



**General Certificate of Education
June 2011**

History 1041

Unit HIS1A

Report on the Examination

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Unit HIS1A

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

General Comments

Candidates' performance in this alternative continued to impress, in a similar fashion to previous papers. 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. A key issue for weaker responses was the fact that the First Crusade did not appear as a question. Also, two of the three questions were drawn from the last two decades of the syllabus. It was clear from some scripts that candidates had not studied, or revised, the full specification content for this alternative. It must be emphasised that the three questions may be drawn from any part of the period. Without a secure understanding of the complete content, candidates will find it extremely difficult to perform well. Most students had a clear understanding of the structure of the examination and answered two questions. Question 1 was answered by almost a third of candidates, while Question 2 was the most popular – Question 3 on the Fourth Crusade was the least popular choice. Timing was an issue for some candidates with too much time devoted to one question at the expense of their second.

Question 1

- 01** This was the best answered of the three 12-mark questions, with nearly two-thirds of candidates achieving at least a Level 3 response. In this question the candidates were expected to analyse the different reasons why Pope Eugenius called the Second Crusade. Most candidates demonstrated good understanding of the demands of the question and expanded upon issues such as the fall of the county of Edessa, the rise of Zengi and the issue of Muslim unity and the position of the crusader states. Sophisticated understanding was shown on the issue of papal control over the crusading movement and the reissuing of *Quantum praedecessores*. At their best, candidates were able to achieve the highest marks by prioritising reasons, for example, the leadership crisis in the near east. Weaker candidates provided very generalised responses with limited or inaccurate historical detail and in particular ignored the focus on papal motivation.
- 02** 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 the responsibility of the Franks of Outremer, weaker candidates tended to ignore the issue. More able responses expanded upon the weak leadership and power vacuum in Outremer, referring to young King Baldwin III and his mother Melisende, also the events of the council of Acre and the decision to attack Damascus. Again, stronger candidates referred to the impact of events in the north at Antioch and divisions between King Louis VII and Count Raymond. Alternative issues such as lack of help from Byzantium and poor leadership were usually well developed. 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 reasons for the Third Crusade very challenging. Able candidates clearly identified three to four issues; the decline of the Latin kingdom of Jerusalem under King Guy and defeat at Hattin, the impact of the loss of Jerusalem and the Holy City's importance, the succession crisis and the need for western intervention. Better candidates were able to prioritise between issues, stressing long-term context and more immediate issues, some good material was provided on the motives of participants such as King Richard and Frederick Barbarossa.
- 04** This 24-mark essay on the failure of the Third Crusade proved challenging for some candidates. Again, a lack of focus on the key issue was a notable weakness, especially when such candidates then chose to analyse the loss of Frederick Barbarossa as part of a crisis of leadership. Weaker candidates often knew little of the key events and outcomes of the crusade, although the latter, especially the Treaty of Jaffa, was well developed in responses which chose to challenge the premise that the crusade actually failed. Some candidates made good use of recent work on the issue of King Richard's leadership as a key issue in failure.

Question 3

- 05** Answers to these questions on the Fourth Crusade were among the strongest and weakest on the paper. Question 05 troubled weaker candidates, who could not explain the importance of regaining Jerusalem or the failure of the third Crusade. However, statistically Question 06 was the best performing essay question with many centres clearly teaching the full reach of the specification. The key issue in Question 05 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 some idea of a range of relevant issues. 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.
- 06** This question attracted fewer than a quarter of candidates, reflecting its position at the end of the specification. However, some centres do study this topic in some depth and their candidates produced detailed and wide-ranging analysis. In this 24-mark essay question, candidates were asked to evaluate the different reasons for the failure of the Fourth Crusade, especially the role played by Enrico Dandolo – AQA's published mark scheme gives some idea of the issues they analysed, including the motives of Venice, the diversion of the crusade, the crusaders and Byzantines, as well as other issues such as the treaty of 1201 and historiographical argument and interpretation. 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.

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