



Oxford Cambridge and RSA

GCE

History A

**Y203/01: Non-British period study: The Crusades and the
crusader states 1095-1192**

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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PREPARATION FOR MARKING SCORIS

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

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

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

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1 (a)	<p>Which of the following was more important in determining the outcome of the Third Crusade? (i) The failure of Frederick Barbarossa's expedition (ii) The disagreements between Richard I and Philip Augustus. Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing that (i) was of greater importance, answers may refer to the prestige conferred on the Crusade by Frederick as an experienced crusader and as Holy Roman Emperor, which was lost by his death. • Answers may refer to the inferior leadership of Frederick's son, Frederick VI of Swabia, following his father's death. • Answers may refer to the size and skill of Frederick's army which could have been a real threat to Saladin. • Answers may refer to the authority which Frederick exerted and which might have lessened the resentments between the other leaders. • In arguing that (ii) was of greater importance, answers could refer to ill-feeling between the kings even before the Crusade which did not bode well. • Answers may refer to the fact that Richard had failed to marry Philip's sister, Alice, prior to the Crusade, causing long-term ill-will. • Answers may refer to the delay in Pope Gregory VIII issuing the <i>Audita tremendi</i> in October 1187 and Philip and Richard departing for the Crusade in March and April 1191, respectively. • Answers may refer to Richard I's conduct in Cyprus on the way to the Crusade. • Answers could refer to Richard's success at Acre which Philip could not match and Philip's return home • Answers could argue that the morale of the crusaders suffered and that Philip's machinations in Europe when he returned led 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<p>Richard to need to leave the Holy Land to secure his lands and so limited his commitment to the Crusade.</p> <p>‘Internal rivalries were the most important factor in causing problems in the 12th Century kingdom of Jerusalem.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that internal rivalries were important: • Answers may refer to the rebellion of Count Hugh of Jaffa, which revealed tensions between native crusaders and the French advisers consulted by Fulk. • Answers may argue that Melisende caused internal rivalries in her reluctance to surrender power to her son, Baldwin III and the nobles were divided in their support in a difficult period after the fall of Edessa. • Answer may argue that a key factor in the fall of Jerusalem was the division between the nobles resulting from the marriage of Sibylla to Guy of Lusignan rather than to Balian of Ibelin This led to factionalism at court between those who favoured war, such as Reynald of Châtillon, and those who favoured peace, such as Raymond of Tripoli. • In arguing that there were other factors which created problems: • Answers may distinguish problems of succession from internal rivalries. • Answers may argue that the rise to power of highly competent Muslim leaders such as Zengi, Nur-ad-Din and Saladin caused more problems for the kingdom. • Answers may argue that the reluctance of the west to send reinforcements to the kingdom was a problem as Jerusalem needed more men for its defence. They may mention the <i>Pactum Warmundi</i> with Venice in 1123. 	<p>20</p>	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘important’ but at Level 4 may simply list the factors causing problems. • At Level 5 there will be judgement as to the degree to which internal rivalries caused the problems. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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2 (a)	<ul style="list-style-type: none"> • Answers may argue that financial difficulties and the actions of European merchants were a problem for the Kingdom of Jerusalem. • Answers may argue that the leprosy of Baldwin IV weakened the kingdom. • Answers may suggest that the breakdown of relations with Byzantium led to problems for Jerusalem. • Answers may argue that specific factors, like the rashness of Reynald or bad decisions made by Guy at Hattin caused more problems <p>Which of the following was more important in leading to the First Crusade? (i) The aims of Urban II (ii) The appeal of Alexis 1095. Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing that (i) was more important, answers might refer to the impact of the Investiture Contest on the reputation of the papacy. • Answers may consider the importance of the Council of Clermont. • Answers might argue that Urban was aiming to assert papal power and authority in Western Europe when calling for a Crusade. • Answers might argue that Urban aimed to win support by stressing the importance of Jerusalem to Christianity. • In arguing that (ii) was more important, answers might refer to the defeats the Byzantine Empire had suffered at the hands of the Turks, from Manzikert onwards and the dangers that would arise if the Empire collapsed. • Answers might argue that Alexis could not defeat the Turks on his own and was already recruiting mercenaries from Europe. • Answers might argue that Alexis somewhat exaggerated the threat to his Empire in order to get help from the West. • Answers might argue that Alexis wanted to exploit the death of Malik Shah. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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2 (b)*	<p>‘Without Bernard of Clairvaux, the Second Crusade would not have taken place.’ How important was the preaching of Bernard of Clairvaux in bringing about the Second Crusade?</p> <p>In arguing that Bernard was crucial to the Crusade:</p> <ul style="list-style-type: none"> • Answers could refer to the immense reputation enjoyed by Bernard and so the prestige that surrounded his preaching. • Answers could argue that Bernard’s message was very persuasive and his sermons were careful to highlight the threats to Christendom. • Answers could argue that the preaching tour was effectively orchestrated to get the maximum response. • Answers might argue that Bernard worked closely with the pope, Louis VII and Conrad III which added to his impact. • In arguing that there were other factors: • Answers could argue that the fall of Edessa was a prime cause of the Crusade. • Answers could argue that the bull <i>Quantum praedecessores</i> offered remission of sins which was attractive to crusaders. • Answers could argue that the support of Louis VII was gained before the preaching of Bernard began. • Answers could argue that the pope (Eugenius III) was instrumental in ensuring that Conrad III committed to the Crusade. • Answers could argue that there was increasing Muslim unity, which threatened the security of the Crusader States. 	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on then importance of Bernard’s contribution but at Level 4 may simply list events. • At Level 5 there will be judgement as to the relative importance of factors. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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