



**General Certificate of Education
January 2013**

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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.

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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2013

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Explain why Emperor Alexius I received military help from the West. (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 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.

Answers should include a range of reasons why the Emperor Alexius I received help from the West.

Students might include some of the following factors:

- the rise of the Seljuk Turks and the impact of the Battle of Manzikert in 1071
- Alexius' desire to retake Asia Minor
- the council of Piacenza in March 1095 and Alexius' desire for western mercenaries
- the council of Clermont and the relative importance or not of aiding Byzantium.

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

- Muslim weakness and internal divisions
- Byzantium's manpower shortage.

and some of the following short term/immediate factors:

- the motives of Pope Urban II in calling for a crusade
- the issue of Jerusalem
- the motives of participants in going on crusade.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might expand on Alexius' message to the Papacy and the issue of the suggested threat posed to the Holy Places.

Question 1**02** How far was the success of the First Crusade due to 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 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 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 that help aided the success of the First Crusade might include:

- the campaign against Kilij Arslan and Nicaea
- the logistics of crossing Asia minor
- guides, supplies and the role of Tacitus
- the role of the Byzantine fleet at Antioch.

Factors suggesting other factors might include:

- the end of Byzantine support after Antioch
- the role of Muslim disunity
- the impact of issues such as military skill and leadership, religious fervour, numerical superiority and luck.

Good answers are likely to/may show an awareness that victory was due to a combination of factors, but that Byzantine support ended before the key events of 1099 and the capture of Jerusalem.

Question 2**03** Explain why Bernard of Clairvaux preached the Second Crusade. (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 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.**

Answers should include a range of reasons why Bernard of Clairvaux preached the Second Crusade.

Students might include some of the following factors:

- the preaching mission by Bernard, abbot of Clairvaux was launched as an attempt by the papacy to regain control over the crusading movement. Bernard and Pope Eugenius III were close allies, and both were Cistercians
- anti-Semitic attacks on the Rhineland. 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 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.

OR Students may refer to the following long-term factor:

- the weakness of the crusader states.

and the following short-term/immediate factor:

- in December 1144 the first crusader state, the county of Edessa had fallen to the Muslims.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might focus on Bernard's own words and his view of the crusade as a means to an end, to provide the knighthood of western Europe with the opportunity to gain salvation.

Question 2

- 04** How far was Bernard of Clairvaux responsible for the failure of the Second 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 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 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 Bernard's responsibility might include:

- his decision to expand the crusade and include Conrad and the Germans against the wishes of the Papacy
- Bernard's role in increasing the focus of the crusade beyond the Near East, 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.

Factors suggesting other issues might include:

- Bernard was not a participant
- a key factor in this was lack of unity of purpose and clear aims: 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
- Edessa lacked the earlier resonance of Jerusalem in the First Crusade
- 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
- the lack of help from Byzantium; the French accused the Emperor Manuel of colluding with the Turks. The crusade was an inconvenience and so the emperor gave it little encouragement. Manuel had a peaceful alliance with the Sultan of Rum, which was threatened by the crusade. Byzantium had to co-exist with the Turks once the crusaders had been and gone.

Good answers are likely to/may show an awareness that failure was due to a range of factors, but a lack of clear objectives, an issue where Bernard played a significant role, was of considerable importance.

Question 3

- 05** Explain why the Military Orders were used in the defence of the crusader states.
(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 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.

Answers should include a range of reasons as to why the Military Orders were used in the defence of the crusader states

Students might include some of the following factors:

- the numerical contribution of the Templars and Hospitallers
- their skill, commitment and permanence
- their wealth, links with the west and castle building.

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

- the long-term structural weaknesses of the crusader states
- lack of manpower as an issue
- the weakness of the borders of the crusader states.

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

- the losses at the springs of Cresson and poor leadership in 1187
- the execution of the military orders by Saladin after Hattin indicates their significance.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might expand on the Templars' loss of Jacob's ford in 1179 as a turning-point in the fate of the crusader states.

Question 3

- 06** How far were the divisions over the succession to the Kingdom of Jerusalem from 1185 responsible for the loss of Jerusalem 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**
- 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**
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- 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 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 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 that the divisions over the succession from 1185 were responsible for the loss of Jerusalem in 1187 might include:

- the civil war between Raymond of Tripoli and Guy of Lusignan
- Guy's inability to control Reynald of Chatillon whose actions provoked war with Saladin
- Guy's decision to fight at Hattin was a consequence of his weak claim to the throne.

Factors suggesting an alternative view might include:

- Guy's poor military leadership and short-term decision making in July 1187
- Muslim unity and the rise of Saladin
- long-term weaknesses in manpower and geography
- lack of help from the West
- the decline of Byzantium.

Good answers are likely to/may show an awareness that the succession crisis following the deaths of King Baldwin IV in March 1185 and Baldwin V in August 1186 led to factionalism and a lack of unity. But long-term structural weaknesses in manpower and geography, combined with Muslim unity to make collapse almost inevitable by 1187.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

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