



General Certificate of Education

History 5041/6041

Alternative A Crusading Europe, 1046–1223

Mark Scheme

2006 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

A: INTRODUCTION

The AQA's 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 specification. 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 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 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.

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.

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.

Alternative A: Crusading Europe

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 ‘indulgence’ in the context of the First Crusade.

(3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. a promise made by the Pope to participants in the crusade. **1**

- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. the major spiritual privilege granted to those who took the cross, the promise of full remission of sins for participants in the crusade, a substitute for all penance. Context may stress the primary importance of this spiritual motivation. **2-3**

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

Explain how **Source B** differs from **Source A** about the Pope’s preaching at Clermont. (7 marks)

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 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.

Target: AO1.2, AO2

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B only emphasises Muslim treatment of pilgrims, and Source A discusses both this and Jerusalem and the Turks. **1-2**

- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. Source B gives a more active/deliberate view of the Pope’s actions, while in Source A he is surprised by the response. Both do, however, refer to the issue of pilgrimage to Jerusalem. Own knowledge may expand on other Papal motives, relations with Byzantium or the situation in Western Europe. **3-5**

L3: Extracts and compares information for both sources with reference to own knowledge and draws conclusions, e.g. as above, and with depth on the issue of Papal motivation. **6-7**

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

Explain the importance of religious enthusiasm, in relation to other factors, as a motive for participants in 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 on *either* own knowledge *or* 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 description, 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 will 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, their enthusiasm for Jerusalem and the promised indulgence. Source B also focuses on spiritual commitment stirred by tales of the mistreatment of pilgrims, while Source C suggests pious intent, focusing on wishes for salvation, and also stresses the liberation of Jerusalem. General reference may be made to a variety of other reasons for the crusaders' participation, e.g. greed as well as piety. Reference could be made to the variety of spiritual concerns, the crusade as a penitential pilgrimage, the crusader vow and indulgence, the lure of Jerusalem and the Holy Places. Key themes will include issues such as religious motivation, greed, status, and the knightly ethos. Key moments such as Antioch or the siege of Jerusalem may be developed, or the motives of key participants and social groups examined.

At Level 1, candidates are likely to launch into narrative accounts of the First Crusade, or will make simple statements about religious motivation, either from sources or own knowledge. At Level 2, responses should be more precise, using either extracts or own knowledge, selecting relevant examples such as religious enthusiasm and relating them and their importance to the issue of participation. The implications of the question will not be accepted without question, but such answers will be partial and lack both weight and balance. By Level 3, answers will be predominantly analytical, material will be drawn from both own knowledge and sources in some depth. Level 4 answers will have a well balanced analytical approach with a sustained focus on evaluating the issue. Candidates might usefully counter religious enthusiasm with judgement on a specific alternative. Level 5 answers will show independence of thought with judgement sustained and buttressed by wholly relevant evidence – historiography could include recent work by Riley-Smith or Phillips.

Question 2

- (a) Explain briefly what is meant by ‘Latins’ in the context of the Second Crusade. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that this was the crusaders or the inhabitants of Outremer. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that the term distinguishes the inhabitants of Outremer from Greek or local Christians and from the ‘Franks’ used to describe all westerners including incoming crusaders, mainly from France. Context may develop the impact of such divisions. **2-3**

- (b) Explain why the possession of Damascus was important to Nur ad-Din. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. reference to Nur ad-Din or basic issues such as Zengi’s capture of Edessa in 1144. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the growth of his father’s power as atabeg of Mosul and Aleppo, Nur ad-Din’s leadership of Sunni Islam in Syria, and the independent position of Damascus and its pro-Frankish stance. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2 and offering explanation of the fragmented nature of the Muslim near east, Nur ad-Din’s image and use of *Jihad*, his capture of the city in 1154. **6-7**

- (c) “The Second Crusade failed because it attempted too much.” 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 relevant 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 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 Nur ad-Din, the attack on Damascus, or even the contribution of the lack of unity between Louis and Conrad. Most are likely to ignore the statement. At Level 2 responses will be more precise, selecting relevant examples and relating them and their importance to failure, focusing on the course of the campaign and the attack on Damascus in particular. 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. The implication of the question, that the crusade attempted too much, may develop the various elements of the crusade, such as the breadth of the campaign, three fronts in the Holy land, Spain and Portugal against the Moors and east of the Elbe in Germany. Success may be argued with Lisbon. In arguing against the question, candidates may focus on Louis and Conrad, 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 Clairvuax and Conrad may be developed.

At Level 1, candidates are likely to launch into narrative accounts of the events of 1147-8, or will make simple statements about the failure of the crusade. At Level 2, responses should be more precise, selecting relevant examples such as the abilities of Louis and Conrad and relating them and their importance to the issue of failure. The implications of the question will usually be accepted without question, and such answers will be partial and lack both weight and balance. By Level 3, answers will be predominantly analytical, material will be

presented in some depth, but such answers will be partial and lack both weight and balance. 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. 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.

Question 3

- (a) Explain briefly what is meant by 'Fatimids' in the context of the Crusader states in the 1160s. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. that this was the Muslims, that they were defeated by Nur ad-Din's forces. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. reference to the religious and political divisions in Islam, the roots of Fatimid belief and the political position in Egypt in the 1160s. **2-3**

- (b) Explain why Saladin succeeded in ruling Egypt and Syria by 1186. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. reference to Saladin, Egypt and the rise of Muslim unity. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the unity of Egypt and Syria under Saladin; his use of *Jihad* and image as the champion of Sunni Orthodoxy; his marriage to Nur ad-Din's widow; the wealth of Egypt. The corresponding weakness of both Fatimid Egypt in the late 1160s and the crusader states in the 1170s. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2 and the disunity of the Zengids in Syria – Nur ad-Din's son and nephew, Saladin's capture of Aleppo and Mosul. **6-7**

- (c) “Internal rivalries were 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 relevant issues. **5-8**
- 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 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 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 analyse and evaluate the relative importance of internal rivalries between hawks and doves, Raymond and Guy, compared to other reasons for collapse, e.g. weak kingship, and that of King Guy in particular, long-term structural problems. The latter may include a variety of aspects, e.g. the geography of Outremer, shortage of manpower, problems of defence. Weakness may focus on growing Muslim unity in contrast to disunity among the Franks and the decline of Byzantium. The reign of Baldwin IV, ‘the leper king’, may be evaluated as another key example of internal rivalries and 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. Candidates might usefully analyse the events of the campaign in 1187, or other dates at which collapse may have become inevitable, e.g. 1174.

At Level 1 candidates are likely to launch into narrative accounts of the events of 1187, or will make simple statements about the crusader states. At Level 2, responses should be more precise, selecting relevant examples such as Hawks vs Doves, Guy vs Raymond and relating them and their importance to the issue of collapse. The implications of the question will not be accepted without question, but such answers will be partial and lack both weight and balance. By Level 3, answers will be predominantly analytical, material will be presented in some depth. 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 on 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. Level 4 answers will have a well balanced and analytical approach with a sustained focus on evaluating the issue. Candidates might usefully counter internal disunity with judgement on a specific alternative such as Saladin and Muslim unity under *Jihad*. Level 5 answers will show independence of thought with judgement sustained and buttressed by wholly relevant evidence.

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

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

How fully does **Source B** support the view put forward in **Source A** regarding the importance of control over the royal demesne? (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 Louis VII's mastery of the royal demesne and its financial importance, the source gives more emphasis to other factors in particular image and piety. Source A, in contrast, is more positive on the central importance of demesne consolidation and the practical power it provided. However, answers at this level will lack weight and balance. By Level 3, relevant material from the sources will be more detailed and augmented by own knowledge, e.g. the details of demesne consolidation in each reign, Thomas of Marle and Hugh du Puiset, its primary importance under Louis VI and the nature of his son's inheritance. Source A may be developed on actual campaigns against Castellans and the alliance with the Church in enforcing order in the demesne, while Source B may be linked to Louis VII's extension of the demesne. 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 the early Capetians, other important factors in their consolidation of power, in particular, suzerainty and royal image. By Level 5, effectively sustained judgement will be present, perhaps through demonstrating independence of thought by expanding on the consequences of control over the demesne.

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

“King Louis VI and King Louis VII did little to advance Capetian power.”

Assess the validity of this view with reference to the growth of the Capetians in the years 1108 to 1223. (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

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 period. 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; under the early Capetians, territorial gains in the demesne, prestige and piety, and Suger's role in enhancing the image of monarchy. Own knowledge may include some depth on the issue of demesne control and the castellans, suzerainty – Louis VI and the German invasion of 1124, Toulouse in 1159. By Level 3, a wider range of depth and material will be present, e.g. an appreciation of the main aspects of the period and some attempt at evaluation may be present, perhaps focusing for evaluation on the role of Philip II and the argument in Source C. In particular, feudal relationships, the Treaty of Le Goulet, and the conquest of Normandy. Level 4 answers will present sustained analysis, perhaps focusing on the issue of feudal or sacral kingship, or the issue of finance or practical financial power – especially in the 1190s after Philip's administrative reforms. Also, there will be an effective chronological coverage of the period and the key aspects relevant to the question. 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 1180 as a turning point, and the role of the individual.

Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in 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**

Option A: The Reform Papacy, 1046-1085

Question 2

How far did the southern Normans play a significant role in the growth of the ecclesiastical and political authority of the papacy in the years 1046 to 1061?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 the period will only reach Level 1. At Level 2, knowledge of the activities of the southern Normans will be shown, e.g. their role in the pontificates of Pope Leo IX and Pope Nicholas II. By Level 3, there will be a clear focus on the issue of growth in papal ecclesiastical and political authority – papal claims in southern Italy, Benevento and Civitate, the treaty of Melfi in 1159, 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 1053-1054 in southern Italy and Byzantium, or the link between alliance with Robert Guiscard and the electoral decree. Level 5, answers will offer sustained conceptual understanding perhaps through judgement on the permanence of change.

Question 3

“The ability of Pope Alexander II to extend the political and ecclesiastical authority of the Papacy was limited mainly by opposition from secular rulers.”

How far would you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 the period, but they will be generalised and unfocused. At Level 2, material of more particular relevance will focus on Alexander’s twelve year rule and the challenge presented by Henry IV. Extending ecclesiastical authority may analyse the impact of Alexander’s rivalry with the anti-pope

Honorius II and the dispute over Milan with the Lombard bishops. By Level 3, agreement may focus on the lack of councils and decrees in contrast to previous pontificates, or evaluation could develop Alexander's extensions in authority regarding Milan, England and moral issues – Henry's marriage for example. By Level 4, the full range of content will be present. Conceptual awareness at Level 5 may be shown through analysis of the open breach with the Empire in 1073, Alexander's legacy and the role of Hildebrand.

Question 4

How far did the events at Canossa affect the outcome of the dispute between King Henry IV and Pope Gregory VII? (20 marks)

Target: AO1.1, AO1.2, AO2

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 the episode at Canossa and will not extend beyond 1077. At Level 2 answers may still be descriptive and lack weight and balance, but there will be links to the issue, e.g. Henry's success in gaining absolution, dividing his enemies and staving off rebellion, the gain made in prestige for Gregory but loss of support, its impact on the positions on Rudolf of Swabia and the southern Normans. 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 II 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.

Option B: The Pontificate of Innocent III, 1198-1216

Question 5

How far would you agree that Pope Innocent III was more successful in asserting religious and political authority over England than over France? (20 marks)

Target: AO1.1, AO1.2, AO2

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 the pontificate with little specific relevance to the particular issue. By Level 2 material of more particular relevance will be present, e.g. Philip II's divorce, his attitude towards heresy in Languedoc, the interdicts placed upon England and France, the dispute over Canterbury and John's excommunication, Innocent's role in the baronial revolt, John's cession of his kingdom to the papacy, and events surrounding Magna Carta. By Level 3 candidates should display evaluation on the issue of relative success, but such answers may lack balance between coverage of both countries. Level 4 answers will illustrate a wide range of relevant material, e.g. the attitude of churchmen in each country as a factor supporting the assertion. Innocent's wider needs regarding French support over Germany and the strength of Philip's position may be developed. The limits of success, even regarding England may provide the opportunity for independent judgement at Level 5.

Question 6

“Apostolic poverty gave Pope Innocent III his greatest challenge and his greatest success.”

To what extent would you agree with this view? (20 marks)

Target: AO1.1, AO1.2, AO2

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 spiritual challenges and heresy. By Level 2 material may be

descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. the nature of ideas on apostolic poverty, issues such as lay preaching and anti-clericalism, groups such as the Cathars. Waldensians and Humiliati, also individuals such as Francis of Assisi. Success will 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. 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. Evaluation could also focus on the specific failure of the Albigensian crusade in countering the austere perfecti. Level 4 answers will illustrate a wide range of factors in a balanced explanation and a clear understanding of the key issues of challenge and success. 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

“Pope Innocent III was more successful in reforming the government of the Papacy than in meeting the pastoral needs of his flock.”

How valid is this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 papal government or pastoral leadership. At Level 2, answers should provide knowledge of a range of relevant material on the issues, the theory of papal power over the Church, concepts of papal monarchy and papal fullness of power, papal taxation of the Church, papal provisions and appointments, the reform of the curia, the Fourth Lateran Council of 1215, its range and size, decisions regarding the strength of the laity; however, at this level, answers will lack weight and balance. By Level 3, some attempt to evaluate success may contrast the position of Innocent's accession with the achievements of the Fourth Lateran Council, or on Innocent's control over the Church. Such conceptual understanding will be secure at Level 4, with evaluation and a full range of relevant factors – success in pastoral needs could focus on experiments such as Humiliati and the Catholic poor – and ultimately the friars. The definition of faith and practice for the laity 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.

Alternative A: Crusading Europe

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 spread of Catharism. (10 marks)

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 entirely on the extract, e.g. that Barber believes that the urban growth and trade links explain the popularity of Catharism. To reach Level 2, answers could expand on the role of cities in southern France or northern Italy as outlined in the extract. More discriminating and critical responses should reach Level 3; these could begin to evaluate the relative roles of urban centres such as Toulouse, perhaps denying their primary role through focus on alternatives, the appeal of Cathar doctrine, popular poverty and Cathar 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 Barber 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 extent of the threat posed by Catharism? (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 role of Toulouse in ‘infecting’ neighbouring towns and spreading the ‘plague’ of heresy. Level 2 may focus on the issue of language as an indication of limitation – it is extreme and emotive. 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 emotive language and lack of specific detail. Such responses will recognise that the source originates from a Catholic cleric and participant in the Albigensian crusade and may develop on such limitations. 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 orthodox opinion at the time, a passionately held viewpoint.

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

“Popular heresy was caused by the social and religious tensions of urban life.”
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 role of urban life and growth of trade in the development of heretical ideas. Source B illustrates the way in which the Catholic Church saw towns such as Toulouse as playing a key role in the growth of Catharism in southern France. 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 Valdes in the city of Lyons, the role of the laity regarding preaching and access to the gospels.

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. the condition of the established Church in towns and in southern France and the attitude of social groups such as townspeople. Social and religious tensions in towns; apostolic poverty, preaching, the rise of lay literacy and the spread of new ideas from the east. By Level 3, clear evaluation may be present in a relevant selection of material from the sources and own knowledge; perhaps alternatives could focus on the role of the rural nobility, women, and issues such as tithes or anti-clericalism. More than one type of heresy will be discussed alongside common factors such as the criticism implicit in both forms of heresy, through their glaring contrast with the Catholic 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 – this could be linked to the rise of the friars, the Church's response to urban needs. 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.