



Cambridge Pre-U

HISTORY

9769/52

Paper 5b Special Subject: The Crusades, 1095–1192

For examination from 2022

MARK SCHEME

Maximum Mark: 40

Specimen

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **8** pages. Blank pages are indicated.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B about how Saladin was viewed. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both documents show Saladin as an effective war leader. In Document A he rallies his troops after defeat and leads them to victory at Acre. He is also an effective planner. In Document B his victory at Hattin is recounted, and the subsequent rout of the Kingdom of Jerusalem. • Both Documents A and B show him to have had some strategic awareness – in Document A he exploits the divisions within the crusader kingdoms, and in document B he uses the higher ground at Acre to rally his troops. <p>Differences:</p> <ul style="list-style-type: none"> • In Document B he is portrayed as a brutal leader in war, overpowering the Christians through weight of numbers and speed and force of his attack. In Document A he is portrayed as an effective planner and an inspirational commander, turning defeat into victory by shaming his men to continue the battle. • Document A refers to his qualities of mercy and compassion, which are not mentioned in Document B, where his brutality is emphasised. <p>Provenance:</p> <p>Both documents refer to the events before, and in the early stages of, the Third Crusade as Saladin routs the army of the Kingdom of Jerusalem at Hattin in 1187 (Document B) and confronts the Christian armies at Acre in 1189 (Document A). Document B is the Pope’s summons to confront Saladin and so is likely to emphasise his brutality, while Document A is an account by a close associate of Saladin, who knew him well and would have been a witness at his court. Although his account might be more accurate we must also consider that he may wish to defend Saladin’s reputation.</p>	10

Question	Answer	Marks										
2	<p>How convincing is the evidence provided by this set of documents for the view that the Second Crusade was characterised by religious devotion? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main issue:</p> <p>The main issue is that Jerusalem, the aim of the First Crusade, had been successfully captured in 1099 and was still in Christian hands, and the aim of the Second Crusade was to recapture Edessa, a city little-known in the West. Contemporaries therefore couched their efforts to recruit in terms of a more generalised religious devotion, or the chivalric ideal, or an exercise in recovering feudal territory. Reasons for failure were then explained by the lack of religious devotion.</p> <table border="1" data-bbox="308 757 1326 2056"> <thead> <tr> <th data-bbox="308 757 815 842">Analysis of interpretation in documents (AO3)</th> <th data-bbox="815 757 1326 842">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 842 815 1133">Document C places religious devotion at the heart of the Crusade. Bernard sees it entirely in these terms, although he must deal with the difficulty that Jerusalem is not an aim, by speaking of the generalised threat and suggesting that Jerusalem is threatened.</td> <td data-bbox="815 842 1326 1133">Document C is an attempt by the most famous church leader in Europe to recruit people to the Crusade and is, therefore, likely to emphasise the religious benefits and couch it in terms of religious duty.</td> </tr> <tr> <td data-bbox="308 1133 815 1496">Document D suggests some reasons why people might go on the Crusade: the idea of avenging the dishonour done to God; the chivalric idea of the Crusade as a tournament; and the idea of Edessa as a fief which needs to be recovered. It does also, however, speak of the chance of paradise for those who participate.</td> <td data-bbox="815 1133 1326 1496">Document D is a French song of the time and therefore it focuses on themes of contemporary troubadour songs – vengeance and honour – as well as popular ideas such as the tournament. The idea of a feudal relationship would also have been familiar to those in rural France, although religion is also an underlying theme here.</td> </tr> <tr> <td data-bbox="308 1496 815 1756">In Document E, Louis suggests that, despite his shortcomings as a military commander, he is motivated by religious devotion, and sees the Crusade as a devotional exercise, contrasting this with the deceit of the Emperor Manuel.</td> <td data-bbox="815 1496 1326 1756">Document E is a letter from Louis to his regent in France and is therefore trying to present a positive image of the campaign so far, as well as place the blame for any failures on others, although he does admit some responsibility himself.</td> </tr> <tr> <td data-bbox="308 1756 815 2056">Document F is highly critical of Raymond and Eleanor, and clearly their lack of religious devotion was damaging to the Crusade.</td> <td data-bbox="815 1756 1326 2056">In Document F, William of Tyre is writing in the 1170s and 1180s, after the failure of the Crusade was known, and he sees events through the prism of the growing weakness of the Christian presence in the East and the moral failings of the Crusaders.</td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	Document C places religious devotion at the heart of the Crusade. 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2	<p>Possible judgements (AO2):</p> <p>A range of possible themes is on show here. The religious aim of the Crusade was somewhat weakened since Jerusalem was not a target, but answers may conclude that religious devotion was the most common driving force present in the Crusaders (Documents C, D and E), although other motives were also present (Documents D and F). The motives presented by the sources tend to reflect the audience for which they are intended and the intentions of the authors. In the end, it appears that although religious devotion was present in the Crusaders and may have been a strong motivating factor, it alone was not strong enough to overcome the difficulties and external pressures the Crusade faced.</p>	