



**General Certificate of Education
January 2011**

AS History 1041

HIS1A

Unit 1A

**The Crusading Movement and the
Latin East, 1095–1204**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2011

GCE AS History Unit 1: Change and Consolidation

HIS1A: The Crusading Movement and the Latin East, 1095–1204

Question 1

01 Explain why the People's Crusade of 1096 failed. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the first wave or 'People's Crusade' failed.

Candidates might include some of the following factors:

- Peter's lack of skill and control, the nature of his rag-tag army
- events such as Nish and defeat at Nicaea
- reference to lack of military participants/skill, lack of discipline and the limited number of knights

- the attitude of lay authorities such as the Kings of Hungary and Bulgaria and the Emperor of Byzantium.

Candidates may refer to some of the following long-term factors:

- lack of preparation, that Peter and Hermit led tens of thousands of pilgrims enthused with crusader zeal in 1096 before the official departure date.

and some of the following short term/immediate factors:

- explanation of the factors which led to defeat, perhaps focused around events in Asia minor and lack of discipline, defeat by Kilij Arslan
- the issue of supplies.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might stress the lack of cohesion and organisation in contrast to the more successful 'second wave'.

Question 1

- 02** How important was the recapture of Jerusalem as a motivation for participants in the First Crusade? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the primary importance of Jerusalem as a motivating factor might include:

- answers should include a range of reasons as to why participants went on the First Crusade. The lure of Jerusalem and the Holy Sepulchre may be linked to issues such as the crusade as a penitential pilgrimage, the crusader vow, the remission of sins and indulgence and the spiritual commitment of crusaders stirred by tales of the mistreatment of pilgrims
- idealism and piety, the attraction of the Holy Sepulchre and the Holy Places
- the condition of Jerusalem and access to for pilgrims.

Factors suggesting other motives might include:

- materialism/greed
- issues such as the knightly ethos or vendetta
- the ambitions of individuals such as Bohemond of Taranto.

Good answers are likely to/may show an awareness that materialism and piety were not mutually exclusive, or may relate the issue of motivation to individuals or social groups and to the events of the crusade-such as the finding of the Holy Lance.

Question 2

03 Explain why Edessa was captured in 1144. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why on 24 December 1144 Imad ad-Din Zengi, the Muslim ruler of Aleppo and Mosul, captured the Frankish city of Edessa, leading to the fall of the oldest of the Crusader states.

Candidates might include some of the following factors:

- the power vacuum among the Christians in N. Syria following the death of King Fulk in 1143 and of John, Emperor of Byzantium in late 1142
- the weakness of Jerusalem under Queen Melisende. Divisions within the Franks, III will between the Prince of Antioch and the Count of Edessa – the Franks needed a strong king to maintain Christian unity.

Candidates may refer to some of the following long-term factors:

- the rise of Muslim unity in North Syria under Zengi of Mosul, his capture of Aleppo, Ma'arret and Ba'rin and then the garrison at Edessa

- growing Muslim unity under the concept of *Jihad*
- Frankish states weaknesses in geography and manpower
- the aftermath of the Battle of the Field of Blood in 1119.

and some of the following short-term/immediate factors:

- Count Joscelin's absence in December and Raymond, prince of Antioch's refusal to help defend the city.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might highlight the unique features of Edessa; its geographical and political isolation.

Question 2

- 04** How far was the failure of the Second Crusade due to the lack of help from Byzantium?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting lack of help from Byzantium might include:

- the difficulties faced by Louis and Conrad crossing Anatolia, lack of byzantine guides and supplies
- Manuel's relationship with the sultanate of Rum
- events at Dorylaeum and Attalia.

Factors suggesting other reasons for failure might include:

- lack of clear aims and focus
- poor leadership and decision-making by Louis and Conrad
- the decision to attack Damascus in July 1148.

Good answers are likely to/may show an awareness that the weaknesses of the Second Crusade in leadership, lack of clear aims, lack of aid from Byzantium, all bear direct comparison with the strengths of the First Crusade.

Question 3

- 05** Explain why the West did not provide help to the Crusader states in the 1180s. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
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Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the west did not provide more direct help for the Crusader states in the period before defeat and collapse after the Battle of Hattin.

Candidates might include some of the following factors:

- Angevin/Capetian rivalry, the youth of the new French King, Philip II
- King Henry's age and the lack of a strong King in Jerusalem
- the failure of Pope Alexander's bull in 1181 and Patriarch Heraclius's mission in 1184.

Candidates may refer to some of the following long-term factors:

- the long-term impact of the failure of the Second Crusade
- the impact of King Baldwin IV's victory at Montgisard in 1177.

and some of the following short-term/immediate factors:

- relations between the Papacy and Emperor Frederick Barbarossa of Germany
- tensions between King Henry and his sons.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might stress the weakness of crusades which were by their very nature temporary and this did not resolve the predicament of the Crusader states-they needed Latin settlers and an increase in the forces permanently garrisoned in Outremer.

Question 3

06 How important was the leadership of Saladin to the collapse of the Crusader states in 1187? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the importance of Saladin in the collapse of the Crusader states in 1187 might include:

- his strategy in 1187 and the events of the battle of Hattin
- the manner in which he united the Muslim world under his leadership and the numerical strength this provided
- the impact of *Jihad*.

Factors suggesting other reasons for collapse might include:

- the political divisions within the leadership of the Kingdom of Jerusalem
- the poor decision-making of King Guy of Lusignan
- King Baldwin IV's accession in 1174 may be seen as a turning-point.

Good answers are likely to/may show an awareness that the Crusader states faced a crisis including long-term structural weaknesses and lack of help from Byzantium and the west.