

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 01

Paper 1: Breadth study with  
interpretations

Option 1A: The Crusades, c1095–  
1204

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors: sections A and B

**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.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence</li></ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li><li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li><li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li><li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li><li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li></ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether freeing and then defending Jerusalem was the main motive for the First and Second Crusades.</p> <p>The importance of freeing and defending Jerusalem in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Jerusalem's status as the centre of the Christian religion</li><li>• The desire to liberate Christians travelling to Jerusalem from alleged Muslim oppression</li><li>• Use of the concept of pilgrimage to Jerusalem to promote the crusade by the church</li><li>• The support of Byzantium for the crusade might be more easily gained if a strong Christian case for liberating Jerusalem was offered.</li></ul> <p>The importance of other factors in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Other religious motives for crusading such as the remittance of sins</li><li>• Pope Urban wanted to use the crusade to end disputes between the church and secular powers in Europe</li><li>• Eugenius' appeal in the Second Crusade included cities other than Jerusalem – Edessa and the Iberian and Baltic Crusades</li><li>• The suspension of crusader debts and the prospect of acquiring riches.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether unification of Syria by Nur ad-Din was the main reason for Muslim military success in the years 1146-69.</p> <p>The importance of the unification of Syria should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1148, the crusader attack on Damascus was defeated, Nur then attacked Antioch showing the importance of Syrian unity</li> <li>• Nur ad-Din, as the sole ruler of Syria, became the figurehead for Muslim resistance to the Franks and could lead jihad</li> <li>• The unification of Syria meant Nur had a base from which to attack the crusader states, e.g. the battle at Harim</li> <li>• Nur had an army strong enough to campaign in Egypt, and gain a huge economic and military advantage.</li> </ul> <p>In considering other reasons for Muslim military success a range of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nur used intelligent and flexible tactics other than warfare, e.g. his treaty with Manuel Comnenus against Kilij Arslan</li> <li>• The failure of the Frankish attempts to take Egypt in the 1160s left an opportunity for Nur</li> <li>• The massacre at Bilbeis by the Franks in 1168 made Shawar appeal to Nur for help which led to the permanent presence of Shirkuh and Saladin in Egypt</li> <li>• The European states did not realise how the balance of power was shifting in the Middle East and failed to supply the crusader states.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the government of the crusader states changed in the years 1100-87.</p> <p>In considering the extent to which the crusader states changed a range of factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The roles played by individual rulers - Baldwin I, Queen Melisende, Baldwin IV</li><li>• The development of defence of Outremer - building castles and fortifications around cities</li><li>• The establishment of the Frankish church gave Jerusalem primacy over the crusader churches, encouraging Christian unity</li><li>• The development of seaports and trade increased government finances through taxation.</li></ul> <p>In considering the extent to which the government of the crusader states failed to change a range of factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The divisions between Antioch and Jerusalem continued to prevent fully coherent government</li><li>• Divisions over succession continued to lead to rebellions and disunity, e.g. the rebellion of 1123 against Baldwin II</li><li>• The crusader states were never able to procure the necessary support from European rulers to maintain stable government.</li></ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the military orders were significant to the survival of the crusader states in the years 1120-87.</p> <p>The significance of the military orders in the survival of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The military orders were seen as the defenders of the Holy Land and received substantial gifts from European states</li> <li>• They were trusted with manning and building castles that defended the frontier territories</li> <li>• They played an important role in providing hospitals for the sick</li> <li>• They provided protection for farmers, pilgrims and traders.</li> </ul> <p>The extent to which the significance of the military orders was limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The energetic leadership of Baldwin II did not greatly involve the military orders</li> <li>• European settlers increased the Christian population of the crusader states making government more stable</li> <li>• Divisions between Muslim rulers meant the Franks did not face a united enemy, enabling the expansion and fortification of crusader territory</li> <li>• The growth of trade and agriculture meant a satisfied population, both Muslim and Christian, helping to consolidate the economy of the crusader states.</li> <li>• Other relevant material must be credited.</li> </ul>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Fourth Crusade failed because it was in the interests of Venice to attack Constantinople.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• The projected numbers and cost of the fourth crusade were unrealistic but largely the responsibility of the crusaders</li><li>• It is said, but then denied, that the Venetians had contractual control over the crusade</li><li>• It is said, but then denied, that Dandolo, rather than Innocent III, had control over the crusade and could divert it against his enemies.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The Venetian agenda was driven by economic competition with Pisa and Genoa</li><li>• Venetian commercial interests necessitated control over Byzantium</li><li>• The treaty with Alexius III Angelus encouraged Venetian designs on Constantinople.</li></ul> <p>Candidates should use their own knowledge of the issues to address the implications of Venetian interests. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Zara was attacked so that Venice could regain control of a valuable port which they had lost in 1186</li><li>• The secret agreement between Dandolo and the crusader leadership to invade Egypt could suit Venetian economic ambitions</li><li>• The huge outlay made by the Venetians to provide ships, troops and provisions implies an investment in their own interests more than any Christian concerns.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address other conditional and/or contingent reasons which explain why Constantinople was attacked. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The appeal from Prince Alexius as a Christian who had been wrongfully treated and who could restore Byzantium as an ally to Venice and the crusade</li><li>• If Constantinople would submit to Rome it would heal the schism between east and west</li><li>• Constantinople could provide the wealth and military support to facilitate the retaking of Jerusalem.</li></ul> <p>Other relevant material must be credited.</p>

