



General Certificate of Education

AS History 1041

Unit 1: HIS1A

The Crusading Movement and the Latin East, 1095–1204

Mark Scheme

2010 examination – January series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2010

GCE AS History Unit 1: Change and Consolidation

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

Question 1

- (a) Why did knights go 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 candidates 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 1096 over 6000 knights from western Europe set out on the First Crusade, a hugely expensive undertaking, estimated at four years' annual income for most knights. Analysis of their motives may evaluate the traditional view of landless younger sons motivated by money and land, greed and booty. Context may contrast this with the goal of pilgrimage and importance of the Holy places in crusader motivation.

- Social attitudes provide a useful means of evaluation, feudal and familial obligation provided motivation for many knights, while many were attracted by values such as

status and the knightly ethos, vendetta and their sense of honour, a resolution to their knightly dilemma.

- Spiritual motivation will develop key ideas and concepts such as the lure of Jerusalem and the Holy Places – especially the Holy Sepulchre; the crusade as pilgrimage and the importance of the crusader vow; the indulgence and the promise of remission of sins; and crusade as a penitential act. Also, the fear of the Apocalypse, as knights whose social status was maintained through violence were inspired by their fear of judgement day and a desire for salvation.
- Ties between the knights of western Europe and the Papacy through the conquest of Iberia, the peace of God and ideas of *milites Christi* may be developed, as will particular examples of knights, such as Bohemond, Tancred and Baldwin.

(b) How important was Byzantine help 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 candidates 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 July 1099 the First Crusade succeeded in its objective and captured the holy city of Jerusalem. The role of Byzantium was a key factor in this success – in particular the provision of guides and supplies during the crossing of Anatolia and at Antioch, where the Byzantine fleet proved vital.
- Responses may evaluate by considering other factors; leadership provided by key figures such as Bohemond of Taranto, Raymond of Toulouse and Adhemar of Le Puy was of key importance. Bohemond was an able general whose aggressive tactics created the victories over Ridwan and Kerbogah, while Robert of Normandy was a vital

military commander who rallied the troops at Dorylaeum and leading the charge at Ascalon. They led the crusading armies to victory in sieges at Nicaea, Antioch and Jerusalem and battles at Dorylaeum and Antioch. Adhemar played a key role in uniting the lay princes – as is shown by the near collapse of the crusade after his death at Antioch.

- Other factors which contributed to success include the divisions within the Muslim world where the fragmentation of the Seldjuk Empire after 1092, and tensions between Turks and Arabs, Fatimids and Abbasids, Sunnis and Shias all aided the crusaders; religious zeal, and the attraction of Jerusalem provided drive, determination and ideological cohesion – this proved vital at Antioch in particular.

Question 2

- (a) Explain why the death of King Baldwin IV in 1185 divided the leadership of Outremer. (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 candidates 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.

The death of King Baldwin IV 'the leper king' in May 1185 brought to a head the succession crisis which had been developing over the past few years as the young king's health deteriorated. His death saw the crown pass to a minor, his 9 year old nephew Baldwin V, necessitating a regency government.

- Crusader society divided over the succession, over the claims of Guy of Lusignan and Raymond of Tripoli to the regency. Political differences were widened by concerns over Raymond's ambition and Guy's military competence.
- The ruling elite divided into key camps; with Raymond and his supporters the Ibelins opposing Guy and his wife Sibylla, sister of Baldwin IV and mother of Baldwin V.
- Responses may develop upon the debate over the nature of the division in crusader society, between 'hawks' versus 'doves', peace versus aggression, the native elite and incomers, or the supporters of the Leper King's mother, Agnes de Courtenay and his paternal line, his cousins Raymond and Bohemond. Lack of strong kingship also

allowed key groups such as the military orders and Prince Reynald to pursue independent policies, with Gerard de Ridefort, Master of the Templars, playing a key role as antagonist in the other major division over policy towards the rising power of Saladin.

- (b) How successful was King Richard I in achieving his objectives in the Third 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 candidates 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.

To answer this question candidates need to analyse the intentions behind Richard's participation in the Third Crusade. In particular the importance of Jerusalem as an aim and stimulus and also his political and familial motives.

- Success may contrast the Christian position in 1188 when only Tyre and two isolated fortresses survived with 1193 when they held nearly the whole of the Palestinian coast.
- Evaluation on the issue of success will develop the relative importance of Richard's successes in regaining the coastal cities, victories such as Arsuf and the issue of failure over Jerusalem and the treaty of Jaffa. The Third Crusade preserved Outremer.
- Conflict between Guy and Conrad was resolved when Richard granted Guy the lordship of Cyprus. The island's capture was a major addition to Outremer and removed both the Byzantine threat to Antioch and the threat of the Egyptian fleet to Outremer. The Battle of Arsuf ended the myth of Saladin's invincibility. The Treaty of Jaffa gave Christian pilgrims access to Jerusalem and the Holy places.
- By October 1192 when King Richard left the Holy Land most of Saladin's victories of 1187–1188 were wiped away, although Jerusalem was not retaken, the coastal cities were restored, the kingdom was united under Count Henry of Champagne, and peace was secured with their greatest enemy – indeed Saladin's death in March 1193 ended the Muslim unity which so endangered Outremer.

Question 3

- (a) Explain why young Alexius caused the diversion of the Fourth Crusade. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

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Indicative content

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In July 1203, following an attack on Constantinople by the army of the Fourth Crusade and the flight of the Emperor Alexius III, the Byzantines crowned Alexius IV Angelus (young Alexius) as co-emperor alongside his blind and aged father, Isaac II. Young Alexius had played a key role in the diversion of the Fourth Crusade from its intended destination of Jerusalem to the walls of Constantinople.

- In 1201 young Alexius had escaped from captivity and sought help from his sister Eirene and her husband, Philip of Swabia, their meeting at Hagenau at Christmas forms the basis of one view which sees a plot develop to deliberately divert the crusade which was gathering at that time in Venice. Boniface of Montferrat was present also.
- Young Alexius also played a key role in diverting the crusade from its original course after his meeting with the crusaders at Zara, and his promise of financial and military support in return for their help in ousting his uncle, the Emperor Alexius III. The need for Byzantine wealth was great because of a growing financial crisis within the crusade following its deal with Venice for transport and its failure to produce enough participants.

With only a third of the projected force the crusaders faced a financial shortfall of 35 000 marks. The crusaders' attack on Zara in November 1202 set a precedent for diversion, but the continuing financial crisis appeared resolved when in January 1203 Prince Alexius promised to pay 200 000 marks and lead 100 000 men to Jerusalem if the crusaders restored his father to the throne.

- Young Alexius was also key in the crusader attack on Constantinople and the sack of the city which finally brought the crusade to an end; he was appointed as co-emperor in July 1203, but his failure to raise the full sum promised left the crusaders disillusioned and impatient, while the anti-Latin Byzantine mob saw him as a western puppet. Following a coup led by Emperor Alexius V, he was murdered in February 1204 and the crusaders responded by attacking and sacking the city in April 1204.

Although the promise of the active participation of Byzantium in the crusade was a key factor in its diversion, the roots of the problem lay in the financial and numerical weakness of the crusade, in its estimate of enthusiasm and agreement with Venice. The diversion may be placed in its long-term context, as the inevitable outcome of growing intolerance and political and religious antipathy between east and west, a clash of civilisations rather than simply a diversion at the request of a Byzantine prince.

(b) How important was greed in the failure of the Fourth 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**
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Indicative content

Note: This content is not prescriptive and candidates 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.

On April 1204 the Christian city of Constantinople, capital of the Byzantine Empire, fell to a crusader army of western knights. Rather than attacking their planned destination of Egypt, or providing aid to the beleaguered kingdom of Jerusalem, the crusaders sacked Constantinople in an orgy of violence and dismembered Byzantium, appointing a westerner, Baldwin of Flanders as Emperor.

- Support for the view that the failure and diversion of the Fourth Crusade was due to greed may focus on the role of Venice, in the attack on Zara and the further diversion to Constantinople. Was the crusade hijacked by Venice for commercial, material

advantage, as the attack on Zara suggested? Issues may include the 'secret treaty' with Egypt, a desire for revenge after the anti-Venetian pogrom in Constantinople in 1171, and a desire for profitable trading rights and privileges. The greed of crusaders may focus on their need for cash to pay for their transport, or the motives behind the sack of Constantinople.

- Alternative explanations for the failure may analyse the theory of accidents put forward by Villehardouin, or the responsibility of Villehardouin and the other envoys for an over-optimistic estimate of numbers – 33 500 were expected and contracted for, but only 11 000 turned up. Issues include the lack of a King to provide focus, the impact of the arrival of Young Alexius, and above all, the issues of recruitment and finance may be analysed to show the need for money (a commitment for 85 000 marks) was the impetus for the diversion of the Fourth Crusade to Zara and then Constantinople.
- Rather than a predetermined plan drawn up at Hagenau or Venice, the diversion of the Fourth Crusade and the capture of Constantinople may be seen as the result of optimism and chance and not conspiracy or greed, reflecting the mix of motives, pragmatism and idealism which characterised all the crusades. The overarching need to preserve the crusade led ironically to its diversion and collapse. Necessity and circumstance drew the crusade step by step towards failure on the shores of the Bosphorus.
- Boniface of Montferrat as leader moved control out of the hands of Innocent III.