

GCE
AS and A Level

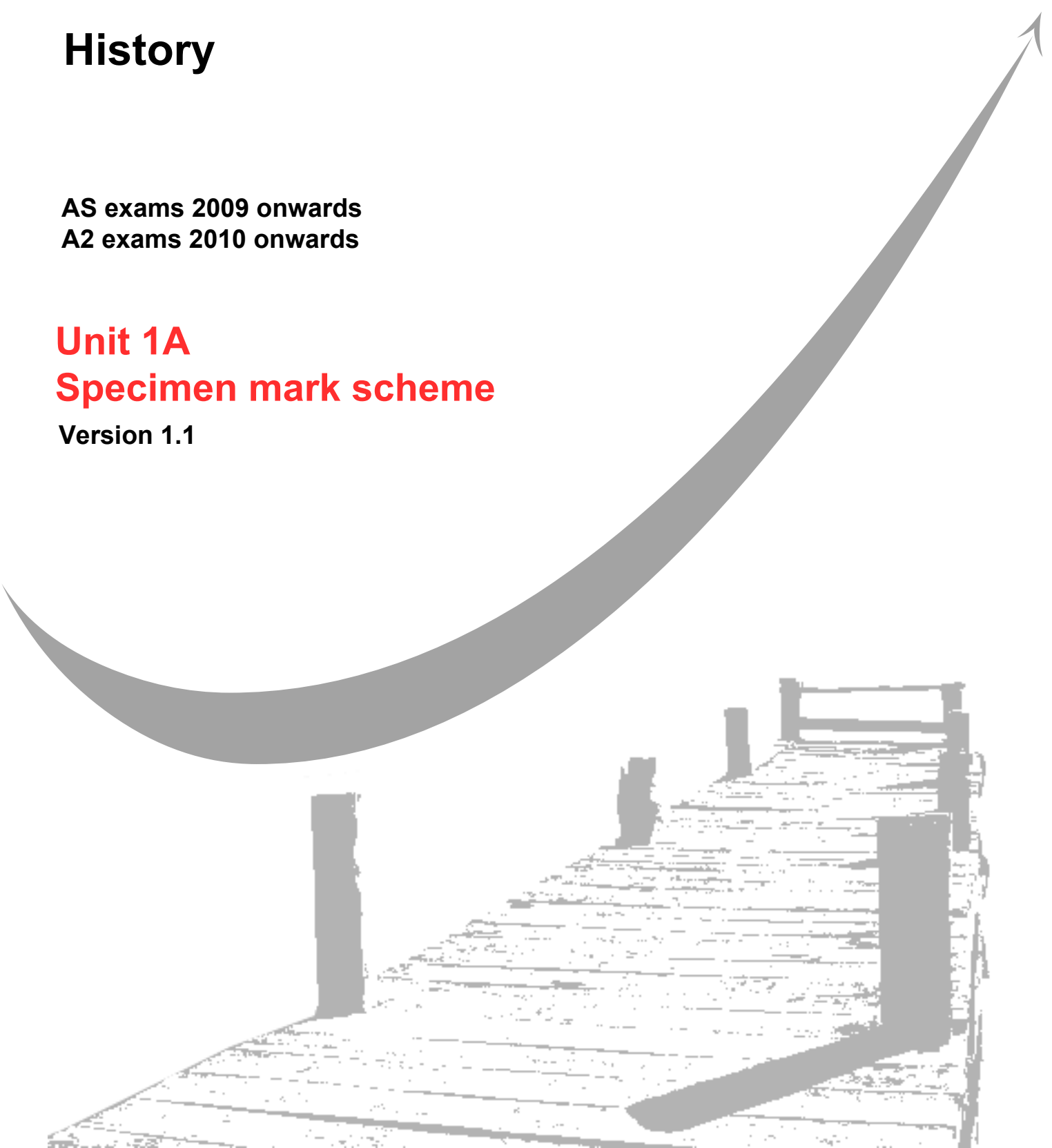
History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1A

Specimen mark scheme

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1A

The Crusading Movement and the Latin East, 1095–1204

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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

Specimen Mark Scheme**GCE AS History Unit 1: Change and Consolidation****HIS1A: The Crusading Movement and the Latin East, 1095–1204****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why Pope Urban II called for a crusade at Clermont in 1095. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

When Pope Urban II preached at Clermont in November 1095, reports suggest he raised several issues. Because all known reports of Clermont were written after the capture of Jerusalem, they may have been coloured by that achievement, making his precise motives difficult to ascertain. His call to arms may have been motivated by a desire to aid Byzantium following the Emperor Alexius's request for help at the council of Piacenza, or to reunite the Greek and Roman churches after the schism of 1054. He may have wished to enhance papal authority in the west as part of the investiture contest with the German Emperor. His speeches stress the need to aid Eastern Christians; above all, the liberation of Jerusalem may have been uppermost in his mind. He may have wished to ensure easier access for pilgrims to the holy places. In some reports the Pope spoke of the feudal anarchy caused by knightly violence and Urban may have hoped to enhance the Peace of God movement and export such violence elsewhere.

(b) How important was leadership in explaining the success of the First Crusade? (24 marks)

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

Indicative content

In July 1099 the First Crusade succeeded in its objective and captured the holy city of Jerusalem. The leadership provided by key figures such as Bohemond of Taranto, Raymond of Toulouse and Adhemar of Le Puy was of key importance. Bohemond was an able general whose aggressive tactics created the victories over Ridwan and Kerbogah, while Robert of Normandy was a vital military commander who rallied the troops at Dorylaeum and leading the charge at Ascalon. They led the crusading armies to victory in sieges at Nicaea, Antioch and Jerusalem and battles at Dorylaeum and Antioch. Adhemar played a key role in uniting the lay princes – as is shown by the near collapse of the crusade after his death at Antioch. Other factors which contributed to success include the divisions within the Muslim world with the fragmentation of the Seldjuk Empire after 1092, and tensions between Turks and Arabs, Fatimids and Abbasids and Sunnis and Shias all aided the crusaders. The role of Byzantium also contributed to the success of the First Crusade – in particular the provision of guides and

supplies during the crossing of Anatolia and at Antioch, where the Byzantine fleet proved vital, religious zeal – and the attraction of Jerusalem provided drive, determination and ideological cohesion which proved vital at Antioch in particular.

Question 2

- (a) In what ways was Bernard of Clairvaux important in the launch of the Second Crusade?
(12 marks)

Target: AO1(a), AO1(b)

Indicative content

In December 1144 the first crusader state, Edessa, fell to the Muslims. The response by the papacy was a call to crusade through a papal bull, *Quantum Predecessores*. However, King Louis VII also voiced his own decision to undertake an armed expedition to the East. The preaching mission by Bernard, Abbot of Clairvaux was launched then, as an attempt by the papacy to regain control over the crusading movement. Bernard and Pope Eugenius III were close allies – both were Cistercians. The spontaneous enthusiasm of 1095 was not shown in 1145–1146; it took the preaching of Bernard to enthuse the knights of Europe to undertake another expedition to the East. He played a key role in rousing the French when he preached at Vezelay and his preaching at Speyer in December 1146 persuaded King Conrad of Germany to go. Bernard's preaching was also important in halting a wave of anti-Semitic attacks on Jews in Rhineland. This followed the preaching activities of a rogue Cistercian monk called Rudolf. Good order and Bernard's prestige were at stake, but most importantly to Bernard the Jews were to remain unharmed, a living symbol of God's grace. The words of the 'honey-tongued' preacher did much to stir crusading fervour, but Bernard's own motives were also closely linked to the crusader privileges offered in the papal bull, in particular the indulgence offered to participants. To Bernard the Crusade was a work of penance, offering salvation to the men of the West; indeed, the East was simply the means to an end, and that end was the spiritual reward of the indulgence: 'See with what skill he plans for your salvation and be amazed...O mighty soldier, O man of war, you now have a cause for which you can fight without endangering your soul'.

- (b) How far was King Louis VII responsible for the failure of the Second Crusade?
(24 marks)

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

Indicative content

By 1148 the Second Crusade had failed after the collapse of the siege of Damascus. King Louis VII played a significant part in this failure – he lacked a clear military objective; the crusade was not undertaken to regain Edessa, but as a penitential pilgrimage for the King after the events at Vitry. He provided weak leadership in the journey through Anatolia where he failed to maintain discipline, and then abandoned his army at Attalia. He made significant mistakes at Antioch where he refused to aid Raymond in attacking Aleppo, and can also be criticised for his role in the decision to attack Damascus in July 1148 and then shift the siege army. Although Louis remained in Jerusalem until Easter 1149 he attempted nothing more. Nevertheless, there were other reasons for the failure of the crusade: lack of unity of purpose and clear objectives; unlike the First Crusade with its focus on Jerusalem, the Second Crusade

included expeditions in the Iberian peninsula and against the Wends on the Baltic coast – it simply attempted too much. The role of Conrad of Germany and the lack of help from Byzantium also contributed to its failure – indeed, the French accused the Emperor Manuel of colluding with the Turks.

Question 3

- (a) Explain why Saladin won the Battle of Hattin in 1187. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

On 4th July 1187 Saladin destroyed the army of the Kingdom of Jerusalem at Hattin. The battle revealed the fundamental weakness of the Crusader states – lack of manpower. After Hattin and the destruction of the Frankish field army there was no-one left to defend the kingdom and Saladin went on to capture Jerusalem in October 1187. Superior numbers were of key importance in the battle itself; Guy had an army of 1,200 knights and 15,000 to 18,000 foot and Turcoples. By contrast, united under *Jihad*, Saladin drew upon the resources of the Muslim world to create an army of 12,000 elite cavalry and 30,000 foot soldiers. King Guy's decision to march his army from Saffuriyah and challenge Saladin at Tiberius, 26 kilometres away, was a key reason for Saladin's victory. Previously Guy had used Fabian tactics and avoided battle. However, King Guy's claim to the throne was tenuous. He was only king consort, through his wife, Sibyl, eldest daughter of Almeric. Guy feared for his power and these fears were finally realised when Saladin besieged Tiberius. He was persuaded, late at night on the eve of departure to Tiberius, to march to its aid, and seek battle in the field. Guy's weak kingship and the wider divisions and factions in the Crusader states may be seen as another reason for Saladin's success. Guy faced conflicting advice and pressures from characters such as Raymond of Tripoli (ironically the position of Raymond's wife Eschiva, under siege at Tiberius, was a 'chivalrous' reason for the march to defeat at Hattin). Guy was only persuaded to leave his safe base and march late on the night of 2nd July. There was much confusion, and hasty decisions were made. The decision to take no water was probably the precipitating factor in the army's defeat. They found themselves outside the safety of a stronghold, facing a 26-kilometre march in hot barren desert, with the hounding force of Saladin attacking them all the way. Saladin's tactics during the march were also important; the Franks were harassed and disrupted, but the Muslims avoided coming within range of the key Frankish tactic, the cavalry charge. Guy's army was simply worn down until discipline and order collapsed.

- (b) How important was the reign of King Baldwin IV in the collapse of the Crusader states in the years 1174 to 1187? (24 marks)

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

Indicative content

King Baldwin IV, 'the Leper King', ruled the Kingdom of Jerusalem between 1174 and 1185. This period of rule by an infirm minor led to the growth of factionalism and division within the kingdom as 'hawks' and 'doves' sought to control the succession the throne. Meanwhile Saladin was able to extend his control over northern Syria and unite the Muslim world against

the Franks. His accession in 1174 may be seen as a turning-point. Until 1174 the Crusader states were not facing inevitable collapse; under King Amalric they were stable, viable and expansionist, with an alliance and joint military campaigns with Byzantium; formidable defences in the great castles such as Belvoir and Krak de Chevaliers, and a warrior-elite dedicated to their defence in the Knights Templar and Hospitaller. Above all, the king provided strong and capable leadership. However, Baldwin's reign saw the loss of support from Byzantium, which had proved a vital bulwark in the north. The military power of Byzantium collapsed after defeat at Myriokephalon in 1176. Lack of help from the West also left the Franks isolated and alone against the resurgent Muslims. Nevertheless, Hamilton has argued in favour of the young king; he defeated Saladin in two major battles, Mont Gisard in 1177 and Le Forbelet in 1182, and forced him to raise the siege of Beirut in 1182 and the major fortress of Kerak twice, in 1183 and 1184. The year 1179 may be seen as a turning-point as it marked the end of Baldwin's aggressive 'forward' policy, following the loss of the castle at Jacob's Ford. As the young king's health declined, rivalry over the regency led to truces and Fabian tactics from Raymond of Tripoli and Guy of Lusignan. The succession was never resolved, and as the kingdom declined into factionalism and open civil war after Baldwin's death in 1185, so defeat at Hattin and the loss of Jerusalem took place only two years later. It could be argued that the Crusader states were 'doomed from the start', that significant long-term weaknesses in geography and manpower pre-dated Baldwin's accession in 1174. Likewise, it could be argued that the collapse post-Hattin in 1187 was due to short-term weaknesses, especially in the qualities of King Guy and significant figures such as Gerard de Ridefort.