



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI01) Paper 1A

Advanced

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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.

Level	Mark	Descriptor
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 similar the reasons were for launching the First and Second Crusades.</p> <p>The extent to which the reasons for launching the First and Second Crusades were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Urban II and Eugenius III used the launch of the First and Second Crusades to strengthen their political authority in relation to secular European rulers• The First and Second Crusades were launched for similar religious reasons, e.g. the offer of plenary indulgence• The First and Second Crusades were both launched to regain lands conquered by Muslims• The First and Second Crusades were launched to gain wealth for the participants, both in terms of conquered land and the plunder of treasures, and the offer of financial incentives in Europe. <p>The extent to which the reasons for launching the First and Second Crusades were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Pope Urban II was moved to call the First Crusade to curb growing violence between nobles and clergy in Europe, which was not the case in the Second Crusade• The First Crusade was called partly as a response to the appeal from Alexius I for help, but Byzantine attitudes to the crusaders had changed by 1145• The desire to free Jerusalem was an important motive for participation in the First Crusade, but Jerusalem was not an issue for crusaders taking part in the Second Crusade• The First Crusade was driven by a broader and more populist movement than was the Second Crusade, e.g. the Peasant's Crusade in comparison to the narrower personal motives of Conrad III. <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 the decline of the crusader states in the years 1169-87 was primarily due to the quality of Saladin's leadership.</p> <p>Arguments and evidence in support of the decline of the crusader states being primarily due to the quality of Saladin's leadership in the years 1169-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Saladin offered leadership to three Muslim territories (Egypt, Iraq, Syria) which helped him recruit a vast army, forcing crusaders to pursue a defensive strategy • Saladin's consolidation of power in Egypt by 1171 showed crucial strategic thinking, as Richard I acknowledged • Saladin used his freedom of movement to sever communications and pillage towns and villages, thereby causing economic decline in the crusader states • Saladin used the conquest of Jerusalem as a base from which to wage war on the remaining Frankish castles and ports. <p>Arguments and evidence against the decline of the crusader states being primarily due to the quality of Saladin's leadership in the years 1169-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The deterioration of Franco-Byzantine relations, especially after the accession of Andronicus in 1182, weakened crusader resistance • European political turmoil prevented support for the crusader states, e.g. the murder of Thomas Beckett in 1170 meant Henry II could not leave the kingdom • The attacks from Seljuk Turks in the north gave the crusaders a second front to defend • Divisions among the crusaders prevented the military and political unity required to defeat Saladin, e.g. the succession crisis after the accession of Baldwin IV. <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 the suggestion that chivalric values were a significant factor for the participation of knights in the Second and Third Crusades.</p> <p>The significance of chivalric values as a factor for the participation of knights in the Second and Third Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Chivalric values were extolled to knights in their upbringing through poetry and the songs of troubadours and became an essential tool for recruitment, e.g. they placed stress on crusading as a 'feudal duty' to God• The First Crusade was increasingly used as an (idealised) exemplar of chivalric behaviour through literature and young knights wanted to emulate their predecessors• Chivalric values made military conquest appear as a glorious religious act; e.g. the massacre of the population of Jerusalem in the First Crusade• Chivalric ideals were encouraged at court as the Second and Third Crusades were led by kings who risked losing wealth, title and life: chivalric ideals stressed knightly obligation and loyalty to the leaders. <p>The limited significance of chivalric values and/or the significance of other factors for the participation of knights in the Second and Third Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The opportunity to gain remission of sins and the appeal of extending Christendom• Crusading was an opportunity to gain wealth, land and title for younger knights who were under-rewarded by the system of primogeniture• Armour and knightly weapons were expensive and crusading allowed the possibility of a return on the investment• Improvements in military technique and equipment made victory more likely, and thus crusading became more appealing. <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 control over the seaports of Outremer was the most significant factor in the governance of the crusader states in the years 1100-87.</p> <p>Evidence and arguments that control of the seaports of Outremer was the most significant factor in the governance of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The seaports gave easy access to supplies of goods and men, e.g. Acre and Tyre connected to Byzantium and Europe • The economies of the crusader states benefitted from the involvement of the Italian trading communities via the seaports, e.g. the Genoese Quarter in Acre • Import and export duties provided the crusader states with revenue and encouraged specialised economic activity, e.g. the export of Egyptian cotton goods to Europe via Alexandria • The control of seaports denied Muslim forces the opportunity of harbouring their fleets to gain water and supplies, e.g. Ascalon had, until its capture in 1153, been used to this end by the Egyptian fleet. <p>Evidence and arguments about the importance of other factors that contributed to the governance of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The primacy of the kingdom of Jerusalem over the other crusader states provided political stability • The trade between Muslim and Christian cities provided the basis of economic stability that good government depended on • Building castles and fortifications protected boundaries, roads and the seaports • The military orders of Templars and Hospitallers provided security for pilgrims, which in turn was an important link to Europe. <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 the Fourth Crusade failed because Innocent III was 'too confident in his abilities'.</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">• Innocent III set out to reorganise crusading, and believed he knew best• Innocent wanted to manage both the spiritual and practical aspects of crusading and had various motives for the crusade• Innocent identified the failings of the Third Crusade and was confident that he knew how to remedy them. <p>Extract 2</p> <ul style="list-style-type: none">• The crusaders were unable to fulfil their obligations to the Venetians in terms of the recruitment of men and the corresponding amount of money• Venetian interests brought about a conflict with another Christian power• Innocent III was kept in the dark about the plan to attack Zara, which revealed his lack of control over the crusade. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Fourth Crusade failed because Innocent III was 'too confident in his abilities'. Relevant points may include:</p> <ul style="list-style-type: none">• Innocent's intention to keep a firm control on the crusade was unrealistic because he allowed the crusade to be planned by three nobles• Innocent failed to recruit the kings of England and France, which in turn prevented the mass recruitment of knights that he wanted• The financing of the crusade fell short of what Innocent thought could be achieved by donations through the church, and his church-wide crusade tax of 1199. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Fourth Crusade failed because Innocent III was too confident in his abilities. Relevant points may include:</p> <ul style="list-style-type: none">• Thibault of Champagne, Louis of Blois and their representative Geoffrey de Villehardouin were responsible for the very ambitious deal struck with the Venetians, and was not directly the fault of pope Innocent• The attack on Zara was condemned by pope Innocent as unchristian and he attempted unsuccessfully to establish leadership over the crusade in opposition to the influence of Dandolo

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="467 195 1359 321">• Prince Alexius's appeal to restore him to the throne in Byzantium, in return for wealth and soldiers was the only way out of the impasse after Zara, and the decision to attack Constantinople was taken by the crusade leaders not pope Innocent<li data-bbox="467 331 1359 407">• Pope Innocent remained committed to the ideal of retaking Jerusalem and used his office to that end throughout the crusade.

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