
HISTORY**9769/52**

Paper 5B The Crusades, 1095–1192

May/June 2017**MARK SCHEME**Maximum Mark: 60

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Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.
- (b) Examiners will be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.
- (c) The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)**Band 3: 8–10 marks**

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7 marks

The response will make good use of both documents and will pick up the main features of the focus of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 1: 1–3 marks

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)**Band 4: 16–20 marks**

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected.

Band 3: 11–15 marks

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary.

Band 2: 6–10 marks

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated.

Band 1: 1–5 marks

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Such answers may be expected, where appropriate, to make use of or refer to relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of or reference to relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section A

Question	Answer	Marks
1(a)	<p>How far is the view of relations between Muslims and Christians given in Document C corroborated by the events described in Document D?</p> <p>Document C presents the Muslims as a weakened force, divided amongst themselves and unable or unwilling to present a united threat to the Crusaders. The Crusaders, in contrast, are united and confident in their ability to maintain and expand their territory and defeat the Muslims. The two sides are presented as firmly in opposition to each other.</p> <p>In contrast, Document D shows co-operation between Muslim and Christian, as Jawali of Aleppo joins forces with Tancred of Antioch against Ridwan of Aleppo and Baldwin of Edessa. Equally, it shows the continued divisions between Muslim rulers, which are here exploited by the leaders of the Crusader States. Both Muslim leaders are portrayed as so weak that they each seek the help of a Christian force. The Crusading leaders, on the other hand, are now divided amongst themselves, but still strong enough to be sought as allies by the Muslims. Candidates might point out that Document C, whilst presenting a picture of a weakened Muslim world, is seeking to inspire its unity and is an early call to what later became the jihad against the Crusader States.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that co-operation, rather than confrontation, best describes relations between Muslims and Christians in the period 1099–1144? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>Document A shows the fear which the early pilgrims showed of Muslims after the First Crusade. The ‘Saracens’ are portrayed as sinister bandits, not surprisingly given that the author was an outsider in an alien world. In Document B, by contrast, the author seeks to demonstrate that Baldwin I has protected his kingdom so successfully that he has seen off any Muslim threats and has inspired fear in them. The atmosphere is still one of conflict, but the Christians are in the superior position. Fulcher was of course trying to present life in Jerusalem in as positive a light as possible, given that he was trying to encourage more settlement.</p> <p>Document C also demonstrates a situation of conflict brought about by the weakness of the Muslims, but is seeking to restore Muslim strength, albeit through greater conflict. In Document D, co-operation is shown in that the Muslim leaders are uniting with Christians and clearly corresponding with them, but there is also fighting between Muslim and Christians, and evidence of suspicion between the two religions. Document E shows that, by 1140, the growth of jihad under Zengi has driven the ruler of Damascus into alliance with the Kingdom of Jerusalem, but there is clearly still suspicion between the two as hostages are sought to confirm the alliance, and of course the alliance is made in the shadow of likely confrontation with Zengi’s forces. The author, as a native of Damascus, is likely to understand the fears and pressures under which the city operated in these years. Candidates might point out a change over time, from early suspicion and confrontation to greater co-operation, albeit in the face of a complex political situation. Candidates are likely to show contextual knowledge such as:</p> <ul style="list-style-type: none"> • The attempts to establish Crusader control over Outremer in the first decade, and the tensions between Muslim and Christian in these years. • Crusader administration: the creation of an administrative system adopting both Muslim and Christian traditions. • The growth of jihad in the Muslim world. • Alliances between Christian and Muslim states. 	20

Section B

Question	Answer	Marks
2	<p>'The First Crusaders were, above all, pilgrims.' Discuss.</p> <p>AO1 – Knowledge of both waves of the Crusade should be shown here: Peter the Hermit's 'People's Crusade' and the second wave led by the aristocracy. Candidates should know the different types of motivation: pilgrimage; indulgence; the lure of Jerusalem; the issue of 'land hunger'; and, the wider economic motives such as the desire to escape poor economic conditions in Western Europe.</p> <p>AO2 – The question is primarily, though not exclusively, about Crusader motivation. Arguments supporting the idea that they were pilgrims include:</p> <ul style="list-style-type: none"> • Leadership of Peter the Hermit • Piety of Crusaders • Jerusalem as an aim • The indulgence. <p>On the other hand, there are arguments to suggest that other motives were more important, such as:</p> <ul style="list-style-type: none"> • Economic conditions in Western Europe (poor harvests) • The issue of 'land hunger' for younger sons of the aristocracy • The idea of 'vendetta'. <p>The best answers might set the Crusade in the wider context of pilgrimage to the East, and perhaps consider whether the Crusaders viewed themselves primarily as pilgrims and / or whether the venture was considered something new and different. Consideration of the events of the First Crusade itself is desirable, but candidates should not be disadvantaged if they confine themselves to discussion of the responses to the call for the Crusade.</p>	30

Question	Answer	Marks
3	<p>'A lack of clear aims was the cause of the Second Crusade's failure.' To what extent do you agree with this view?</p> <p>AO1 – Candidates may show knowledge of the differing (and competing) aims of the crusading leadership, as well as some understanding of the other possible causes of failure.</p> <p>AO2 – A discussion of the lack of clear aims might include:</p> <ul style="list-style-type: none"> • The tension between the military aim (Edessa) and the spiritual goal of Jerusalem. • The tension between Louis and Raymond of Antioch over the direction of the Crusade when it reached Antioch. • The decision at the Council of Acre to attack Damascus. <p>Other reasons for failure might include:</p> <ul style="list-style-type: none"> • The shortcomings of Louis VII as a military commander. • The behaviour of the Byzantine Emperor Manuel towards the Crusaders. • The loss of Conrad's army. • The threat of Nur ed-Din. 	30

Question	Answer	Marks
4	<p data-bbox="316 248 1090 280">To what extent did the Third Crusade achieve its aims?</p> <p data-bbox="316 315 1294 414">AO1 – Knowledge of the Third Crusade is important here, most importantly the campaigns of Richard I and Philip Augustus, as well as the Muslim response under Saladin.</p> <p data-bbox="316 450 1129 481">AO2 – Candidates may engage initially with the idea of failure:</p> <ul data-bbox="363 517 1334 1108" style="list-style-type: none"> • Failure of the Crusade to capture Jerusalem. • Frederick Barbarossa's early death and the loss of the German contingent. • Philip Augustus's early departure and the tension between him and Richard. • Richard's apparent indecision as a commander in the latter stages of the campaign. • However, there were some elements of success, even if they were not the initial aim. • Parts of the coast were recaptured. • Under the terms of the truce Christian pilgrims retained their rights to visit the holy places of Jerusalem. • Richard's decision to depart could be seen as a sensible strategic decision in the circumstances. • Richard fully intended to return to complete his campaign. • Saladin's desire for a truce demonstrates the weakness of his army by the end of the campaign. 	30