political challenge, especially with regard to secular support. At Level 5, appropriate conceptual awareness may be shown through reference to Moore and the centrality of Lateran IV in 1215 to meeting the challenge of all perceived dissent.

### **Question 7**

How successfully did Pope Innocent III establish his ecclesiastical authority over both the western and eastern church? (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 issue, the theory of papal power, concepts of papal monarchy and plena potestas, papal taxation of the Church, papal provisions and appointments, the Fourth crusade and the Pope's attitude towards the eastern church, the appointment of a Latin patriarch in 1204, the Fourth Lateran Council of 1215, its range and size, decisions regarding clerical reform; however, at this level, answers will lack weight and balance. By Level 3, some attempt to evaluate significant impact may contrast growth during the pontificate with the position on Innocent's accession, or on Innocent's conception of his spiritual authority. Such conceptual understanding will be secure at Level 4, with evaluation and a full range of relevant factors. The nature of papal influence and authority, especially its weaknesses, may form a key theme at the higher levels, while control over appointments within the Church may offer the opportunity to display independent judgement for Level 5.

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**June 2005**

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

**A2 Unit 6: Medieval Heresy, 1160-1242**

**Question 1**

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

Assess the validity of the views in **Source A** about the reasons for the popularity of Catharism. (10 marks)

*Target: AO1.1, AO2*

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

**Indicative content**

Answers at Level 1 will be based entirely on the extract, e.g. that Hamilton believes that the social context explains the popularity of Catharism, or the popularity of the perfecti is important. To reach Level 2, answers could expand on the role of the perfecti as developed in the extract, or the society of southern France. More discriminating and critical responses should reach Level 3; these could begin to evaluate the relative roles of popular poverty, preachers and the social structure/context of Languedoc – for example, the quality of the Catholic Church. 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 Hamilton on the impact of the perfecti or social context, 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 reasons for the popularity of Catharism? (10 marks)

*Target: AO1.1, AO2*

- |     |   |            |
|-----|---|------------|
| L1: | Summarises the content of the extract in relation to the issue presented in the question. | <b>1-2</b> |
|-----|---|------------|

- 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 goodmen walk in the way of the apostles, salvation is found through these men. Level 2 responses will recognise that the source originates from an inquisition record and may develop on such limitations. These issues will be taken further in Level 3 through discussion of provenance and content, authorship date and the issue of reliability, e.g. the importance of the direct speech 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 description of attitudes towards the perfecti and their exemplary role, the importance of apostolic poverty in particular.

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

“The desire to imitate the lives of the apostles was the key reason for the rise of popular heresy in the twelfth century.”  
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 weaknesses of the Catholic Church in the face of popular religious ideals regarding poverty and mentions the issue of social context. Source B illustrates the way in which ordinary people were inspired by the apostolic poverty and preaching of the Cathar perfecti and the comparison of their exemplary lives of austerity with that of ‘other faiths’. Source C develops another form of heresy, the Waldensians, and looks at the reasons why they emerged, in particular the issues of concern to the laity, such as poverty and preaching. It also mentions the similarities with the ideals of the Franciscans.

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. apostolic poverty, preaching, the Cathar perfecti and gospel-based movements such as the Waldensians and Humiliati. By Level 3 clear evaluation may be present in a relevant selection of material from sources and own knowledge; perhaps alternatives could focus on the condition of the established Church in towns and in southern France and the attitude of social groups such as townspeople. More than one type of heresy will be discussed alongside common factors such as the criticism implicit both through their glaring contrast with the Church in their reverence for poverty, and the manner in which they each highlighted the Church’s failure to meet the needs of a rapidly changing society, e.g. lay enthusiasm, the growth of urban communities, lay literacy. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. heresy as a product of social protest, the reform movement in the Church itself and the attraction of Cathar theology. At Level 5 appropriate conceptual awareness may be shown through use of the key secondary sources in some depth.