



**General Certificate of Education  
June 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](http://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)**

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##### **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 2013

**GCE AS History Unit 1: Change and Consolidation**

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

**Question 1**

**01** Explain why the First Crusade went to Jerusalem. (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 Jerusalem became the aim of the First Crusade in November 1095.

Students might include some of the following factors:

- the First Crusade as a penitential pilgrimage
- Pope Urban's sermon at Clermont as a motivating factor

- the journey to Jerusalem was such a difficult and dramatic penance that it gave the spiritual privilege of the indulgence, remission of the consequences of all sins and the heavenly reward
- because all known reports of Clermont were written after the capture of Jerusalem, they may have been coloured by that achievement, making the position in 1095 difficult to ascertain.

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

- the religious significance of Jerusalem in the Christian religion
- the Holy Places in Jerusalem included a compound holding several separate shrines, the most venerated of which was the tomb of Jesus

and some of the following short term/immediate factors:

- central to the vow to crusade was a promise to participate in an expedition to the East authorised by the pope, and to visit the Holy Sepulchre in Jerusalem
- the reality of the condition of Jerusalem under Muslim rule c1095.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might develop on the fact that Jerusalem lay at the heart of the Christian faith as the Holy City. In an age of relics and miracles, every stone in the city was sacred and had to be saved from the Turks so it could offer salvation to Christians.

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**Question 1**

- 02** How far was the success of the First Crusade due to the finding of the Holy Lance?  
(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 the finding of the Holy Lance was significant in the success of the First Crusade might include:

- the difficult position of the crusaders at Antioch in June 1098
- the impact of the Lance on crusader morale
- the defeat of Kerbogha within two weeks of the finding of the Lance.

Factors suggesting other reasons for success might include:

- Muslim disunity in Anatolia and the near East
- help provided by Emperor Alexius in the early part of the crusade
- the military skill of leaders such as Bohemond or Godfrey.

Good answers are likely to/may show an awareness that religious fervour in general played a key role at several points of the crusade, such as the siege of Jerusalem.



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**Question 2**

**03** Explain why Edessa fell in 1144. (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 on 24 December 1144 Imad ad-Din Zengi, the Muslim ruler of Aleppo and Mosul, captured the Frankish city of Edessa, leading to the fall of the oldest of the Crusader states.

Students might include some of the following factors:

- the power vacuum among the Christians in N. Syria following the death of King Fulk in 1143 and of John, Emperor of Byzantium in late 1142
- the weakness of Jerusalem under Queen Melisende. Divisions within the Franks, ill will between the Prince of Antioch and the Count of Edessa – the Franks needed a strong king to maintain Christian unity.

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

- the rise of Muslim unity in North Syria under Zengi of Mosul, his capture of Aleppo, Ma'arret and Ba'rin and then the garrison at Edessa

- growing Muslim unity under the concept of *Jihad*
- Frankish states weaknesses in geography and manpower
- the aftermath of the Battle of the Field of Blood in 1119

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

- Count Joscelin's absence in December and Raymond, prince of Antioch's refusal to help defend the city.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might highlight the unique features of Edessa; its geographical and political isolation.

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**Question 2**

- 04** How far was the defeat at Hattin in 1187 due to the conflict between Count Raymond of Tripoli and King Guy? (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 the conflict between Count Raymond of Tripoli and King Guy was responsible for the defeat at Hattin in 1187 might include:

- the impact of the succession dispute following the death of King Baldwin V
- Raymond's truce with Saladin and the battle at the springs of Cresson
- Guy's decision to march on Tiberius against Raymond's advice. His fears for his authority.

Factors suggesting *other factors* might include:

- the relative size of the armies
- Saladin's leadership and tactics
- Guy's planning and tactics during the march.

Good answers are likely to show an awareness that Guy's decisions at Hattin owed much to a rivalry which dated back to 1180.

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**Question 3**

**05** Explain why a crusade was launched in 1198. (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 a crusade was launched in 1198.

Students might include some of the following factors:

- Innocent's determination to restore Christian control over the Holy Land, in particular the reconquest of Jerusalem
- Pope Innocent's desire to reassert Papal control over the crusading movement, especially after the crusade of Emperor Henry VI
- the fragile position of the Crusader states after the death of the King of Jerusalem, Henry of Champagne.

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

- the loss of Jerusalem in 1187 and the failure of the Third crusade in 1192
- the opportunities presented by the death of Saladin in 1193 and divisions within the Muslim world

and the following short-term/immediate factors:

- Innocent's desire to stabilise European politics and end conflict between secular powers, especially England and France.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might stress Pope Innocent's vision of his role and responsibility as head of Christendom.

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**Question 3****06** How far was the failure of the Fourth Crusade due to Pope Innocent III? (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 the culpability of Pope Innocent might include:

- Pope Innocent III was responsible for calling the crusade
- In 1202 he threatened Emperor Alexius III with the crusade, using the threat of diversion against Constantinople
- as soon as he heard of Constantinople's fall, he sent his congratulations to the crusaders
- Church reunion and the subjugation of the orthodox church was a clear aim of the Pope.

Students may challenge the issue directly:

- Stress may be placed on Innocent's inability to control the crusade
- Innocent was not a crusader, he did not participate and his weapons such as excommunication and his legates were ineffective.

Factors suggesting other reasons for failure might include:

- Dandolo's role in the diversion to Zara in autumn 1202 and to Constantinople in June 1203, his role in creating the treaty with the crusade envoys, also his motives regarding Egypt, although this theory may be questioned
- the role of the envoys and their over-estimation of numbers
- the Hagenau plot and the role of young Alexius
- the theory of accidents. The failure of young Alexius to fulfil his agreement with the crusaders in 1203–1204.

Good answers are likely to/may show an awareness that failure only became inevitable after the sack of Constantinople in April 1204 and that to many contemporaries the conquest of Byzantium and the re-unification of the Church were successes.

### **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](http://www.aqa.org.uk/umsconversion)