

AS
HISTORY
7041/1A

The Age of the Crusades, c1071–1204

Component 1A The Crusader states and Outremer, c1071–1149

Mark scheme

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Zengi's aims?

[25 marks]*Target: AO3*

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Zengi's main aim was defending Sunni Islam against both the Franks and the Shi'ites
- this interpretation can be identified through Zengi's sponsorship of religious institutions such as madrasas and kanqhas
- by doing this, Zengi restored the promotion of the jihad to being of central importance to the Muslims of the Near East as a way of unifying their purpose.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- how Zengi only used jihad as a compliment to his military campaigns in order to extend his own power
- Zengi was also prepared to go against other Muslims, eg the Shi'ite Assassins rather than merely use jihad against the Franks
- his main target was Damascus rather than the Franks and he staged several campaigns against the city rather than at the Franks.

In their identification of the argument in Extract B, students may refer to the following:

- Zengi was completely driven by his own self-interest. He would go to extreme lengths to achieve his goals, such as turning on allies and attacking fellow Muslims
- Zengi's focus was Damascus and he wanted to take over other Muslim settlements such as Homs and Baalbek that were loyal to Damascus
- Zengi's personal reputation for the use of terror and violence was more important in keeping his followers loyal to him than jihad.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Zengi was ruthless to neighbouring Muslim rulers, eg at Baalbek where he crucified the entire garrison that resisted him
- nevertheless, for the jihad to be effective the Muslim east would need to be united, disunity had led to the success of the First crusade previously and Zengi was establishing a new strategy
- Damascus had been independent from Abbasid influence for a long time and had even at times made treaties with the Crusader states, for either the jihad or the extension of Zengi's personal empire it was an important city to bring under control.

In arriving at a judgement as to which extract is the more convincing interpretation, students might conclude either Extract A – is more convincing although jihad had been promoted before Zengi laid down an infrastructure for its development in the future and brought the Muslim East together by promoting it through diplomacy and conquest. The development of his religious imagery ultimately added to his military strength and enabled more political expansion. Or Extract B – the promotion of jihad was a superficial tactic for Zengi to bring more territory under his control, his treatment of his co-religionists both went against the principles of Islam and ignored the Frankish enemy that he allegedly wanted to act

against. Instead he actively attempted to remove rivals in order to extend his own powerbase particularly Damascus.

Section B

- 0 2** 'The main reason why Western Europeans travelled to the Near East, in the years 1085 to 1097, was a desire for wealth and riches.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments supporting the view that the main reason why Western Europeans travelled to the Near East, in the years 1085 to 1097, was a desire for wealth and riches might include:

- Baldwin of Boulogne seized Edessa in 1097, Bohemond takes Antioch in 1098, even looting and pillaging in Jerusalem in 1099
- Alexius Comnenus went to great pains to state the wealth that awaited westerners in the East in his appeal for help in 1095. Westerners were also aware of the wealth of the East from mercenaries, eg Varangians and traders, eg Italians. Pilgrims brought back stories of the wealth of the East too.
- actions of crusaders at Nicaea in 1097 where they are disgruntled by being prevented from pillaging
- the destruction of the People's Crusade was allegedly caused by Muslims spreading rumours of great wealth at Xerigordon where one section was trapped and then the rest were lured into an ambush at Civitot when they were told they would be missing an opportunity to loot too. Actions of the People's Crusade at Belgrade and in the Rhineland.

Arguments challenging the view that the main reason why Western Europeans travelled to the Near East, in the years 1085 to 1097, was a desire for wealth and riches might include:

- spirituality was a major motivating force, the pilgrim trail to Jerusalem was well established, Alexius also played on this in his appeal for help by emphasising atrocities done to their co-religionists. Also, Urban II appears to have offered spiritual rewards – indulgence consisted of remission of sins. There was a belief that the Apocalypse was coming in 1100 and people were keen to purify themselves before this
- the cost of travelling to the East made material gain highly unlikely, it would be hard to make a profit and there was no guarantee of land being available as the Byzantines wanted to recover much of their lost territory
- social pressure – once crusading began there was a social expectation to go and complete it among the nobility of the time. For example, Adela's reaction to Stephen of Blois' desertion in 1098
- social pressure – feudal or family ties – research suggests many participants on the First Crusade went because of feudal obligations to their lord or because of family units, eg Baldwin, Godfrey and Eustace of Boulogne or Bohemond and Tancred.

Students can provide some examples before 1095 how westerners travelling to the East were already well established before the First Crusade, eg Robert of Flanders had already been prior to the First Crusade, already a tradition of pilgrimage to Jerusalem and the potential for economic gain, eg Italian traders or service in the Byzantine Varangian Guard. After 1095, arguably, people were more focused on spiritual issues after Urban and Alexius' appeal; nevertheless, plenty of crusaders tried to make material gain out of the First Crusade and there is clear evidence of feudal and family ties as well being important. Any of the factors would make a suitable final conclusion as long as it is well evidenced with specific examples. It is important answers go beyond just the knightly classes as the question asks about travellers rather than just knights.

0 3 'The most significant weakness of the Crusader states, in the years 1098 to 1119, was their poor relationship with the Byzantine Empire.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments supporting the view that the most significant weakness of the Crusader states, in the years 1098 to 1119, was their poor relationship with the Byzantine Empire might include:

- Bohemond's refusal to return Antioch after its capture, 1098, badly damaged relations with Alexius Comnenus. This broke the oath that Bohemond had sworn to Alexius to return land to the Byzantines. Alexius subsequently offered no further support to the First Crusade or the establishment of the Crusader states
- the crusaders refused to listen to the advice of Tatikios, their Byzantine military advisor, during their siege of Antioch in 1098
- Bohemond's 'crusade' against the Byzantine Empire 1107–1108 failed. Treaty of Devol in 1108 forced Antioch to be held as a subject fief to the empire. Bohemond's successor, Tancred, refused to recognise the Treaty of Devol, further damaging relations between the Byzantines and the Crusader states
- the friction with the Byzantine Empire removed the support of a close Christian ally despite the growing Muslim threat that was increasingly utilising the idea of jihad to unite against the crusaders.

Arguments challenging the view that the most significant weakness of the Crusader states, in the years 1098 to 1119, was their poor relationship with the Byzantine Empire might include:

- the leaders of the Crusader states made poor decisions when dealing with external relations and threats which weakened them (Bohemond's war with Alexius, Roger's decision to attack Il Ghazi)
- growing Muslim unity threatened the Crusader states. Antioch's defeat to Il Ghazi's jihadist army at the battle of the Field of Blood in 1119 meant other Crusader states had to stretch their military resources to protect it, particularly the Kingdom of Jerusalem
- limited support from Western Europe meant that the Crusader states suffered from a lack of manpower and Jerusalem was the main focus for most western travellers and larger expeditions such as the Minor Crusade of 1101 and the Sigurd of Norway's Crusade. The failure of expeditions such as the Minor Crusade also put other crusaders off
- the capture of ports, such as Acre and Jaffa on the Levantine coast, opened up attractive markets to the Italians and contact with the west; therefore some states didn't benefit from the same amount of trade and western support as the Kingdom of Jerusalem, for example, Edessa and Antioch.

Students have a range of options to choose here. All are viable arguments. The Crusader states were precariously placed between the Byzantines, Fatimid Egypt and the increasingly unified and powerful Abbasid Caliphate that began to reassert itself after the impact of the First Crusade. Antioch, Edessa and Tripoli were not often the focus of pilgrimage unlike the kingdom of Jerusalem further to the South. Candidates might argue that the poor relationship with the Byzantines was problematic as they were the States' closest natural ally. However, they might equally consider that the response from the Muslim world became a much bigger threat as the period progressed and was the biggest weakness the States faced.