
AS HISTORY

Paper 1A The Age of the Crusades, c1071–1149

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.

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AS History Paper 1 Specimen Mark Scheme

1A The Age of the Crusades, c1071–1149

Section A

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|---|---|---|-------------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for participation in the First Crusade? | [25 marks] |
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Target: AO3

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

Generic Mark Scheme

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

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Extract A

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the extract presents a variety of motivations which cover different groups within the crusade which contextual knowledge could assess
- it claims that certain sections had specific motivations based on their ambition or context could be tested
- it does suggest that the overwhelming motivation, even among those groups, was spiritual due to the granting of the indulgence; this could be explored
- the claim relating to the ambitions of Genoa and Pisa does have validity as these cities set up trading enclaves in Outremer which remained long established.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- although some territories were established by the leaders mentioned, the majority of the crusade rank and file returned home as did Robert of Normandy
- students may argue that the interpretation is weak in that its range is rather limited and lacks contextual support in relation to the wider political and economic situation in Europe and in relations between the West and the Eastern Empire
- it also fails to acknowledge the strength of religious motivation in inspiring the Crusaders during periods of hardship during the campaign which shows that this was not just at the beginning.

Extract B

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the extract sets the argument within the relevant context
- it considers the motivation of knights and mentions peasants
- it gives an overall reason for participation in the crusade
- the context of Western Europe in the period leading up to the crusade does support the argument in regard to colonial ventures in continental regions
- the claim relating to this can be corroborated by knowledge of context
- the inclusion of knights – the group who made up the majority of participants – strengthens the argument relating to the claim for ‘idealism’.

Students could assess the extent to which the interpretation is less convincing by drawing on contextual knowledge to challenge as follows:

- extracts of evidence on which the argument is based are referred to within a specific context and could be enlarged upon in relation to landless knights and family participation

- students may argue that some limitation of scope fails to give an overall picture of the range of motivation possible and prevents a balanced argument.

Section B

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| 0 | 2 | 'The crisis of the Byzantine Empire was the main reason for the First Crusade.' |
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Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers to this question should address a range of factors, both short-term and long-term, to explain the origins of the First Crusade in the years c1071 to 1095.

Points to support the view the crisis of the Byzantine Empire was decisive might include:

- the disastrous defeat of Byzantine forces by the Seljuk Turks at Manzikert in 1071 exposed the vulnerability of the Empire
- the rise of the Seljuk Turks under Alp Arslan and the effects of the advance into Armenia showed that further territorial losses were likely
- the Empire felt it necessary to appeal for help from the Latin West in 1074 and on several later occasions
- one of the motives of some of the participants in the First Crusade (as with later Crusades) was the desire to profit from the weakness of the Empire
- without the appeals from and assistance of the Byzantine Empire, it would have been logistically impossible for the Crusaders to transport their military forces to the Holy Land.

Points to suggest other factors were more important might include:

- the crisis of the Byzantine Empire was much lessened in the 1080s under the rule of Alexius Comnenus, who used diplomacy to divide his external enemies and also brought internal peace
- the crisis of the Byzantine Empire as more the excuse for than the cause of the First Crusade
- the rise of crusading fervour in the Latin West was due to strong internal trends such as: the monastic reform movement, the growing power and influence of the papacy, the ambitions of the Frankish knights to gain fame and fortune, popular religious movements.

Good answers are likely to show analytical depth and the ability to make differentiated judgements, such as the extent to which the crisis of the Byzantine Empire was interrelated with other factors.

0 3 'The Kingdom of Jerusalem was secure by 1143.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Jerusalem was secure might include:

- the process of taking coastal cities continued with the help of the Italian mercantile communities, which ensured the flow of pilgrims and wealth
- the relative weakness of the Muslims continued and there were some military victories
- the founding of the military orders, which brought extra manpower.

Arguments suggesting otherwise might include:

- the relations with the eastern Empire were worsening and posed some threat
- problems with the succession brought in newcomers to the ruling house whose attitudes ran contrary to existing policies
- internal rivalries were developing which led to conflict
- the emergence and increasing frequency of the idea of jihad was growing.

Good answers may conclude that, in general, this was a successful period for Jerusalem and that the problems that appeared were of no immediate impact for security. However, the foundations for long-term problems were laid during this period.

