



**General Certificate of Education
January 2011**

History 1041

Unit HIS1A

Report on the Examination

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Unit HIS1A

Unit 1A: The Crusading Movements and the Latin East, 1095–1204

General Comments

Candidates' performance in this alternative continued to impress, in a similar fashion to previous years. The questions appear to have been accessible, allowing the candidates to produce work of some quality; their detailed and well-argued responses were clearly the product of sustained effort and interest. The quality of responses also varied considerably, with marks awarded across the range. Most students had a clear understanding of the structure of the examination and answered two questions. Question 1 was answered by almost all the candidates, while almost as many answered Question 2 – fewer attempted Question 3 on the crusader states. Timing was an issue for some candidates with too much time devoted to one question at the expense of their second, several weaker candidates chose to answer only three part questions.

Question 1

- 01** Responses to this question were typical of candidates' performance in the 12 mark questions. While many candidates achieved at least a Level 3 response there was a significant proportion who did not. In this 12 mark question the candidates were expected to analyse the different reasons why the People's Crusade failed. Most candidates demonstrated good understanding of the demands of the question and expanded upon issues such as lack of preparation or discipline, or poor leadership. At their best, candidates were able to achieve the highest marks by prioritising reasons such as the role of Alexius, the Emperor of Byzantium. Weaker candidates provided very generalised responses with limited or inaccurate historical detail and in particular ignored the focus on failure and events in Asia Minor.
- 02** This essay question was well-answered, with candidates providing a useful range of factors regarding motivation for participants on the First Crusade. One general weakness was illustrated in many of the specific paragraphs on the key issue of the importance of Jerusalem; weaker candidates tended to ignore the issue or describe the capture of the city, rather than analysing the impact of the lure of the city and its religious importance - this was a question about motivation, not reasons for success. More able responses expanded upon the impact of spiritual motivation at key points such as the siege of Antioch as well as Jerusalem. Again, stronger candidates referred to the impact of alternative issues such as greed and ambition, as well as providing strong conceptual understanding of issues such as the knightly ethos, feudalism and religious concepts such as pilgrimage or the indulgence, rather than simply making generalised assertions. Many candidates produced balanced arguments with precisely selected evidence and were rewarded for doing so.

Question 2

- 03** Some students found this 12 mark question on the capture of Edessa very challenging. Answers tended to ignore the key date – 1144 – and simply provided a descriptive narrative on the early years of the Crusader states. Able candidates clearly identified three to four issues; immediate issues such as the actions of Count Joscelin or Zengi in 1144, the power vacuum in the north following the deaths of King Fulk and Emperor John, and long-term issues such as the rise of Muslim unity and the structural weaknesses of

the crusader states. Better candidates were able to prioritise between issues, stressing long-term context and more immediate issues promoting Zengi's victory.

- 04** This essay question was well-answered, with candidates providing a useful range of factors which contributed to the failure of the Second Crusade. One general weakness was illustrated in many of the specific paragraphs on the key issue of lack of help from Byzantium, weaker candidates tended to ignore this factor, seemingly unaware of its impact during the crusade. More able responses expanded upon events in Anatolia and Manuel's attitude towards the crusade. Again, stronger candidates were able to evaluate this issue, developing upon his relationship with the French and German kings, as well as Sicily and the Sultan of Rum. Also, good evaluation was placed within the context of the leadership skills of Louis and Conrad and events in Outremer at Antioch, Acre and Damascus. Good answers provided a range of alternative issues, analysed in detail and well-focused on the events of the crusade itself. Candidates who produced balanced arguments with precisely selected evidence were rewarded for doing so.

Question 3

- 05** Answers to this question on the reasons why the West did not provide help to the Crusader states were amongst the weakest on the paper. The key issue was one of lack of historical knowledge. For some indication of the type of detailed analysis provided by more able candidates, please consult the mark scheme which gives a range of issues such as the political tensions in the West and the attitude of King Henry II, as well as the long-term impact of the Second Crusade. Do note that the detailed mark scheme is given as an indication of some of the material candidates could put forward; it is not an indication of what they must provide – either in range or depth. Some able candidates made useful remarks on the issue of hindsight.
- 06** Question 3 attracted few candidates, reflecting its position towards the end of the specification. In this 24 mark essay question candidates were asked to evaluate the different reasons for the collapse of the crusader states in 1187, especially the role played by Saladin – AQA's published mark scheme gives some idea of the issues they analysed, including the events of 1187, especially regarding the battle of Hattin, the role of King Guy provided a useful source of evaluation. The best responses were impressive Level 5 answers and were a pleasure to read.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.