



**General Certificate of Education  
January 2012**

**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**

Students' performance in this alternative continued to impress, in a similar fashion to previous papers. The questions appear to have been accessible, allowing the students to produce work of significant 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 two of the three questions were drawn from the last two decades of the specification. Indeed, the lack of a question on the First Crusade was remarked upon in some scripts. It was clear from some scripts that students 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, students 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 the over two-thirds of students, while almost as many answered Question 2, but only a quarter of the entry chose to answer the question on the Fourth Crusade. A significant number of weaker students failed to answer two full questions.

### **Question 1**

- 01** This was the least well answered of the three 12-mark questions, although almost 40 percent of students achieving at least a Level 3 response. In this 12-mark question the students were expected to analyse the different reasons why Byzantium was hostile towards the Second Crusade. Many students demonstrated good understanding of the demands of the question and expanded upon issues such as long-term context on religious, cultural and political tensions between Byzantium and the west. Most were able to give specific examples of issues such as Bohemond of Taranto and tensions over Antioch, as well as other causes of hostility from the time of the First Crusade. Sophisticated understanding was shown on tensions between Manuel and the participants in the Second Crusade including tensions regarding Roger of Sicily, or the political situation in the Near East, relations between Emperor Manuel and the Seljuk Turks in Anatolia. At their best, students were able to achieve the highest marks by prioritising reasons, for example immediate political tensions between France and Byzantium over Antioch. Weaker students provided very generalised responses with limited or inaccurate historical detail.
- 02** 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 Muslim unity, weaker students either chose to ignore the issue altogether or tended to describe growing unity in very general terms without relating this to the actual events of the Second Crusade. More able responses showed an awareness that Muslim unity played a key role in the defeat of the crusade's major campaign at Damascus following the uneasy truce between Nur ad-Din and the Damascenes. Again, stronger students referred to the impact of alternative issues such as; the events in Anatolia in 1147–1148; the defeat of both Louis and Conrad; divisions between Louis and Raymond, the local nobility and the crusaders; also less immediate factors such as lack of focus or too many objectives, 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 reasons why King Guy lost the Battle of Hattin in 1187 very challenging. Answers tended to ignore analysis and simply provided a descriptive narrative on the battle itself or on the events of 1187. Able students clearly identified three to four issues including; Guy's disastrous decision to march from Sapphoria to Tiberias on 2 July 1187; Saladin's tactics and the lack of water on the desert plain; Saladin's army's numerical superiority. Better students were able to prioritise between issues, stressing long-term context which influenced Guy's decisions and more immediate issues which promoting division over tactics.
- 04** In this 'How important' style question students had the option of either focusing almost solely on the different ways in which the personal rule of King Baldwin IV brought about the decline of the Crusader states, or of evaluating his reign's impact compared to other factors. Most students chose the latter approach and argued the importance of issues such as the rise of Muslim unity under Saladin, or the impact of the rule of King Guy after King Baldwin IV's death. Indeed, much good analysis was provided which argued that Baldwin's reign was not a period of decline, and those students were rewarded for challenging the assumptions in the question.

### **Question 3**

- 05** Although this was the least popular of the 12-mark questions, responses on the reasons why participants went on the Fourth Crusade were of good quality. Most students mixed generic issues for going on crusade, such as knightly ethos and chivalry, with specific knowledge on the events of the 1190s and the aftermath of the loss of Jerusalem in October 1187. For weaker students the key issue was one of lack of historical knowledge. Prioritising for more able students included short-term/more immediate reasons such as the preaching of Fulk of Neuilly or Count Thibaut and the tournament at Ecry.
- 06** Question 3 attracted fewer students, reflecting its position towards the end of the specification. However, some centres do study this topic in depth and their students produced detailed and wide-ranging analysis. In this 24-mark essay question students were asked to evaluate the different reasons for the outcome of the Fourth Crusade, especially the role played by lack of numbers. AQA's published mark scheme gives some idea of the issues they analysed, including the number of participants and the treaty with Venice, the crusaders and young Alexius, as well as other issues such as the events at Constantinople and historiographical argument and interpretation. Do note that the detailed mark scheme is given as an indication of some of the material students could put forward; it is not an indication of what they must provide – either in range or depth. 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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