

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y203/01 Summer 2019 series

Version 1

Contents

Introduction	3
Paper Y203/01 series overview	4
Question 1 (a)	5
Question 1 (b)	6
Question 2 (a)	7
Question 2 (b)	8



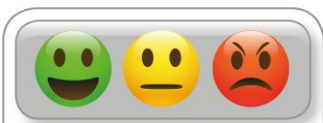
Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word* converter).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Y203/01 series overview

Y203 is one of twenty four components for the revised A Level examination for GCE History. This component tests an extended period of History, in this case about the Crusades and the Crusader States 1095-1192, of about one hundred years through a short answer essay and a traditional essay. The paper contains two questions, each having two parts, a short answer essay and a traditional essay and candidates have to answer both parts of one question. To do well on the short essay question (a), candidates need to consider the significance or importance both issues, factors, individuals or events mentioned in relation to the question. Having analysed or explained both they must reach a supported judgement as to which is the most important or significant. To do well on the traditional essay candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement, at least in the conclusion.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • evaluated both factors clearly in the short answer essay, using a range of relevant knowledge to support their points • focused well on the key issue in the essay question, using this to structure their answer • understood the distinction between a causation question and one which deals with consequences • used a range of factors to support their answer, including interim judgement throughout the response. 	<ul style="list-style-type: none"> • did not draw a distinction between causation and consequences in their answers • did not pay attention to the time period specified in the question • did not assess the significance of the factors used • did not include evidence to support their statements.

Question 1 (a)

1 (a) Which of the following was of greater importance in bringing about the First Crusade?

(i) The situation in Byzantium

(ii) The idea of Holy War

Explain your answer with reference to both (i) and (ii).

[10]

Neither of the two factors were favoured clearly by the candidates. Those who believed Byzantium was of more importance pointed to the appeal of Emperor Alexius Comnenus as a catalyst for Pope Urban II's call for the First Crusade. Some candidates linked the situation in Byzantium to the Great Schism of 1054. This is shown in Exemplar 1. Candidates who favoured Holy War as a factor discussed how knights were attracted to the idea of the forgiveness of sins. They also discussed the importance of Jerusalem. Lower ability responses were generalised, particularly on Holy War and did not move beyond a basic understanding of the rivalry between Christians and Muslims in the Holy Land. Exemplar 1 is an extract from a script that achieved Level 6.

Exemplar 1

①	a.	The situation in Byzantium was the greatest factor in bringing about the First Crusade. This is because, without Emperor Alexios' plea for military help from Pope Urban II then there would have been ^{no} need for the Pope to declare a Crusade. Emperor Alexios had requested help as much of Anatolia had been overrun by the Seljuk Turks whilst the Byzantine Empire had been defending their northern territories from invasion. At this time the Byzantine Eastern Church had begun to repair its relationship with the Western Catholic Church and so this is why Alexios had felt safe asking for help from the West. It is unlikely that Pope Urban II would have called upon his followers to go on a holy war if not for the request from the Byzantine Empire whom the West was starting to ally with again. The will to help the Byzantines can also be seen on the First Crusade as all leaders apart from Raymond
---	----	--

Question 1 (b)

(b)* How important was the role of its rulers in securing the Kingdom of Jerusalem in the twelfth century? [20]

Higher ability responses explained how successful rulers secured the Kingdom of Jerusalem by building castles and by forming alliances. Some, as in Exemplar 2, dealt with rulers individually. They contrasted this with the importance of Muslim disunity in weakening the opposition. Some weaker responses were confused by the wording of the question and focused entirely on the action of the Muslim leaders, such as the actions of Saladin at the Battle of Hattin. There was also a tendency to focus on either the start or end of the 12th century, rather than providing an overview. These responses often looked at either the taking of Jerusalem in 1099, or discussed how Jerusalem fell in 1187, indicating that the word 'securing' was not fully understood. Exemplar 2 is an extract from a script that achieved Level 6.

Exemplar 2

It can be argued that due to the strong leadership of the rulers the Kingdom of Jerusalem was secured. This is because of their military skills and tactics which protected the Kingdom. For example Baldwin invaded many coastal towns which became important for the Kingdom advocating security as allowed trade with the West. Similarly, Amalric had many military achievements for example his attempts to attack Egypt which secured the Kingdom as indicated its strength. Moreover, even before King Baldwin IV had military achievements as shown by Montgisard, where he defeated Saladin and signing peace treaty which secured Kingdom

against attacks from Muslims thus showing strong leadership. This clearly advocates that strong leadership of rulers was very important. Therefore the role of rulers in securing the Kingdom of Jerusalem was important due to their strong leadership. However,

Question 2 (a)

2 (a) Which of the following was of greater importance in the response to the call for the Second Crusade?

(i) The unification of Muslims in Oetremere

(ii) The preaching of Bernard of Clairvaux

Explain your answer with reference to both (i) and (ii).

[10]

The word 'Outremer' was misspelt as 'Oetremere' in this question. Despite this, Question 2 was the more popular question option and candidates did not seem to have been confused by the error. No one factor was favoured over the other. Those responses which prioritised Muslim unification generally used the Fall of Edessa in 1144 and discussed the concept of jihad to explain why it was of greater importance. Knowledge of this topic was sometimes generalised and included events which occurred after the Second Crusade. Knowledge of Bernard of Clairvaux and his preaching tended to be more detailed, as shown in Exemplar 3. Responses which argued that this was the more important factor pointed to his role in the recruitment of Louis VII of France and Conrad III of Germany to the Second Crusade and the importance of his public speeches. Exemplar 3 is an extract from a script that achieved Level 6.

Exemplar 3

	<p>On the other hand, Bernard, abbot of Clairvaux, did have a tangible impact. He began his preaching tour at Vézely in France¹¹⁴⁶ when Louis VII swore to take the cross and he continued throughout 1146 and into August 1147, recruiting a large number of men, including Emperor Conrad III of Germany. Bernard was head of the Cistercian monastic order, a hugely influential group with networks all over Europe and Bernard undoubtedly tapped into this when preaching the Crusade.</p> <p>¹¹⁴⁶ King ^{of England} went so far as to ban him from the country for fear that he would recruit ^{so many people} recruit to many people which was even desperately needed during the civil war. Furthermore, the dates of departure of kings provides strong evidence for Bernard's teaching playing an important role in the response to the Second Crusade. As previously mentioned</p>
--	--

		A Quarta Praedecessores was issued late in the 1145
		but it was only upon Bernard's preaching that people
		took the cross. It is clear that this was immensely
		significant

Question 2 (b)

(b)* How significant were the results of the Third Crusade?

[20]

Higher ability responses assessed the significance of the Treaty of Jaffa and of the implications of the results of Third Crusade in the long-term survival of the Crusaders states. They also discussed how the Third Crusade affected the political situation in Europe. Exemplar 5 is an extract from a script included to illustrate this. Low ability responses focused on why the Third Crusade resulted in the way it did. This is shown in Exemplar 4. They focused on the death of Frederick Barbarossa and also on the reasons why Richard I was unable to take Jerusalem, rather than looking at the results of the Third Crusade and assessing their significance. Exemplar 4 is an extract from a script that achieved Level 3. Exemplar 5 achieved Level 6.

Exemplar 4

		Firstly it can be argued that the results of the
		Third crusade were significant as as through the
		strong leadership of Richard the Lionheart stability in
		the crusader states was achieved. The success
		of Richard's leadership is most prominent in not
		only his military skill but also his ability to
		use diplomacy in order to avoid conflict. This
		diplomacy with Saladin resulted not only resulted in
		the truce but also avoided much loss of life
		at a number of battles including that of the
		capture of Acre. In addition to Richard's diplomacy

success was found in his skill as a military leader as seen with the march to Jaffa where he organised his troops in a tight formation along the coast in order to protect the ships supplying them. This proved vital at the battle of Arsuf where once again Richard was able to achieve victory after directing a charge at the enemy in an effort to prevent the army splitting up. ~~The~~ Richard's success also came from his ability to learn from the mistakes of the previous crusades as seen ~~when~~ with the decision to travel by sea to avoid large numbers of non-combatants as well as the decision to turn back from Jerusalem due to the fear of supply lines being cut. ~~By~~ The result of Richard's strong leadership was that he was able to gain the respect of Saladin who offered a truce in order to avoid conflict. The truce was significant as it allowed relative coexistence between the Christians and Muslims in Jerusalem which ~~was also~~ was arguably the aim of the crusade. Had Richard's leadership been poor Saladin may not have respected him and may not have offered a truce meaning the result of the truce was significant. However ~~the~~ historians have argued that the leadership of the Third Crusade was poorly due to the death of Frederick Barbarossa and Philip II. the rivalry between Philip and Richard implies poor leadership ~~which can also~~ and leads to Philip leaving the crusade causing Richard's ~~attest~~


	attention to be split as he begins to worry about losing his lands in England to both his Brother and the French King. The fact the Richard never visited Jerusalem and returned back to England implies he was not focused on the crusade and that his motives for the Truce was due to the fact he lost interest in the recapture of Jerusalem. This could mean that,
--	---

?	Misconception	In Exemplar 4, the focus is on why the Third Crusade ended in the way it did, rather than on the significance of the results.
---	----------------------	---

Exemplar 5

	<p> Similarly In religious terms, the results of the Third Crusade were, unimportant, as ultimately, it failed in its papal sanctioned role to restore the holy land to Christians return the holy land to Christian hands, as Pope Gregory VIII wrote in his papal bull the Audita Tremendi so explicitly. Measured against this the crusade achieved nothing & its results were not insignificant. However on closer inspection of the Truce Richard made with Saladin in August 1192 the provisions there is mention of the ability now for Christian pilgrims to travel to the Holy Land freely. Similarly it mentions now in the Muslim controlled kingdom of Jerusalem, there may be two priests & deacons at the holy septa sepulchre & as well as at Nazareth & Bethlehem. This is significant in so far as it means the most significant </p>
--	--

sites in Jerusalem may still be used & Christians practice at them freely. Therefore although in religious terms the results may appear insignificant because of its failure to fulfil its papal sanctioned role, ^{an} ^{close} ^{inspection} it does seem to fulfil ^{important} ~~some~~ religious results for the Christians!

	AfL	In Exemplar 5, the response focuses on the significance of the results in religious terms, supporting this with detailed knowledge. This is a sound approach to a question like this one.
---	------------	---

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

