



General Certificate of Education

History 1041

Specification

Unit HIS1A

Report on the Examination

2010 examination – June series

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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 the 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. Most students had a clear understanding of the structure of the examination and answered two questions. Question 1 was answered by most candidates – over 600 scripts, while over 450 candidates answered Question 2 compared to over 350 responses for Question 3. Timing was an issue for some candidates with too much time devoted to Question 1 at the expense of their second answer.

Question 1

- 01** This was the best answered of the three 12 mark questions. With most candidates achieving at least a Level 3 response. In this question the candidates were expected to analyse the different reasons why Jerusalem was important to crusaders in the First Crusade. Most candidates demonstrated good understanding of the demands of the question and expanded upon issues such as Pope Urban's inspirational speech at Clermont – able candidates expanded upon the debate over the centrality of Jerusalem in this speech. Other issues included the religious significance of Jerusalem and the Holy places, its importance for pilgrims and the religious privileges promised to crusaders. Good conceptual knowledge was shown by many candidates on issues such as penance and the papal indulgence. Weaker candidates provided very generalised responses with limited or inaccurate historical detail and in particular ignored the focus on crusaders.
- 02** This essay question was well-answered, with candidates providing a useful range of factors which contributed to the success of the First Crusade. One general weakness was illustrated in many of the specific paragraphs on the key issue of Bohemond of Taranto; weaker candidates tended to ignore this factor, seemingly unaware of his impact during the crusade. More able responses expanded upon his role at key points such as the battle of Dorylaeum and the siege of Antioch. Again, stronger candidates were able to evaluate his impact, developing issues such as his divisiveness, personal ambition and failure to continue on to Jerusalem after Antioch. Also, good evaluation was placed within the context of the leadership skills of other participants. Good answers provided a range of alternative issues, analysed in detail and well-focused on the crusade itself. Candidates who produced balanced arguments with precisely selected evidence were rewarded for doing so.

Question 2

- 03** Some students found this 12 mark question on the use of castles in the Crusader states very challenging. Answers tended to ignore specific castles and provide generalised generic material on their use without any sense of time and space. Weaker responses also made no reference to the geographical and numerical weaknesses in the defence of the Crusader states. Able candidates clearly identified three to four issues. For example, in showing the ways in which castles helped overcome the geographical weakness of the

states, examples were given for the defence of the inland frontier as well as the coast. The numerical weakness of Outremer in the time of Saladin was developed with some students evaluating the impact of castles by expanding upon the fate of Jacob's Ford, or the fall of weakly garrisoned castles after Hattin.

- 04** In this 'How important' style question candidates had the option of either focusing almost solely on the different ways in which Saladin brought about the collapse of the Crusader states in 1187, or of evaluating his impact compared to other factors. Most candidates chose the latter approach and argued the importance of issues such as long-term geographical and numerical weakness, internal divisions within the leadership of Outremer and the poor leadership skills of King Guy – this last issue was often an interesting contrast to the skills shown by Saladin. One particular weakness was a failure to focus on the events of 1187, while another was the use made of Ridley Scott's movie *Kingdom of Heaven*. For several students this feature film was used as a historical source and its inaccuracies treated as fact – they were marked accordingly.

Question 3

- 05** Over the years students have provided excellent analysis on the motivation of crusaders; however, this question on the motives of King Richard was poorly done. Little reference was made to the historical context of the late 1180s and the impact of Hattin and the fall of Jerusalem, while personal issues such as the expectations of medieval Kingship or Angevin links with the Kingdom of Jerusalem were seldom developed. Many responses were useful on the motives of rivalry, personal piety and a desire for martial glory, but a significant minority chose to describe Richard's actions on crusade, a technique with only implicit relevance to the question.
- 06** For some students timing was an issue, and this, the last part-question, suffered in length and development. However, some excellent responses were also produced, with students analysing the impact of divided leadership compared to numerical weakness, Muslim disunity and the issue of tactics and Jerusalem. Some very pleasing evaluation was also produced, with students challenging the implication of the question that the crusade was a failure. One notable trend in weaker responses was a lack of factual detail on the key events of the crusade.

Mark Ranges and Award of Grades

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