

AS
HISTORY
7041/1A

The Age of the Crusades, c1071–1204

Component 1A The Crusader states and Outremer, c1071–1149

Mark scheme

June 2020

Version: 1.0 Final



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 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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 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 the First Crusade?

[25 marks]

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

- 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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- the Crusades were a defensive war
- there was a serious concern about the threat posed by the Muslims to the Christian world – especially in the light of their recent victories
- the request for help from the Byzantines was vitally important.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- in the aftermath of the Byzantine defeat at Manzikert, some of the Seljuk Turks had pushed into Anatolia – by 1077 they had established the ‘Sultanate of Rum’
- the Turks had also gained control of Jerusalem and other important Christian territories such as Antioch in 1084. The Turkish city of Nicaea was only 60 miles from Constantinople
- the Turks do not seem to have been that concerned with targeting specifically ‘Christian’ territories – the push into Anatolia was more the result of Romanus Diogenes’ poor decision to fight at Manzikert. Despite propaganda, the Turks allowed Christian pilgrims to visit Jerusalem and the Holy Places were not being attacked.

In their identification of the argument in Extract B, students may refer to the following:

- the main cause of the Crusade was to meet the needs of the Reform Papacy
- anti-Muslim propaganda was fabricated to meet the Pope’s needs
- the Papacy had been developing the idea of using an army to fight on their behalf for a while before the First Crusade happened.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- when Urban preached at Clermont he was building on the work of Gregory VII and adapted his theories of Holy War in his crusading message
- given the Western context of the ongoing Investiture Contest and the Papal Reform movement, which included the Libertas movement/Peace of God – the Crusade would allow for these various objectives to be achieved
- without the appeal for help from Alexius, which did emphasise the Islamic threat to the Eastern Christians, Urban might have struggled to get widespread secular support for his cause.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract B is more convincing as the Turks do not seem to have been interested in pushing their territories into Europe. This was especially true in the years after Malik Shah’s death when there was much factional infighting. However, any supported judgement will be rewarded.

Section B

0 2 'Religious enthusiasm was the most important reason for Frankish victories in the Near East in the years 1096 to 1118.'

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 religious enthusiasm was the most important reason for Frankish victories in the Near East in the years 1096 to 1118 might include:

- religious enthusiasm helped to keep the crusaders focused when the odds seemed to be against them during the crusade. At Antioch (1098) they were outnumbered and starving but the finding of the Holy Lance seems to have inspired them to charge out against a vastly bigger force
- the religious leadership offered by Adhemar kept the First Crusaders largely focused on their aim of Jerusalem. After his death there was more disunity amongst the leaders and it took the demands of the rank and file, who wished to complete their pilgrimage, to get the princes back on track
- the Franks posed a terrifying threat to the Muslim communities due to their religious enthusiasm – they massacred the Muslims inside Jerusalem for example. This meant that some territories surrendered without a fight in the future as they feared the consequences of putting up resistance (e.g. the ports)
- many of the victories gained in the first years of Outremer were the result of reinforcements from the West (e.g. Sigurd of Norway). These reinforcements were motivated by a religious desire to visit Jerusalem and contribute to its survival.

Arguments challenging the view that religious enthusiasm was the most important reason for Frankish victories in the Near East in the years 1096 to 1118 might include:

- the Franks had generally good leadership across this whole time period. For example, Godfrey led by example (Jerusalem) and Baldwin I showed good strategic thinking – targeting the ports
- the Seljuk Turks found it difficult to cope with the Franks' military tactic of the heavy cavalry charge and this led to numerous occasions of much larger Turkish forces scattering. This also worked against much bigger forces of Fatimids (e.g. Ascalon, 1099)
- the Franks were lucky that they faced a very divided Muslim world and often their enemy's army would fragment due to disunity (e.g. Antioch) or there would be Muslim leaders willing to fight with them against other Muslims (e.g. 1115 against the Sultan's army)
- religious enthusiasm could sometimes be a hindrance to military successes, e.g. on the Peasants' Crusade.

Students could argue for and against the role of religious enthusiasm or they could suggest alternative reasons for success. They could also provide a mixture of these different areas. Good answers will have a significant section on the role of religious enthusiasm and balance of some description. Any supported argument will be rewarded.

0 3 'Outremer was in a weak position in the years 1131 to 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.

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 Outremer was in a weak position in the years 1131 to 1143 might include:

- Fulk caused some internal problems as king – most notably precipitating a potential civil war with Hugh of Jaffa in the early years of his reign. His death, in 1143, can also be seen as weakening Outremer as a potential power vacuum was created
- the rise of Zengi was a serious concern for Outremer as he had allied Mosul and Aleppo and was thus in a strategic position to pose a serious threat. He did defeat Fulk in battle and the concern in Jerusalem is shown by the alliance made with Damascus in 1140
- Outremer remained very reliant upon the west for reinforcements and assistance – even the military orders (who were gradually being given control of the important fortresses in this period) needed the west for money and reinforcements
- the Byzantines were posing a threat to Antioch in the north as Emperor John began to press claims via the Treaty of Devol.

Arguments challenging the view that Outremer was in a weak position in the years 1131 to 1143 might include:

- the Muslim world remained very divided, e.g. Damascus was willing to ally with Jerusalem. Zengi himself seems to have been more preoccupied with fighting other Muslims than with targeting the Franks directly
- Fulk and the Count of Tripoli recognised the importance of castles for defence and began to entrust these to the military orders – who had the skills, manpower and funding to develop the fortifications
- Outremer had developed an extensive trading network through the agreements made with the Italian city states and control of the sea ports facilitated this. Control in the Transjordan region meant that they could also disrupt some of the trade routes of the Muslims
- the local indigenous populations were relatively happy to accept Frankish rule (indeed, many Arabs disliked the Turks more than the Franks) and there was no real danger of local uprisings etc. Agriculture could be exploited effectively.

Students could argue convincingly for either side of this debate and there is a wide range of material which they might deploy. Any supported judgement will be rewarded.