Highlights

- **Summarising extracts**. You listened to advice and tried to summarise the main arguments in the extracts before focusing on some of the finer points. this is important as L5 (25-30 marks) asks for '*a very good understanding of the interpretations put forward in all three extracts.*'

- **Ability to be selective.** Again, you've listened to advice and not included long quotes. Whilst L5 asks that you '*analyse & evaluate the interpretations*' you don't need long quotes (you & the examiner know what is in the extract so don't waste time repeating it). Instead, identify the most enlightening or informative phrases - the words that allow your analysis to be nuanced (the subtle or small differences). For example, extract A mentions that conflict between Muslim factions did much to 'dilute' the Islamic threat to the Crusader states. 'Dilute' is an interesting word to identify as Phillips is not writing that the Muslim world did not represent a threat. Rather, the threat was weakened due to Muslim disunity. Selecting this phrase would then open more doors for your analysis - you could bring in knowledge to support the notion that the threat was limited or 'diluted' or you could include knowledge to show that a threat did exist even if it was not ever present.

Next steps

- **Link examples** (contextual own knowledge) **back to the question.** Or, in other words, comment on the strength or persuasiveness of the interpretation after bringing in relevant and detailed knowledge. This is really important as the question is asking you 'how convincing' are the arguments. See example answer.

- **Can analyse & evaluate the summary** (test it against your contextual knowledge) **before identifying, analysing & evaluating individual quotes/phrases**.

- Be aware: if you only analyse & evaluate 2 extracts you will be stuck at L2 - a maximum of 12 marks.

- **Considering 'breadth'.** L4 of the mark scheme states that '*evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth.*' To avoid a 'limitation of breadth' we need to consider the range or extent of the evidence used in our analysis & evaluation. What supporting knowledge did you include? What was the 'breadth' of your knowledge?

1099 (1st Crusade)

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1100-1110

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1110-1120

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1120-1130

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1130-1140

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1140-1143

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