



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1E. THE CRUSADES, c.1095–1149

C100UE0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1E. THE CRUSADES, c.1095–1149

SUMMER 2025 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the failure of the Second Crusade.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows that the army of Conrad had pitched its camp before the gates of Damascus, where it's asserted that the city was close to being taken;*
- *it states that the force was treasonably directed to a less favourable site, where provisions for the troops were hard to come by;*
- *as a result of this betrayal, the source states that the mission was uncompleted and as such, the Second Crusade failed;*
- *the Second Crusade had faced many problems; Conrad and Louis did not fully cooperate; there was a lack of support from Byzantium; the German forces proceeded to the Middle East before the French arrived; the defeat at Dorylaeum devastated the German army;*
- *French forces were harried on their way; the weakness of the army meant that no major offensive could take place; internal rivalries and intrigue weakened the cause, as did poor leadership;*
- *the decision to attack Damascus was a disaster and there was little or no support from local crusader lords.*
- *the Muslims had learnt many lessons after the First Crusade and had adapted their tactics accordingly.*
- *there were therefore a range of factors that led to the failure of the Second Crusade.*

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question 1

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a)</i>	<i>AO4</i>
5	3		2	

Question: **Use Source A and your own knowledge to describe the failure of the Second Crusade.** [5]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows that the army of Conrad had pitched its camp before the gates of Damascus, where it's asserted that the city was close to being taken;*
- *it states that the force was treasonably directed to a less favourable site, where provisions for the troops were hard to come by;*
- *as a result of this betrayal, the source states that the mission was uncompleted and as such, the Second Crusade failed;*
- *the Second Crusade had faced many problems; Conrad and Louis did not fully cooperate; there was a lack of support from Byzantium; the German forces proceeded to the Middle East before the French arrived; the defeat at Dorylaeum devastated the German army;*
- *French forces were harried on their way; the weakness of the army meant that no major offensive could take place; internal rivalries and intrigue weakened the cause, as did poor leadership;*
- *the decision to attack Damascus was a disaster and there was little or no support from local crusader lords;*
- *the Muslims had learnt many lessons after the First Crusade and had adapted their tactics accordingly;*
- *there were therefore a range of factors that led to the failure of the Second Crusade.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

Question: **What was the purpose of Source B?** [8]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- the source is an extract from *In Praise of the New Knighthood*, written in the early twelfth century by a Cistercian abbot, Bernard of Clairvaux;
- the main purpose of the source is to show the Knights Templar, a Crusading Order, was a new kind of knighthood;
- the source shows how the Knights Templar were waging a twofold war against evil, both in a physical and spiritual form;
- its purpose is to praise the Knights Templar, showing the physical strength as well as the spiritual strength of those knights who were its members; it demonstrates the fearlessness of the Order against demons and men;
- the source was produced not long after the First Crusade, at a time when the Crusading Orders were being founded; the Knights Templar was founded in 1119/20 and established in the Temple of Solomon, the old al-Aqsa Mosque, gaining official approval in 1129 at the Council of Troyes;
- Bernard of Clairvaux was a leading advocate of the Order and his purpose here is encourage wider participation in the Order;
- the work is aimed at the knightly class and its purpose is to praise the Templars as noble, holy warriors, linking them to a Christian devotion to fighting for God.

Question 3

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
10	4			6

Question: **Do the interpretations support the view that the birth of the Crusades was inspired by the idea of pilgrimage?** [10]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Interpretation 1 does not support the view that the birth of the Crusades was inspired by the idea of pilgrimage;*
- *the article states that the rule of primogeniture, whereby the eldest son inherited his father's lands, titles and power, was a major factor in encouraging participation in the Crusades;*
- *it asserts that thousands of younger sons were without purpose, trained only to fight and as a result the Crusades gave them the opportunity to conquer lands abroad;*
- *the extract is from an article which has been published on a military website, which may well have had a bearing on the thrust of the article;*
- *research would have been undertaken, but the predilections of the author and the prospective audience may suggest it is somewhat subjective in nature;*
- *Interpretation 2 does support the view that the birth of the Crusades was inspired by the idea of pilgrimage;*
- *the interpretation states that the devotion for pilgrimages had been increasing over several centuries;*
- *it asserts that by this period, it had become an imperative for most Christians; as such it was a major factor in accounting for the birth of the Crusades, given the desire to march to Jerusalem; it states that the First Crusade was in effect, an armed pilgrimage;*
- *the interpretation is from an author writing a book about the history of the Crusades, published in the mid-nineteenth century;*
- *during this period, works on the Crusades were influenced by chivalric, heroic ideals and this romanticizing of the birth of the Crusades may have influenced the forming of the interpretation;*
- *in addition to this, the prospective audience would presumably have shared the ideals of the age and thus the predilections of the author;*
- *answers should be able to reach a judgement about the degree of support for the view that the birth of the Crusades was inspired by the idea of pilgrimage, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
11	3		8	

Question: Which of the sources is more useful to an historian studying the power of the papacy during this period? [11]

Band descriptors and mark allocations

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			BAND 4	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varying usefulness to an historian studying the power of the papacy during this period;*
- *Source C is useful as it is an extract from a letter written by Henry IV, summoning German Bishops to the Diet of Worms in 1076;*
- *the source is useful as it states that Henry was king due to God, whereas Pope Gregory had not been thus appointed; it is useful as it clearly shows Henry considered Pope Gregory to be attempting to usurp the royal powers that Henry considered to be God anointed;*
- *it is useful as it shows how Henry was attempting to portray himself to German Bishops during this stage of the Investiture Contest;*
- *this may affect the usefulness of the source as it is clearly subjective in tone and purpose;*
- *Source D is also useful to an historian as it is an extract from a letter written by Pope Gregory VII to Henry, dated two months prior to Source C;*
- *the source is useful as it demonstrates how Pope Gregory considered Henry to be displaying faith and devotion to the papacy on one hand, yet in opposition to papal decrees on the other; this suggests Gregory considered Henry to be duplicitous;*
- *it shows how Gregory viewed these decrees as being most important to the Church and reveals how this was an issue of their respective powers;*
- *however, the usefulness of the source may be affected by the aims of Pope Gregory in terms of his attempts to establish papal primacy over the issue of investiture and papal power in general during this period;*
- *neither source is more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the power of the papacy during this period.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: 'The Crusades were an attempt to get rid of a religion and a civilisation due to religious intolerance – economic self-interest was also disguised behind religious excuses.'

To what extent do you agree with this interpretation? **[16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *to a certain extent this interpretation is accurate; it can be argued that the Crusades were driven by religious intolerance and that economic self-interest was disguised behind religious excuses;*
- *the interpretation can be supported by reference to several factors: literature of the time portrayed the fight for the Holy Land in terms of Christians against heathens; this suggests a degree of religious intolerance that had been stoked by the actions and conquests of the Seljuk Turks;*
- *the interpretation is further supported by the fact that the Crusades were driven by economic reasons; the rule of primogeniture encouraged younger sons to join, in order to gain land and wealth that they otherwise would not have had in Europe; the dire economic situation in Europe had also contributed to many joining the Crusades as a means of improving their lives;*
- *the interpretation is further supported by the actions of the Crusaders; for example, after the siege of Jerusalem the massacre of its inhabitants suggest that the Crusades were an attempt to get rid of a religion and a civilisation;*
- *however, in some ways the interpretation may be rather narrow in focus and does not take into account other interpretations of the Crusades;*
- *other historians and commentators may assert that the Crusades could be interpreted as being motivated by a wider range of factors and therefore be viewed in a different light;*
- *candidates may comment upon the fact that the Crusades were driven by a strong Christian faith that wished to free the Holy Land from the control of the Muslim Turks; other interpretations may assert that the idea of an armed pilgrimage was a feature of the period and the violence of the Crusades was an endemic feature of medieval society;*
- *candidates may assert that the differentiation of motivating factors depends on the subjectivity of the interpretation;*
- *answers may comment upon the fact that the interpretation was published on an Arab news website and therefore could be very subjective in its view; the title of the article suggests that the interpretation of the Crusades is written from a very particular perspective; the prospective audience would presumably be sympathetic to the interpretation presented;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of the how and why it is possible to develop differing interpretations as part of a wider historical debate about the aims of and how the Crusades have been interpreted.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning