GCSE (9–1)

History B (Schools History Project)

J411/37: The Making of America, 1789-1900 with The First Crusade, c.1070-1100

General Certificate of Secondary Education

Mark Scheme for June 2019

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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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Annotations

Stamp	***Annotation Name***	***Description***
✓ 1	Tick 1	Level 1
✓ 2	Tick 2	Level 2
✓ 3	Tick 3	Level 3
✓ 4	Tick 4	Level 4
✓ 5	Tick 5	Level 5
✓ 6	Tick 6	Level 6
SEEN	SEEN	Noted but no credit given
NAQ	NAQ	Not answered question
~~	Wavy Line	Development / Evidence / Support of valid point
BP	BP	Blank page

Subject–specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Mark Scheme

Section A: The Making of America, 1789–1900

Question 1 – 3 marks **a) Give one example of a group of people who moved West 1839-60** **b) Give one example of a way in which the lives of Plains Indians changed in the years 1877-1900.** **c) Give one example of how African Americans were discriminated against after the Civil War**	
Guidance	**Indicative content**
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(a), likely valid responses include: Migrants, Mormons, Gold miners; Christians; Plains Indians e.g. Apache, Lakota Sioux, Cheyenne; African Americans (By 1580 over 3,000 moved to California)* *For 1(b), likely valid responses include: destruction of buffalo; conflict with settlers; wars (Battle of Little Big Horn; Wounded Knee); Dawes Act 1887; Boarding Schools; Name changes; Houses or lodges rather than tipis; Rations; Conversion to Christianity; Reservations; Homesteaders on plains; Canning of foods; Oklahoma Land Rush; Ghost Dance.* *For 1(c) likely valid responses include: KKK; lynchings; segregation; Black Codes; poor housing; restricted employment opportunities; no serving on juries; no inter-racial marriage; not allowed to rent/own farmland; no owning weapons; work for same employer for 1 year without leaving land; sharecroppers; bullied out of voting booths; supreme court rulings, Jim Crow laws.* Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Note for **1a**: Do not allow mountain men (1820s) or Homesteaders (1862)

Question 2 – 9 marks

Write a clear and organised summary that analyses big business in America in the years 1877-1900. Support your summary with examples.

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 3 marks**	**Notes and guidance specific to the question set**
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	*Answers should show connections in the situation defined in the question and use these to organise the answer logically.* *Answers could consider aspects of one or more of the following:* ***for workers*** *- poor wages and working conditions (e.g. miners, cotton workers); the formation of trade unions; strikes e.g. Carnegie's Homestead steel company strike and Pullman Railroad Car Company; use of blacklists by employers; small scale farmers couldn't survive due to Bonanza Farms.* ***For Owners****: Corporations rather than family run businesses makes small numbers of men a fortune e.g. Railroad companies. American Tobacco Company; Cotton mills doubled between 1880-1900 making US cotton industry huge. Fossil Fuel companies such as Anaconda. Rockefeller – oil.* ***Ecological and environmental implications****; Deforestation due to fossil fuels; toxic chemicals into water supply; Bonanza farms used limited supplies of western water forcing Indians onto Reservations; dry farming made land unusable.* ***The shift away from family/individually owned business:*** *Bonanza Farms and Bonanza Cattle Ranches; put lots of small farms out of business many had to move to cities.* *Answers may show understanding of second order concepts such as cause and consequences; continuity and change* *Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit. **Note: do not allow US Steel Corporation by Carnegie – 1901. However other comments on Carnegie valid; do not allow Negro Business League, grew after 1900; do not allow cotton gin – 1793. Do not allow Levis – 1840s.**	

Question 2–9 marks **Write a clear and organised summary that analyses big business in America in the years 1877-1900. Support your summary with examples.**	
Guidance and indicative content	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples **OR** two separate second order concepts each supported by 1 example e.g. **[Consequence/change]** *Between 1877 and 1900 big business had an **important impact** in the USA. For example, corporations grew and these were much bigger that traditional family businesses, and run by shareholders. This **changed the nature of industries** such as manufacturing, whose thousands of firms had been absorbed by just a few hundred corporations by 1900. Another impact was on workers, who now had less power against these huge corporations. Their strikes were defeated, sometimes violently, such as the strike at Pullmans in 1893, where 26 workers were shot and others put on a black list.* **[Consequence/causation]** *The growth of business had **a negative impact** in many ways. For example, the huge mining operations to mine minerals in the West **caused damage** to the environment because huge forests were cut down to make mine shafts and toxic chemicals leaked into the water supply. Another impact stemmed from the development of 'Bonanza' farms and ranches which often bought up access to the best land and railroad links. This made it nearly impossible for small-scale farmers to survive and they moved to the cities or became wage workers on big farms.* **Nutshell: Summary based on second order concept with two or more valid supporting examples OR two separate second order concepts each supported by 1 example.** ***Other valid areas might include: Causation – why big business gre in this period; change – how big business changed the nature of different industries such as farming and mining; diversity – the impact of big business on different groups of people, e.g. workers and farmers; diversity – positive and negative impacts of business.***
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with one valid example, e.g. **[Consequence]** *Big business had a **negative impact** in some ways. For example, the growth of the mining industry led to poor conditions for workers. Mine shafts were poorly constructed and there were accidents. The workers had no breathing equipment so many miners died of lung diseases. (4)* **Nutshell: Summary based on a second order concept with one valid supporting example**
Level 1 (1–3 marks)	Answers at L1 will typically list relevant events or developments e.g. *Andrew Carnegie formed the United States Steel Corporation, a company worth over $1 billion. He gave away most of his wealth to charities. There were lots of strikes in his steel companies.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

NOTE: For level 3, at least ONE example needs to be specific to big business rather than secondary impacts such as city growth/immigration from 1877-1900.

Question 3 – 10 marks Why did the railroads have such a big impact on the plains? **Explain your answer**.	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**	**Notes and guidance specific to the question set**
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	*Explanations are most likely to show understanding of the second order concepts of causation and consequence and change and continuity but reward appropriate understanding of any other second order concept.* *Explanations could consider: much easier and less dangerous method of travel therefore more people would move west; 1870s flood of homesteaders due to railroad companies selling land cheaply; divided land where natives hunted buffalo; Cattle ranches by 1870s had spread across the Plains – led to scarcity of water and grass for buffalo; helped cattle trade develop (e.g. cow towns); the impact on the buffalo herds and, therefore, the Indians; violent clashes between Indians and Ranchers; migrant workers to the Plains.*
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit. **Do not allow Little Crow's War – 1861-62 before Railroad; also do not allow fort Laramie and Red Cloud's War – linked to gold miners not railroad.**	

Question 3–10 marks **Why did the railroads have such a big impact on the plains? Explain your answer.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two reasons why the railroads had such a big impact on the plains and explain them fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* *Another reason is that the railways encouraged the growth of 'cow towns', which were places along the railways where the ranchers and cowboys drove their cattle – they no longer had to drive them as far as the Northern cities. These cow towns changed the nature of settlement in the plains as at first, they were places with much drinking, gambling, prostitution and violence.* *[Alternatively, candidates may explain the impact of the railroads on the buffalo /Plains Indians]* **Nutshell: Two or more reasons that the railroads had such a big impact identified, with the impact on the settlement of the plains explained.**
Level 4 (7-8 marks)	Level 4 answers will typically identify one reason why the railroads had such a big impact on the plains and explain it fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* **Nutshell: One reason that the railroads had such a big impact identified, with the impact on the settlement of the plains explained.** **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them.**
Level 3 (5-6 marks)	Level 3 answers will typically identify at least one valid reason e.g. • *The railroads had such a big impact because they made it easier for people to get to the Plains.* • *The railroads had an impact because they led to the growth of cow towns.* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of its impact on the settlement of the Plains.** **NOTE: 5 marks for one reason identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general descriptions of the railroads, life on the Plains, cow towns, etc. e.g. • *Homesteaders moved to the Plains. Life was difficult because the land was dry.* • *The railroads were built with the help of 12,000 Chinese migrants and the work was very dangerous.* **Nutshell: Describes railroads, Plains, cow towns or other relevant events**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The railways impacted on the lives of many groups and created competition and conflict.* **Nutshell: Assertion(s)**
0 marks	

Note: Answers go to top of level 4/5 if the explanation is tightly linked to the railroads.

Question 4* – 18 marks **'Slavery alone caused the civil war'. How far do you agree with this statement? Give reasons for your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description BUT to achieve the highest level answers must consider both that slavery was the main cause as well as considering other factors before reaching a conclusion. Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: slavery caused economic tensions north paid for workers and south didn't; influence of abolitionists (e.g. John Brown/Douglas/Tubman/Garrison and Tappan's anti-slavery society/Harriet Beecher-Stowe); 1846 Congress banned slavery in territories acquired from Mexico; 1850 compromise (the Fugitive Slave Act was amended and the slave trade in Washington, D.C., was abolished); Kansas-Nebraska Act; 1856 election of Buchanan Democrat supported Dred-Scott and spreading slavery above M.C line; 1857 supreme court ruling on slavery (dred-Scott case stated Americans descended from African Americans could not be citizens) Please note that a candidate may well successfully argue that slavery was a primary cause of secondary causes (e.g secession). As long as such arguments are valid and logical (and not self-contradicting) then they should be credited.* *Grounds for disagreeing include: long-term issues over state vs federal rights – south: strong state power, north: strong central govt; power struggles between north and south particularly over the size of states and number of voters – northern population continued to grow rapidly; social differences between north and south; establishment of Republican party and Lincoln's presidential victory; Lincoln's promise of transcontinental railroad in north not south; the secession of the southern states led by South Carolina.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks **'Slavery alone caused the civil war'. How far do you agree with this statement? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted. Many Confederates believed that **the war was fought over the rights of states to rule their own affairs**. They disliked Lincoln deciding that new states would not allow slavery and they wanted new states to hold polls to decide this. In 1860-61 they gradually began to band together and formed the Confederacy and broke away from the USA.* *Overall I believe that slavery was the main the cause, because without it the other causes I have set out would probably not have happened or would not have been serious enough to cause the war. The most obvious example of this is states' rights, because the main right they fought for was the right to keep and extend slavery.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks** **Note: 4-0 can be awarded at this level as many candidates have argued slavery was solely to blame for the Civil War.**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was the entry of new states into the USA and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was the election of Abraham Lincoln as President in 1860. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were massive differences between the Southern and Northern States. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1 OR 3-0**
Level	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.

4 (10-12 marks)	*Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **Nutshell: Balanced argument; one explained point on each side. 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *No, I disagree because it was also about states' rights.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1860 Abraham Lincoln became President. Southern States divided to form the Confederacy and break away.* **Nutshell: Description of actions/ related events but no explanation of cause of war**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole it was about slavery because the South supported it.* **Nutshell General/ unsupported assertion(s)**

Question 5* – 18 marks **How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? Give reasons for your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.* *Answers are most likely to show understanding of the second order concepts of significance, change and continuity but reward appropriate understanding of any other second order concept.* ***Conflict can mean war/escalating tension.*** *Grounds for agreeing include: caused conflict with the Indians which went on to cause lots of future problems; The defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington's use of 80% of government budget; Treaty of Greenville; Thomas Jefferson's belief in a democracy of 'yeoman farmers'- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Indian Removal Act; Louisiana Purchase added 530 acres of land to USA; Frontier men setting up farms on Indian lands in the Southern Territory; Wars with Indians – Seminole Wars, Creeks (trail of tears) and Cherokee – by 1838 Jackson's govt had removed over 46,000 Indians from their land and added an extra 25 million acres east of Mississippi for settlement and slavery; land speculators bought lots of land at the expense of small farmers; Lewis and Clark with Sioux Chief Black Buffalo.* *Grounds for disagreeing include: the growth of slavery (e.g. Missouri compromise; abolitionists; dependency on slavery); 1811 slavery rebellion of Charles Deslondes in Deep South inspired by St. Dominique; cultural conflict with the Indians.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit. **Do not allow land from Britain: Taken in 1783; do not allow Battle of Little Bighorn (1876) and Red Cloud's War 1866-68**	

Question 5* – 18 marks **How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused **conflict between white Americans and the Indians**. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the **tension between land speculators and settlers**. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the **growth of the cotton industry.** This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states. This leads to a related cause of tension, **the growth of slavery**. This caused conflict between Northerners and Southerners but also between slavers and a small number of abolitionists who thought the growth of slavery was immoral. They set about trying to stop it.* *Overall I believe that land was the main the cause, because it was the acquisition of new land that led to the growth of the cotton industry and therefore the growth of slavery as well. So control and ownership of land was actually the root cause of all four conflicts or tensions in this period.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1 OR 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **Nutshell: Balanced argument; one explained point on each side 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *No, I disagree because it was also slavery which caused conflict.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1820 the USA bought a massive amount of land in the Louisiana Purchase.* **Nutshell: Description of related events but no explanation of cause of conflict**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole land caused a lot of problems especially with the Indians.* **Nutshell General/ unsupported assertion(s)**

Section B: The First Crusade, c.1070–1100

Question 6 – 7 marks
What can Source A tell us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096? Use the source and your own knowledge to support your answer.

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks** **AO3** Analyse sources (contemporary to the period). **Maximum 5 marks** **Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.**	**Notes and guidance specific to the question set**
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	**Notes and guidance specific to the question set** ***Valid features that answers could identify include:*** *Alexios I was wary of the Norman leadership of the crusader army; Alexios did not trust the crusader army that had arrived in Constantinople in such numbers; the failure of the Peoples Crusade had made Alexios cautious; the Byzantines give a view of the Normans as being less trustworthy; Alexios does not trust Bohemond as he had fought against the Byzantines in Southern Italy; this meeting was part of a series of meetings with crusader leaders in which Alexios was trying to ensure they all swore an oath of allegiance to him; Alexios was trying to show who was really in charge of this crusade.* ***Examples of understanding of second order concepts include;*** *similarity and difference (contrasting the impressions of the Norman and Byzantine leadership); change (describing the changing relationship between the two men, given this new context of Alexios having called for help from the West) but reward appropriate understanding of any other second order concept.* *There is no requirement to mention limitations but examples of limitations include: Anna Comnena's account is from a Byzantine perspective and can be read as a later justification of her father's actions based on Bohemond freely promising to swear an oath of allegiance to her father.. No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks **What can Source A tell us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096? Use the source and your own knowledge to support your answer.**	
Guidance and indicative content	
Level 3 (6-7 marks)	Level 3 answers will typically make a valid inference from the source's **purpose, production or receipt** to explain what this **tells us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096** • **Purpose**: *The account was written by Comnena to encourage people to view her father in a positive light – to encourage them to see that he was in charge of negotiations and was the powerful faction behind the oath of allegiance given by Bohemond despite doubting his character. (6)* • *The account was written to encourage people to see that Alexios was superior to Bohemond hence her mocking his 'lack of resources' and stating he had 'no great military following', this would ensure that people would see that Alexios was honourable with crusader princes such as Bohemond even though he didn't trust them due to fear of them forcing him off his throne. (7)* **Nutshell: Explains what source tells us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096 by using a valid inference from purpose, production/receipt of source** **NOTE: Valid inference with valid support = 7 marks, no valid support = 6 marks**
Level 2 (3-5 marks)	Level 2 answers will typically make a valid inference(s) to explain what the content of the source reveals about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096 eg • *The source tells us that the relationship was strained as it states that the emperor had to 'conceal his own hostile intentions'* • *The source tells us that Alexios was willing to put his differences aside with Bohemond in order to get an 'oath of allegiance from him'* **Nutshell: Explains what source tells us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096 using a valid inference from content of source** **NOTE: Middle mark as default – weak responses 3 marks; strong responses 5 marks.**
Level 1 (1–2 marks)	Level 1 answers will typically use surface features of the source to suggest what the source tells us about the **relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096** e.g. • *The source says that Bohemond wished to win the emperor's good will* • *The source informs us that Alexios reminded Bohemond of his former hostility.* Alternatively, Level 1 answers will typically make valid but general assertions from the source to suggest what the source tells us about the **relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096** e.g. *The source says/informs us about a meeting that happened between Alexios I and Bohemond.* **Nutshell: Lifts surface detail from source or general comments on provenance to address question or makes general assertion(s)**
0 marks	**0 marks** No response or no response worthy of credit (including answers which just describe racial policy not the Holocaust)

Question 7 – 15 marks **How useful are Interpretation B and Sources C and D for a historian studying the capture of Jerusalem by the Crusaders in 1099? In your answer, refer to the interpretation and the two sources as well as your own knowledge.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO3** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 5 marks** **Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.**	**Notes and guidance specific to the question set**
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*Analysis of the interpretations and source could identify features such as: All make reference to the role of Godfrey of Bouillon and his successful leadership during the capture of Jerusalem; all are focused on the crusaders' successful breach of the city walls;* *Interpretation B and Source D both refer to the bravery of Godfrey of Bouillon; Interpretation C refers to Godfrey of Bouillon taking control of the crusade from Raymond of Toulouse; Interpretation C and Source D agree that the spiritual dimension to the crusade is important; Interpretation B and Source D include the tactics used to scale the walls e.g. fire, ladders and ropes.* ***Understanding of appropriate characteristic features could include:*** *the nature of siege warfare and the preparation that had gone into the attack on the walls e.g. building siege towers and positioning them strategically against the walls; the role of strong leadership of the attack, including the rivalry between crusade leaders and the strong leadership shown by Godfrey of Bouillon in organising the siege and attack of the city; the strategic challenges the crusaders faced when they attacked Jerusalem e.g. lack of water and supplies for building the siege towers; the challenge of taking a city that had such good defensive walls; Source D includes the spiritual motivation for the crusaders.* *Limitations that may affect usefulness include: the*
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 2 (4–6 marks)	

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*audience for the popular history in Interpretation B are presented with a romanticised view of the crusaders taking Jerusalem and the heroism of Godfrey of Bouillon in his crusader outfit holding a flag; Raymond of Aguilers was chaplain to Raymond of Toulouse and writes about the crusade from a spiritual perspective.* *reward cannot be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given.* *Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	
0 marks No response or no response worthy of credit.	

Question 7 – 15 marks **How useful are Interpretation B and Sources C and D for a historian studying the capture of Jerusalem by the Crusaders in 1099? In your answer, refer to the interpretation and the two sources as well as your own knowledge.**	
Guidance and indicative content	
Level 5 (13-15 marks)	Level 5 answers will typically make inference(s) from the **purpose** of B or C to explain why this **makes it useful** to a historian studying **the capture of Jerusalem by the Crusaders in 1099** *Source C is useful as it shows us how the Gesta Francorum wanted to persuade people about the bravery of the Franks. (Level 3) this is clear as he explains how the knights 'fought bravely on the siege tower' and that they managed to kill so many of their opposition. Clearly the hyperbole in this account of wading up to the ankles in blood reinforces a desire to persuade people that the Franks were brave. (Level 5)* **Nutshell: Supported explanation of why the bias/purpose of C or D makes it useful.** **NOTE: Answers that explain supported purpose of ONE of C or D = 14 marks.** **NOTE: Answers that explain supported purpose of BOTH C and D = 15 marks.** *Other valid uses of purpose at this level:* • ***Purpose of D**: To encourage people to see that God was on the side of the Crusaders and that he gave the, strength – he was the reason behind their victory in breaking into Jerusalem. Also to convince people of the power of God to give the crusaders the confidence to break into the city 'unafraid and undaunted'.* **Alternatively,** Level 5 answers will typically make **inference(s)** from the **content** of **two or more** of B, C or D to explain why this **makes them useful** to a historian studying the capture of Jerusalem by the Crusaders in 1099. Answers will be supported with reference to the source or contextual knowledge e.g. *Source C is useful because it shows us the extent of the violence which occurred during the capture of Jerusalem, the fact that the knight described that the massacre was so vast that 'men were wading in blood' reinforces the bloodshed that took place during the capture of Jerusalem.* *Additionally, source D is also useful for revealing the beliefs that the Crusaders had that God was on their side and helped lead them to victory this is clear from the fact that Raymond writes 'God came to us and changed our sadness to gladness.' It also reveals that this belief increased their confidence in their ability to attack the city.* **Nutshell: Valid, supported inferences to explain why at least two of B, C, D are useful as evidence about the capture of Jerusalem by the Crusaders in 1099** **NOTE 1: Answers that do this should be awarded 13 marks.** **NOTE 2: Unsupported inferences should be awarded Level 3.**
Level 4	Level 4 answers will typically make valid, supported inference(s) from the **content** of **at least one of** B, C or D to explain why this **makes it useful**

(10-12 marks)	to a historian studying **the capture of Jerusalem by the Crusaders in 1099**. Answers will be supported with reference to the source or contextual knowledge e.g. • *Source C is useful because it shows us the extent of the violence which occurred during the capture of Jerusalem, the fact that the knight described that the massacre was so vast that 'men were wading in blood' reinforces the bloodshed that took place during the capture of Jerusalem.* **Nutshell: Valid, supported inference(s) from content or CK to explain why one of B, C, D are useful as evidence about the capture of Jerusalem by the Crusaders in 1099**
Level 3 (7-9 marks)	Level 3 answers will typically identify purpose OR make valid but unsupported **inference(s)** from the **content** of **at least one of** of B, C or D • *Source B is useful because it shows us the bravery of Godfrey of Boullion and his determination to succeed. (Un-supported Inference)* • *Source C is useful as it shows us how the Gesta Francorum wanted to persuade people about the bravery of the Franks. (ID of purpose)* **Nutshell: Valid but unsupported inference(s) from content to explain why one of B, C, D are useful as evidence about the capture of Jerusalem by the Crusaders in 1099. OR identified purpose.** **Alternatively,** Level 3 answers will argue that one or more of B, C or D are **useful** because they are reliable which will be supported by CK. *I think Interpretation B is useful because shows us what the attack looked like. I know that the challenge of taking a city that had such good defensive walls was a struggle for the Crusaders and B shows us this.* **Nutshell: Cross reference with contextual knowledge to argue that one or more of B, C or D are useful because they are reliable.**
Level 2 (4-6 marks)	Level 2 answers will typically extract surface features or points from B, C or D and argue that these details are useful e.g. *Source C is useful for showing that there was lots of blood due to the fighting which happened as a result of the attack on the walls of Jerusalem.* **Nutshell: Uses surface features of extracts to argue source(s) are useful.** **OR** Level 2 answers may argue that the extract(s) are **not useful** on the grounds of provenance, bias or purpose e.g. *Source D is not very useful. It's been written by Raymond of Aguillers who was a spiritual advisor to the Crusader commanders and therefore he will make it sound like God was on the side of the Crusaders. It's biased.* **Nutshell: Argues not useful on the basis of purpose, bias, reliability or provenance or what information the source(s) do not contain** Note: Not useful only – limited to 4 marks
Level 1 (1–3 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The sources are not really useful. They are all written/drawn by different people.* **Nutshell: Assertion(s)**
0 marks	

Question 8* – 18 marks **'Religion alone explains why so many joined the call to crusade in 1095.' How far do you agree with this view?**

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is not possible to go beyond Level 2 if the answers focus on the motivations of the crusaders during the crusade, rather than their motivation for joining in 1095.* *.It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers are most likely to show understanding of the second order concepts of causation (reasons why crusaders joined the Crusade); similarity and difference (different circumstances led people to join the crusade for different reasons).* ***Grounds for agreeing may include**: concern over the situation in the Holy Land and the safety of pilgrims; the religious message from Urban II at Clermont and the influence of preachers such as Peter the Hermit, encouraging people to join for spiritual reasons; the appeal of the pardon for sins given at Clermont; the need to respond to help the eastern Christian church after Alexios' letter to Urban II asking for help.* ***Grounds for disagreeing may include**: Other reasons such as the desperate economic situation in Europe including famine and bad harvests prior to 1095; the relatively challenging economic circumstances for younger sons who would not inherit land; escape from the violent feudal system in Europe in the 1000s; the promise of riches, land and adventure abroad for ambitious Norman princes e.g. Bohemond of Taranto; the Church had to write letters discouraging people from leaving their families and responsibilities, suggesting that this was happening.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 8* – 18 marks
'Religion alone explains why so many joined the call to crusade in 1095.' How far do you agree with this view?

Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the religious message from Urban II at Clermont along with the influence of preachers such as Peter the Hermit, encouraged people to join the people's crusade for spiritual reasons, speeches by these men convinced many that they should join the Crusade as it was God's calling for them to fight. Secondly, people who joined the Crusade were promised by Pope Urban that they would spend no time at all in purgatory when they died and would go straight to heaven. This encouraged many to join the crusade.* *On the other hand, the promise of riches, land and adventure abroad for ambitious Norman princes attracted many to fight in the Crusade for example, Bohemond. Additionally, promises of riches were also attractive to those men who had not inherited land from their fathers, the idea of fighting in the crusade appeared very attractive to them and encouraged them to join the Crusade. Additionally, escaping from the violent feudal system in Europe in the 1000s was also a motivation for many to join the Crusade – the majority of people were tied into peasantry completing back breaking work on the land therefore the opportunity to go and fight in a religious war was appealing to many who wanted to escape feudalism.* *Despite the fact that adventure and riches must have been appealing, I agree that the main motivation was religion due to the fact that so many men had to raise money to go and join the crusade and most returned home poorer than they set out. Despite this people continued to fight reinforcing that religion was the main motivation behind joining the crusade.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the religious message from Urban II at Clermont along with the influence of preachers such as Peter the Hermit, encouraged people to join the people's crusade for spiritual reasons, speeches by these men convinced many that they should join the Crusade as it was God's calling for them to fight. Secondly, people who joined the Crusade were promised by Pope Urban that they would spend no time at all in purgatory when they died and would go straight to heaven. This encouraged many to join the crusade.* *On the other hand, the promise of riches, land and adventure abroad for ambitious Norman princes attracted many to fight in the Crusade for example, Bohemond. Additionally, promises of riches were also attractive to those men who had not inherited land from their fathers, the idea of fighting in the crusade appeared very attractive to them and encouraged them to join the Crusade.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1** **NOTE: Candidates may argue three valid points on one side of the argument and this would be credited at this level. 3-0**
Level 4 (10-12	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the religious message from Urban II at Clermont along with the*

marks)	*influence of preachers such as Peter the Hermit, encouraged people to join the people's crusade for spiritual reasons, speeches by these men convinced many that they should join the Crusade as it was God's calling for them to fight. Secondly, people who joined the Crusade were promised by Pope Urban that they would spend no time at all in purgatory when they died and would go straight to heaven. This encouraged many to join the crusade.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the religious message from Urban II at Clermont along with the influence of preachers such as Peter the Hermit, encouraged people to join the people's crusade for spiritual reasons, speeches by these men convinced many that they should join the Crusade as it was God's calling for them to fight. On the other hand, the promise of riches, land and adventure abroad for ambitious Norman princes attracted many to fight in the Crusade for example, Bohemond. Additionally, promises of riches were also attractive to those men who had not inherited land from their fathers, the idea of fighting in the crusade appeared very attractive to them and encouraged them to join the Crusade.* **Nutshell: Balanced argument; one explained point on each side 1-1**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the religious message from Urban II at Clermont along with the influence of preachers such as Peter the Hermit, encouraged people to join the people's crusade for spiritual reasons, speeches by these men convinced many that they should join the Crusade as it was God's calling for them to fight. Secondly, people who joined the Crusade were promised by Pope Urban that they would spend no time at all in purgatory when they died and would go straight to heaven. This encouraged many to join the crusade.* **Nutshell: One sided argument; one explained point of support 1-0**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because Pope Urban called people to join the Crusade.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe the Crusade without explaining motivations to join it. e.g. *The Crusade was attractive to many people as they wanted to fight in Jerusalem. There was lots of violence.* **Nutshell: Description of the Crusade without linking this to the question**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *I agree and think religion was the main reason for people joining the Crusade.* **Nutshell: General/ unsupported assertion(s)**
0 marks	

Question 9* – 18 marks
'The origins of the First Crusade lay in the weakness of the Byzantine Empire in the late eleventh century.' How far do you agree with this view?

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*If answers only cover weaknesses surrounding the Byzantine conduct during, or contribution to, the organisation and success of the First Crusade reward cannot be given beyond Level 2, It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers are most likely to show understanding of the second order concepts of causation (the circumstances that helped cause the First Crusade in 1095) and similarity and difference (the differing situation in different geographical areas involved) change (how the changing situation in the 1090s made the First Crusade more likely) but reward appropriate understanding of any other second order concept.* ***Grounds for agreeing include:*** *the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071; the dynastic struggles for the position of Byzantine Emperor; the perceived weakness of Alexios I; the letter sent to Urban II asking the Western Church for help in 1095.* ***Grounds for disagreeing include:*** *Byzantine Emperors had asked the Papacy for help to support the Eastern Church before without causing a large, armed crusade; the Papacy's desire to display their power and influence; the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095; the desire for the Western Church to reunite with the Church in the east; the increasing power of the Seljuk Turks; the Turkish and Egyptian control of many former Byzantine cities in the East, including Jerusalem; divisions in the Muslim world in the 1090s meant that the Holy Land was increasingly unstable.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of merit.	

Question 9* – 18 marks
'The origins of the First Crusade lay in the weakness of the Byzantine Empire in the late eleventh century.' How far do you agree with this view?

Guidance and indicative content	
Level 6	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a

(16-18 marks)	valid clinching argument e.g. *There is some evidence which can support the statement. Firstly, the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071 where the Seljuk Turks crushed the Byzantine Army and the Byzantine emperor was captured and forced to hand over lots of territory prior to his release, this would have encouraged Pope Urban to push for a Crusade to aid the Byzantines.* *On the other hand, the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095 was where the origins of the first crusade lies, so enthusiastic was the response that Urban had to write to calm down the over-enthusiasm of some. The huge response indicates why the First Crusade happened. Additionally, Byzantine Emperors had asked the Papacy for help to support the Eastern Church before without causing a large, armed crusade which meant that there was a precedent of minor violence hence the belief that the Frist Crusade would not be as monumental as it was. Additionally, the origin's also lie in the Papacy's desire to display their power and influence over the rest of the world.* *Despite the fact that it could be argued that the origins of the first crusade lie in the weaknesses of the Byzantine Empire, it is clear that overall this was not the main factor – the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095 allowed the Crusade to happen, without this the Crusade would not have been able to take place as it did.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is some evidence which can support the statement. Firstly, the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071 where the Seljuk Turks crushed the Byzantine Army and the Byzantine emperor was captured and forced to hand over lots of territory prior to his release, this would have encouraged Pope Urban to push for a Crusade to aid the Byzantines.* *On the other hand, the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095 was where the origins of the first crusade lies, so enthusiastic was the response that Urban had to write to calm down the over-enthusiasm of some. The huge response indicates why the First Crusade happened. Additionally, Byzantine Emperors had asked the Papacy for help to support the Eastern Church before without causing a large, armed crusade which meant that there was a precedent of minor violence hence the belief that the Frist Crusade would not be as monumental as it was.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1** **NOTE: Candidates may argue three valid points on one side of the argument and this would be credited at this level. 3-0**
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *On the other hand, the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095 was where the origins of the first crusade lies, so enthusiastic was the response that Urban had to write to calm down the over-enthusiasm of some. The huge response indicates why the First Crusade happened. Additionally, Byzantine Emperors had asked the Papacy for help to support the Eastern Church before without causing a large, armed crusade which meant that there was a precedent of minor violence hence the belief that the Frist Crusade would not be as monumental as it was.*

	Nutshell: One sided argument, two explained points of support 2-0 Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *There is some evidence which can support the statement. Firstly, the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071 where the Seljuk Turks crushed the Byzantine Army and the Byzantine emperor was captured and forced to hand over lots of territory prior to his release, this would have encouraged Pope Urban to push for a Crusade to aid the Byzantines.* *On the other hand, the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095 was where the origins of the first crusade lies, so enthusiastic was the response that Urban had to write to calm down the over-enthusiasm of some. The huge response indicates why the First Crusade happened.* **Nutshell: Balanced argument; one explained point on each side 1-1**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *There is some evidence which can support the statement. Firstly, the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071 where the Seljuk Turks crushed the Byzantine Army and the Byzantine emperor was captured and forced to hand over lots of territory prior to his release, this would have encouraged Pope Urban to push for a Crusade to aid the Byzantines.* **Nutshell: One sided argument; one explained point of support 1-0**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe the Crusade without explaining the origins of it. e.g. *The Crusade was attractive to many people as they wanted to fight in Jerusalem. There was lots of violence.* **Nutshell: Description of the Crusade without linking this to the question**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *I agree and think the origins of the First Crusade lay in the weakness of the Byzantine Empire.* **Nutshell: General/ unsupported assertion(s)**

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