
AS-LEVEL HISTORY

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

1041
June 2015

Version V1: Final Mark Scheme

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 Assessment Writer.

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 from aqa.org.uk

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

June 2015

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Explain why knights went on the First 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 as to why knights were motivated to take part in the First Crusade.

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

- the adoption of the system of primogeniture had led to internecine warfare especially in France and there was the prospect of gaining territory for these landless younger sons in the East

- the granting of indulgence was particularly important to those who had dedicated their lives to warfare
- the popularity of the Chansons de Geste within knightly society played a role in validating the struggle against Islam through the tales of Charlemagne, Roland and Oliver
- land claimed for private forest, floods, droughts, famine and disease had placed pressure on a rising European population
- the development of the idea of the Peace of God showed the Church willing to harness the fighting power of knights in its own cause
- the importance of Jerusalem as a place of pilgrimage

and some of the following short term/immediate factors:

- feudal and social obligations including kinship
- 'Family consciousness' played a large part in knightly society at this time and the pope's speech stressed that eastern Christians were blood relatives who had to be helped, laying emphasis on their living conditions and treatment under the Muslims
- the pope promised to protect property in Europe and to freeze all debts for those who took part.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that what inspired the knights was the chance to achieve salvation through battle, or stress the importance of material reward in the context of Western Europe at this time. It is also possible for students to conclude that it was individual motivation and ideals that inspired knights.

Question 1

02 How important was Muslim disunity in the success of the First 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 judgment 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 the importance of Muslim disunity might include:

- political divisions reflected religious divisions and were so bitter that they were prepared to ally with the crusaders against one another rather than present a united front
- Further political turmoil was due to the deaths of a number of important leaders both Sunni and Shi'a in the 1090s. This resulted in small rival lordships more concerned with fighting each other, which resulted in crusader victories. Examples during the crusade could include for example, Kiliç Arslan v Danishmends, Ridwan v Duqaq, Role of Firuz
- turmoil in their home territories distracted them from the wider threat of the crusade
- due in part to the failure to share intelligence, the crusade was not seen for what it was – an army set on the capture and colonisation of land in a political and religious sense, the Muslims considered it just another raid from Byzantium.

Factors suggesting other reasons for success might include:

- the importance of Byzantine aid: the fleet, guides, supplies and the role of Tatikios
- the impact of military skill and leadership of men like Bohemond and Godfrey
- the importance of religious motivation in sustaining the Crusade in its times of greatest need

Good answers are likely to/may show awareness that the lack of Muslim unity played a major part in enabling the progress and ultimate victory of the First Crusade and were to remain a feature of the territory for some years to come. However, it is possible to argue that it was the quality of leadership, military skill and above all, strength of religious conviction that rescued the crusade in times of serious threat and reaffirmed its purpose.

Question 2

03 Explain why the Military Orders were founded in Outremer after the First 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 as to why the Military Orders of the Knights Templar and Hospitaller came into existence at this time.

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

- there was a direct challenge to the situation of Christians in Outremer and a need to protect the borders with Islam and the physical well-being of pilgrims in a hostile environment
- the concept of religiously directed violence had been accepted due to the success of the First Crusade. The Church had a growing acceptance of knighthood and the importance of military skills employed for the sake of God and their neighbours
- the monastic reform movement had underlined the idea of well organised religious orders with definite hierarchical structures as a way forward to sustain international religious movements

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

- it was a reflection of trends in contemporary European society. Lay piety was growing and there were the beginnings of lay fraternities dedicated to poverty
- massacres of pilgrims drew attention to the situation. The effect of the Field of Blood underlined the need for greater military capability
- the support of Bernard of Clairvaux justifying the status of the 'fighting monk' was pivotal.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that it was a combination of factors and that the military orders fitted the needs and aspirations of the medieval knight, the Church and the kingdom of Outremer at this time and consider the importance of the role of Bernard of Clairvaux in developing the ideas of the First Crusade: that a knight could be dedicated to religious purposes while remaining an active warrior. Or they could consider the original and most important reason for the founding of the Orders was to protect and serve pilgrims and especially the poor.

Question 2

- 04** How far was it the long-term weaknesses of Outremer that led to the fall of the kingdom 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**
- 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 judgment 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 long term weakness might include:

- the lack of physical barriers to ensure the security of the borders. They did not reach to the edge of the desert and their length made it difficult to keep them effectively patrolled
- lack of manpower was a continuous problem with high infant mortality, disease, lack of large scale settlement and military setbacks
- the Franks remained as a minority in a population who were culturally, ethnically and politically heterogeneous, while they had to protect against internal revolts and fend off enemy attacks
- the lack of support and cooperation between the states which developed their own policies. This was one reason why Edessa fell and exposed the north eastern flank of Outremer
- the limitations on outside help. The situation with Constantinople fluctuated and help from the west could not be relied on.

Factors suggesting other reasons for the fall of Jerusalem might include:

- the growth of Muslim unity under Saladin in particular. His slow build-up of strength culminated in the largest army ever assembled to go against the Franks while his treaty with Constantinople meant that he had no need to fear attacks from his enemies in the north east
- the death of Manuel Comnenus in 1180 produced an anti-Western backlash in Constantinople. There was also the decline of the Eastern Empire's forces on the borders due to the defeat at the battle of Myrioccephalum
- the rise of factions within the Frankish nobility in relation to the struggle over the regency, the attitude of Baldwin IV's paternal and maternal relatives and the question of Sibylla's marriages
- the actions of individuals were ultimately important. Raymond of Tripoli, Reynald of Chatillon, Gerard de Ridefort and Guy of Lusignan all played an important part in the destabilisation of the kingdom in the lead up to the disastrous tactics that were to lead to the battle of Hattin and its effects.

Good answers are likely to/may show awareness that a key factor in the fall of the kingdom was the long-term weakness of Outremer, which was never successfully addressed. However, it is also possible to conclude either that the unity of the Muslims under Saladin was a threat too great to overcome or that defeat was due to short term problems produced by rivalry, faction and weak leadership which allowed Saladin time to complete his conquest of Syria and undermined the strategy of the kingdom which led to the totality of the defeat at Hattin.

Question 3

05 Explain why Pope Innocent III called the Fourth 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 as to why the idea of another crusade was put forward at this time.

Students might include some of the following long-term factors:

- although most of the Palestinian coast had been recaptured, Jerusalem had not been regained by the Third Crusade. The major goal still eluded them
- the continued existence of the footholds gained by Richard made some action possible
- Outremer remained in a fragile position after the death of Henry of Champagne
- the death of Saladin had led to the disintegration of his Empire and the end of Muslim unity

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

- the Holy Land was central to the piety and spirituality of the new pope. Innocent III had declared his commitment to crusading on his investiture. His first encyclical in 1198 addressed personally the liberation of Jerusalem. He had involved himself in the Latin Church in Outremer with members of his inner circle being elected as patriarchs of Jerusalem and Antioch
- he wanted to stabilise European politics and end conflicts between secular powers, such as that between Richard and Philip II
- he further desired to reassert papal control over the crusading movement, especially after the failure of the German crusade and underlined that the only successful crusade had involved no kings

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might stress the pope's vision of his role and responsibility as the head of Christendom or they might consider that the death of Henry VI in 1197 ended the German crusade but left a core of possible participants and an existing propaganda machine to serve the interests of a new papacy.

Question 3

- 06** How far was the capture of Constantinople in 1204 by the Fourth Crusade the result of Venetian ambition? **[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 judgment 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 it was due to Venetian ambition might include:

- its role in the eastern Mediterranean trade had begun to be threatened. The previous favour shown by the Eastern Empire was not secure. There had been pogroms in the city against Venetians (1182) and privileges had been granted to their rivals (Genoa and Pisa)
- the Venetians had concluded a treaty with Egypt, the (secret) proposed goal of the crusade and did not wish to threaten the benefits of this
- there was a major risk to the Venetian economy due to the suspension of their commercial interests to outfit the transports for the crusade which could not now pay its debts
- the crusade accepted the attack on Zara (1202)
- the outcome of the attack showed how Venice benefitted. The crusade had accepted the diversion to Zara in return for a postponement of the debt which was to be paid with booty. This was now settled while the political power of Venice on the ruling council and its control of the Church in Constantinople were established. The colonial empire that they received in the Adriatic and on the islands was to last until 16th century.

Factors suggesting an alternative view might include:

- Venetian history suggested solid precedent and genuine involvement in the crusading movement and the kingdom of Jerusalem. They took the Cross as participants and suspended all trading in order to fulfil their part of the bargain. Records show that they asked no more than the going rate per head and had also built specialised transports at greater cost for the horses. They needed to sail soon before the autumn storms
- Venice stood to gain more economically from a successful crusade establishing a foothold in Egypt. This would provide them with access to India via the Red Sea
- the poor organisation and over estimation of numbers by the envoys meant that they could not meet the terms of the treaty they had made (1201) and they agreed to accept revised terms, such as the attack on Zara (1202) in order to continue their expedition.
- the capture of Constantinople was made possible by the agreement to help Alexius Angelus regain his throne in return for resources and military support. The pope's favoured candidate as Holy Roman Emperor, Philip of Swabia, supported Alexius and so did the German crusaders as a result. Boniface of Monferrat, the elected leader of the crusade was Philip's vassal and had his own interests in the area which would benefit him after the Empire was taken
- Alexius also promised to restore the Eastern Church to the Latin rite, while meeting with the crusade leaders in Zara (1203/4), a major ambition of popes since the schism of 1052 and particularly to Innocent III, who seemed to accept any actions by the crusade, even those contrary to principle, in order to maintain its viability
- Alexius Angelus' failure to keep his promises and his weakness in the face of opposition from his people led to the assault on the city as the crusade had no other way of paying the massive debt they had incurred and continuing to the Holy Land
- there were longer term factors due to widespread western suspicion of Byzantine culture, religion and society. The idea of capturing the city as a prelude to the successful defeat of the Turks had been suggested since the time of the First Crusade.

Good answers are likely to/may show that Venice and its trading interests benefitted greatly from the capture of Constantinople both at the time and in the future, while it is also possible to conclude that there were plots to take political control which involved more than the Venetians. However, there is also the view that it was a series of misfortunes and miscalculations by the leaders which led to the fall of Constantinople to the forces of the Fourth Crusade.

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