



Mark Scheme (Results)

Summer 2024

Pearson Edexcel in
GCE History (9HI0/1A)
Advanced

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 first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

How to award marks when level descriptions are used

1. 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 the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding 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.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

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 upper-middle 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.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section C

Target: AO3: 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.
1	1–3	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	<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 how far they agree that castle building was the most important feature of Baldwin I's consolidation of crusader territory in the years 1100-18.</p> <p>The extent to which castle building was the most important feature of Baldwin I's consolidation of crusader territory in the years 1100-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Castle building was important in securing Edessa, which was the most vulnerable crusader state and required castles to act as a forward base for campaigns and a defensive refuge, e.g. Turbessel• Tripoli was an important coastal city under siege by Christian forces 1102-9. Baldwin built the castle at Mount Pilgrim as a way to sustain the siege and led to the establishment of the County of Tripoli• Castle building helped to secure the seaports and prevent attacks from the Egyptians, e.g. the castle at Margat• The castrum (enclosure castle) was a crusader adaptation of an Islamic fortification that served military and administrative purposes, and helped to consolidate territory quickly, e.g. the castle at Coliath in Tripoli• Jerusalem was the city of greatest importance and Baldwin built a number of fortified towers in the territory and some castles to oversee caravan routes, e.g. Montreal, Eilat and Graye. <p>The extent to which castle building was not the most important feature of Baldwin I's consolidation of crusader territory in the years 1100-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Baldwin's kingship of Jerusalem was an important part of consolidation as it gave him authority over Outremer, e.g. Bertrand of Toulouse was granted Tripoli after taking an oath of fealty to Baldwin in 1109• Baldwin forged alliances with Genoa and Venice to jointly secure seaports that proved vital for trade with Europe and defence against the Egyptian fleet, e.g. Beirut was taken in 1110• Energetic military leadership by Baldwin saw him defend the territory of Jerusalem against Egyptian invasion ten times and this was of paramount importance in defending the Holy City• Baldwin consolidated crusader territory through the control of trade routes that prevented invasion from Egypt and brought in money through the forced payment of tolls for caravans. <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 how accurate it is to say that Saladin's power, in the years 1169-87, came mainly from his control of Egypt.</p> <p>The extent to which Saladin's power came mainly from his control of Egypt in the years 1169-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Saladin prioritised his control of Egypt and deliberately created a power base that made him independent of Nur ad-Din, e.g. becoming vizier in 1169 and refusing to fulfil his obligations to Nur ad-Din • Saladin defended his power base in Egypt from Nur ad-Din by filling government positions with family members and recruiting a military force accountable only to him, the Salhiyya • Saladin worked hard to win popular support in Egypt that would prevent rebellion in his absence, e.g. he abolished unpopular taxes and refused to send Nur ad-Din Egyptian wealth to fund his northern campaigns • Saladin's hold on Egypt was an important factor in his steady accrual of power in Syria after the death of Nur ad-Din, e.g. in his campaign to take Aleppo in 1174 Saladin deployed his Egyptian troops • Egyptian troops formed a sizeable contingent to Saladin's 30,000 strong army that attacked Tiberias and led to the fall of Jerusalem in 1187. <p>The extent to which Saladin's power did not come mainly from his control of Egypt in the years 1169-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Saladin's rise to power actually owed much to Nur ad-Din who launched his Egyptian campaign with Shirkuh at its head and Saladin acting as second-in-command. This gave Saladin vital military experience • Saladin was a shrewd political tactician who understood the difficulty of replacing Nur ad-Din and his relatives, e.g. he married Nur ad-Din's widow to prevent dynastic rivalry and bolster his power in Syria • Saladin's power was bolstered after he punished the Assassins for making an attempt on his life in 1174 • Saladin's power increased when he assumed the role of leader of a jihad against the Christians before his attack on Tiberias. This overcame the criticism of Muslims who resented his purely military authority • Saladin's power was maintained by his many acts of mercy and generosity to defeated enemies and Muslims alike that earned him respect and admiration. <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
3	<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 how accurate it is to say that the main duty of knights, in the years 1095-1192, continued to be the protection of pilgrims.</p> <p>The extent to which the main duty of knights continued to be the protection of pilgrims in the years 1095-1192 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The protection of pilgrims was seen as an essential duty of knights connected to the Cluniac Order in the First Crusade, e.g. those knights serving Stephen of Blois and Bohemond of Taranto• Maintaining Jerusalem as the centre of the Christian world reinforced the God-given duty to protect pilgrims, e.g. especially after the slaughter of 300 pilgrims journeying to Outremer in 1120• The importance of protecting pilgrims as a knightly duty was evidenced by the formal approval given to the Knights Templar by the Church at the Council of Troyes in 1129• The duty to protect pilgrims was the main function of the Hospitaller movement, e.g. as evidenced by beds for 2,000 sick or poor pilgrims in the Order of St John's hospital in Jerusalem, recorded in 1187• The essential duty to save Jerusalem as the main destiny of Christian pilgrims was used to motivate knights in the Third Crusade. <p>The extent to which the main duty of knights was not the protection of pilgrims in the years 1095-1192 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The duty of knights to fight and use their military skills for Christ was evident throughout the period and was evident in the red cross they wore• The feudal system placed an obligation on knights, as tenants-in-chief, to follow their liege lords into battle• The development of chivalric values idealised the violence of knights and persuaded some of them to fulfil the duty to live by a code of courage, honour and devotion• The development of the military orders changed the duty of knights in a number of ways, e.g. as vanguard troops in battle and the defenders of castles and fortified towns• Knights played an essential role in protecting trade routes as Muslim power grew after 1144. <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 on how far they agree that Richard I provided the most significant example of effective crusader leadership in the years 1095-1192.</p> <p>The extent to which Richard I provided the most significant example of effective crusader leadership in the years 1095-1192 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Richard's leadership was highly effective in terms of his preparations for the Third Crusade, e.g. he financed the Crusade through the sale of Crown Lands and public offices • Richard had good knowledge of previous crusades and was an effective planner of his military campaign, e.g. Richard understood, as did Saladin, that the best way to approach Jerusalem was through Egypt • Richard was effective in planning sieges and organising equipment, e.g. the siege engines and stone-throwing equipment he used at Acre in 1191 • Richard was an effective leader in battle who commanded respect, e.g. his well-organised march to Jaffa and his lightening reaction to the disarray of his troops at Arsuf • Richard showed effective leadership in deciding to sign a treaty with Saladin rather than risk defeat by trying to take Jerusalem in 1192. <p>The significance of other crusader leaders and / or the limited significance of Richard I's leadership in the years 1095-1192 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bohemund of Taranto was effective as a great leader with both military skill and wisdom whose tactics proved decisive against Kerbogha and allowed for the seizure of Antioch • Godfrey of Bouillon proved to be highly effective in the siege of Antioch in 1097, and the siege and conquest of Jerusalem in 1099. Godfrey was elected ruler of Jerusalem thereafter • The leaders of the Second Crusade were effective in maintaining a mutually supportive relationship and in deploying the large armies that kings could muster, e.g. Conrad's army numbered some 30,000 soldiers • The leadership of Richard I could be argued to be ineffective in that his leadership of the Third Crusade failed to retake Jerusalem • Philip II was significant in that he arrived at Acre before Richard with six full supply ships and the equipment needed to give the besieging troops effective support. <p>Other relevant material must be credited.</p>

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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that it is misguided to blame one specific individual for the failure of the Fourth Crusade.</p> <p>In considering the extracts, 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"> • Both the leaders of the Crusade and the Venetians had pre-existing motives to attack Zara and Constantinople • Boniface resented the treatment of his brothers at the hands of Byzantine rulers and this encouraged his support for Alexius and the diversion to Constantinople • Doge Dandolo was bitter about Zara because he saw them as rebels against Venetian interests • Dandolo had economic motives for diverting the Crusade to Constantinople because they had given preference to Venice's Genoese and Pisan trading rivals. <p>Extract 2</p> <ul style="list-style-type: none"> • Innocent was mistaken in the belief that he had the ability to plan the Fourth Crusade • Innocent used his legal knowledge to frame the launch of the Fourth Crusade, which included just war and the right to seek vengeance against God's enemies • The preaching of the Fourth Crusade exaggerated Muslim responsibility through their 'treachery' and horror stories about their behaviour • Innocent planted the idea of justified revenge in the crusaders' heads, but the crusaders didn't understand holy vengeance as a purely legal term and used revenge to divert the Crusade. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that it is misguided to blame one specific individual for the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"> • Innocent wisely reviewed previous crusades and acted to widen the scope of recruitment, e.g. <i>Post Miserabile</i> offered an indulgence to those paying for another to crusade • Innocent was concerned about the personal qualities and suitability of recruits and took steps to monitor this, e.g. through the office of 'the business of the cross' • Venice had control of the Crusade after the crusaders failed to meet the terms of the Treaty of Venice and Doge Dandolo had to seek compensation for the debt owed by the crusaders

Question	Indicative content
	<ul style="list-style-type: none"> • Prince Alexius only exerted influence on the crusaders after Zara. It was also logical to divert the Crusade to Constantinople because it would bring additional wealth and soldiers to the crusading forces • The leadership of the Crusade decided issues collectively before the diversions to Zara and Constantinople by discussing them with Dandolo. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that it is misguided to blame one specific individual for the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"> • Innocent was the specific individual with the most authority over the Crusade and his failure to recruit kings was a telling factor in the failure of the Fourth Crusade • Innocent failed to reassert his control of the Fourth Crusade after Zara, e.g. his excommunication of the entire Crusade was lifted. Otherwise it would have to have been abandoned • Dandolo was the specific individual with most responsibility for the diversions to Zara and Constantinople, e.g. he argued strongly for the diversion to Zara to serve Venetian interests • Boniface of Montferrat and Prince Alexios met at Philip of Swabia's court in 1201 and started to plan the diversion to Constantinople. The plan would benefit both these specific individuals • The Fourth Crusade was something of a vanity project for Innocent because the treaty with Saladin had been upheld and Christians in Outremer had not requested another crusade.