



**General Certificate of Education
June 2012**

History 1041

Unit HIS1A

Report on the Examination

Further copies of this Report on the Examination are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Unit HIS1A

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

General Comments

Students' performance in this medieval history alternative continued to impress, in a similar fashion to previous years. The questions appear to have been accessible, allowing the students to produce work of some quality; their detailed and well-argued responses were clearly the product of sustained effort and interest in crusading history. 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 on the First Crusade was very popular and was answered by almost all the students, while almost three-quarters answered Question 2 on the Second Crusade – far fewer attempted Question 3 on the Crusader states, although their answers were some of the best responses produced by students. Timing was an issue for some students with too much time devoted to one question at the expense of their second; several weaker students chose to answer only three part questions. Answering four part questions in 75 minutes is a challenge, but students should know the demands and time their responses accordingly.

Question 1

- 01** Responses to this question were typical of students' performance in the 12-mark questions. Most students achieved at least a Level 3 response. In this question the students were expected to analyse the different reasons why the Pope Urban II called the First Crusade. Most students demonstrated good understanding of the demands of the question and expanded upon issues such as Urban's motives regarding papal supremacy, knightly violence, the investiture contest, relations with Byzantium and his motives regarding Jerusalem. At their best, students were able to achieve the highest marks by prioritising reasons such as short-term issues like the council of Piacenza and the request for help from Alexius, the Emperor of Byzantium, in contrast to long-term issues such as the schism of 1054 and Christian unity. Weaker students provided very generalised responses with limited or inaccurate historical detail and in particular ignored the focus on Urban's motives as opposed to those of participants.
- 02** This essay question was well-answered, with students providing a useful range of factors regarding the success of the First Crusade. One general weakness was illustrated in many of the specific paragraphs on the key issue of the importance of religious fervour; that is, generalised and unsubstantiated assertions. Indeed, weaker students tended to adopt the issue as the sole focus for their answer, perhaps believing that this was a question about motivation, not about different 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 and key incidents such as Peter Bartholomew and the finding of the Holy Lance. Again, stronger students referred to the impact of alternative issues such as military leadership or help from Byzantium – these were developed with historical detail, rather than simply making generalised assertions. Many students 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 motives of knights going on the Second Crusade very challenging. Such answers tended to ignore the specific focus and simply provided general material on motivation, usually regarding Kings Louis VII and Conrad III. Able students clearly identified three to four issues; immediate issues such as the impact of Bernard's preaching, as well as the message contained in the papal bull, *Quantum praedecessores*, also familial traditions of crusading, the knightly ethos and spiritual motivation. Although student marks show that this was the most challenging of the 12-mark questions, nearly two-thirds of responses received Level 3 and above, suggesting students are well aware of the appropriate style and length required in these questions.
- 04** This essay question was well-answered, with students 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 breadth of the aims of the crusade; weaker students tended simply to ignore this factor, seemingly unaware of its impact during the crusade. More able responses expanded upon the lack of a single focus – often contrasting this with the role of Jerusalem during the First Crusade. Again, stronger students were able to challenge the importance of this issue, developing upon issues such as the leadership skills of Louis and Conrad; events in Anatolia, lack of Byzantine help and Manuel's attitude towards the crusade; 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. Students who produced balanced arguments with precisely selected evidence were rewarded for doing so.

Question 3

- 05** Answers to this question, on the reasons why Saladin rose to power, were amongst the strongest on the paper. The key issue for this was their combination of historical knowledge and analytical focus. Useful responses included short-term issues such the impact of his success in 1187, his military skills in tactics and leadership. Other issues included his use of ideology to unite the Muslim world under his leadership; the stepping-stones of control over Egypt and Damascus before and after 1174; and the weaknesses of his Christian and Islamic enemies. Some weaker responses chose to answer Question 3 but ignored part 05 altogether.
- 06** Question 3 attracted few students, reflecting its position towards the end of the specification. This is a pity because students who chose 05/06 achieved the highest marks for any question. In this 24 mark essay students were asked to evaluate the different reasons for the collapse of the crusader states in the years to 1187, especially the role played by Prince Reynald of Chatillon. The best responses were impressive Level 5 answers and were a pleasure to read. AQA's published mark scheme gives some idea of the issues they analysed, most students were able to provide a detailed paragraph on Reynald's exploits – and several included impressive evaluation of his reputation; the reign of the leper king, the disputed succession and the role of King Guy provided useful sources of evaluation.

Mark Ranges and Award of Grades

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

UMS conversion calculator: www.aqa.org.uk/umsconversion