



AS HISTORY 7041/1A

The Age of the Crusades, c1071–1204

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

Mark scheme

June 2023

Version: 1.0 Final



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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, ie 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 why the Crusader States were established between 1099 and 1120?

[25 marks]*Target: A03*

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:

- Extract A refers to the religious factors involved in the establishment of the Crusader States. After the First Crusade, regular arrivals of pilgrims to the East driven by religion was hugely important for the Crusader States' survival both in terms of manpower and economic benefits
- pilgrims required support and this led to development of permanent infrastructure in the East such as hostels and markets
- the establishment of ports at Jaffa, Acre and Tyre was essential as they provided a lifeline to help from Western Europe, and this was helped by the involvement of the Italian trading powers Venice, Genoa and Pisa.

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

- supporting the importance of pilgrims, the capture of Jerusalem in 1099 did cause many to attempt to travel there from the West, even some who had failed to complete the original journey such as the Minor Crusade of 1101
- supporting the development of permanent facilities, pilgrims required help and protection and the Military Orders began as groups helping pilgrims with the Templars being officially recognised in 1119 and the Hospitallars providing care for sick pilgrims in the hospital of St John in Jerusalem
- supporting the importance of the ports, they were so vital to the crusaders that Baldwin I gave away significant privileges to the Italians such as tax exemptions and their own areas in cities like Tyre.

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

- Extract B refers to other reasons why the Crusader States were successfully established. Bohemond was just one individual in the period who helped the crusaders succeed
- '...won several major battles because of their heavy cavalry.' The military equipment and skill of the Franks in general was another factor that allowed the Crusader states to be established
- '...religion also played a role.' The religious idealism of the crusaders helped them overcome many problems both during and in the immediate aftermath of the First Crusade. Also '...not all the people the crusaders met were hostile' shows the crusaders relied on allies and the lack of unity among their enemies in order to succeed.

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

- supporting the lack of unity among their enemies is the schism between the Sunni and Shia' branches of Islam and the rivalry between various Abbasid warlords. This allowed the crusaders to overcome their lack of numbers by being able to defeat them one at a time, for example, at Ascalon in 1099
- supporting the idea of adaption, the crusaders didn't only adapt to local Turkish military tactics but also their way of life, adapting to local customs of food and dress but also working alongside them in demilitarised areas such as those created by Baldwin I in 1109 between Jerusalem and Damascus. Nevertheless, this could be challenged with the articles of the Council of Nablus in 1120 where assimilation was blamed for the disaster of the Field of Blood in 1119 and laws made against it

- challenging the idea of wider factors is the point that the Crusaders couldn't always rely on help from allies. Relations with Byzantium deteriorated over Antioch resulting in the Treaty of Devol in 1108 and local Muslim emirs began to establish ideas of Jihad which resulted in more threatening responses to the crusaders such as at the Battle of the Field of Blood in 1119.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing as religion played a vital role in the success of the crusader states as it kept a steady stream of people travelling and settling there. However, students may also conclude that Extract B is more convincing as other factors were more important such as the military superiority that the crusaders initially enjoyed, which allowed them to dominate the local population, although this did begin to decline as the Muslims began to unite under the flag of Jihad.

Section B

0 2 'Western intervention had strengthened the position of the Byzantine Empire by 1099.'

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 Western intervention had strengthened the position of the Byzantine Empire by 1099 text here might include:

- diplomacy with Pope Urban II had led to the lifting of the excommunication by the Western Church in 1089 resulting in more chance of assistance
- the Byzantine economy had stabilised with the introduction of new coinage that had also allowed him to recruit more mercenaries from the West such the Varangian Guard
- the First Crusade also returned Nicaea and large areas of Anatolia back to the Empire. By 1099, the Crusader States had also been established which could act as buffer states to the Empire
- the Byzantines fostered links with Western nobles that they used to help recruit military assistance such as Robert of Flanders and Raymond of Toulouse.

Arguments challenging the view that Western intervention had strengthened the position of the Byzantine Empire by 1099 might include:

- Alexius Comnenus still faced significant internal threats to himself from his own and rival families such as John Comnenos, his nephew, and Nikephoros Diogenes
- the Seljuk Sultanate of Rum had its capital only 90 miles away from Constantinople at Nicaea. Despite, Nicaea's recapture, the Seljuk threat to the Empire remained
- a major threat to the Empire, the southern Norman leader, Robert Guiscard, had died in 1085 and the Muslim world to the East was divided after the death of Malik Shah in 1092. Neither was due to Western intervention, more down to luck
- requesting help from the West unleashed uncontrollable forces that damaged the Empire as they moved through it, such as the Peasants' Crusade
- by appealing to Urban II for help it put the Byzantines in his debt which could be exploited by the Papacy. This was especially true after Bohemond appealed to the Papacy for a crusade against the Byzantines over the issue of the possession of Antioch.

The Byzantine Empire had been helped significantly by the West in a number of ways by 1099, strengthening its position, however, whether that had solved all its problems is questionable. Internecine warfare had destabilised the Empire previously and there was no reason that a pretender to the throne couldn't unseat Alexius Comnenus, causing further instability. The actions of the First Crusade both bolstered the Empire and had longer-term negative consequences that brought it into conflict with the Franks over the possession of Antioch, which led to an erosion of trust between the Christian East and West. The Empire's Muslim enemies had lost territory due to the First Crusade but had been arguably more weakened by internal disputes rather than Western intervention. Either argument is valid depending on the evidence used. Be prepared for answers which look at other reasons for the strengthening of the Byzantine Empire in addition to ones which state western intervention did/did not strengthen the Byzantine Empire in this period

0 3 'In the years 1124 to 1149, economic gain was the most important reason why Western Europeans travelled to Outremer.'

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 in the years 1124 to 1149, economic gain was the most important reason why Western Europeans travelled to Outremer might include:

- Baldwin II granted the Venetians extensive commercial privileges in Tyre after they helped capture it in 1124 and in return they would maintain a naval presence in the Latin East. The privilege included guarantees of property rights for the heirs of Venetians who were shipwrecked or who died in Tyre
- many crusaders benefited from land and titles by travelling East. Fulk of Anjou in 1129 was married to Melisende of Jerusalem and became the heir to the King of Jerusalem, Raymond of Poitiers married Constance of Antioch in 1136 and became Prince of Antioch and Thierry of Flanders went East in 1139, intending to stay there by gaining land and titles
- the choice to attack Damascus was based on the decision to gain land as Edessa had been destroyed before the crusaders got there
- many crusaders chose to attack targets closer to home with more chance of gaining land, such as English and Scandinavian crusaders capturing Lisbon and German Crusaders attacking Wendish tribes in Poland. This seriously limited the manpower of the main expedition going to Edessa, undermining its success.

Arguments challenging the view that in the years 1124 to 1149, economic gain was the most important reason why Western Europeans travelled to Outremer might include:

- the Second Crusade was unpopular initially when it was first launched by Pope Eugenius III issuing the Papal Bull *Quantum Praedecessores*. The Papal Bull itself also focused on the achievements of their ancestors on the First Crusade therefore playing on the social status of crusading rather than religion necessarily
- Louis VII of France wished to atone for his massacre of rebels in a church at Vitry in 1143, and he also hoped God would bless his pilgrimage with Eleanor of Aquitaine, his wife, with a baby boy. During the course of the crusade, Louis VII diverted from the original target of Edessa and instead went to Jerusalem to complete his pilgrimage
- the Second Crusade only became popular once Bernard of Clairvaux began preaching it, enthusing crusaders such as Conrad III of Germany with religious zeal
- Pope Callixtus II requested the Venetians to go on Crusade and in 1124 the subsequent expedition captured the port of Tyre
- in 1129 the Knights Templar were officially endorsed by the Papacy at the Council of Troyes, showing the growing popularity of religious military service to defend the Holy Land.

Students can choose a range of different motives to champion in their conclusion. There are plenty of examples that show economic gain played a part in order to agree with the focus of the question, however, some of these can be turned on their head or other evidence used to suggest more religious or social motives for going to Outremer in this period.