



A-level HISTORY 7042/1A

Component 1A The Age of the Crusades, c1071-1204

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	Using your understanding of the historical context assess how convincing the arguments in these three extracts are in relation to the rise of Saladin.
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[30 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:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- 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:

- that Saladin posed a serious threat to Outremer/the Kingdom of Jerusalem
- Saladin was able to convincingly portray himself as the hero of 'Holy War'
- Saladin had better resources than the Franks
- Saladin's capture of Aleppo was a critical turning point.

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

- by 1183, Saladin had direct control of Egypt, Damascus, Aleppo, along with various other territories in Syria – this left the Frankish territories very vulnerable and largely surrounded in a way they had not been before – by a single leader
- Saladin had been able to gain so many territories/the support of local warlords through posing as a warrior of jihad. To help with this he lived an austere lifestyle personally and was keen to promote Islam
- the Franks did suffer some significant defeats (e.g. at Jacob's Ford in 1179) and appeals to the West for help increased in this period
- however, Saladin would not make a direct attack until 1187 and concluded a truce with Jerusalem after the capture of Aleppo. He was accused by some of focusing more on fighting other Muslims. Saladin did not gain control of Mosul until 1186 and this could be argued to be more of a turning point
- he also suffered defeats at the hands of the Franks (e.g. 1177 and 1182) which indicates that he was not as serious a threat as is suggested here.

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

- Saladin was not primarily committed to waging jihad against the Franks
- many Muslims, including the leaders, questioned Saladin's motivation
- Saladin prioritised fighting his co-religionists
- he made frequent truces with the Franks to enable him to prioritise his struggles with other Muslims.

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

- Saladin spent a large part of his career fighting with other Muslims. In 1174 it was looking likely that he would directly challenge Nureddin – certainly he had pulled out of a joint attack upon the Kingdom of Jerusalem
- Saladin refused to pay money to Nureddin from Egypt which meant that he was facing a direct attack from his former master. Saladin would then effectively take control of Nureddin's former lands, by posing as his true heir and displacing the Zengid successors. It was not until 1186/7 that he turned his attention seriously towards the Kingdom of Jerusalem
- however, Saladin did not completely ignore the Franks in this time period and it could be argued that he needed to control Syria effectively before he could make a significant attack upon Jerusalem

- the Franks made numerous appeals for help in the period associated with Saladin's rise to power – this suggests that they viewed him as a direct threat. This was especially notable after his destruction of Jacob's Ford in 1179
- Saladin lived a pious lifestyle and certainly engaged in much anti-Frankish jihad propaganda which focused on the importance of the city of Jerusalem.

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

- the Franks had the resources and capabilities to deal with the threat posed by Saladin, but factional infighting meant that they did not deploy these effectively
- Saladin was passionately committed to both jihad and the unification of the Muslim world
- Saladin's position as ruler in Egypt was disastrous for the Franks
- Saladin was able to portray himself as the heir to Nureddin which made him supremely powerful in Syria and N. Iraq.

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

- the Franks had survived for nearly 100 years in Outremer, despite being surrounded by potential enemies. They had developed a series of castles and their use of the knights and Military Orders meant that they were often successful in battles despite being outnumbered
- the main reason for Saladin's success in taking the Kingdom of Jerusalem in 1187–88 was because of a foolish decision by Guy de Lusignan to fight in July 1187. This decision was rooted in the previous years of factional division and mistrust which had built up at court
- Saladin gained a huge empire and plenty of supporters/reinforcements for his army by posing as a 'mujahid' and focusing especially on the importance of the holy city of Jerusalem (building on the propaganda of Nureddin)
- Saladin was perhaps not as committed as he pretended and by 1187 was coming under great pressure to act against the Franks. He was also perhaps not as supreme as is suggested here – during the Third Crusade the 'unity' of his forces was very questionable
- this extract suggests that Saladin taking control in Cairo was a turning point. It would take Saladin another 16 years before he could inflict a crushing defeat upon the Franks – suggesting a level of exaggeration here.

Section B

0 2 'The main result of the First Crusade was that it increased the power of the Papacy.'

Assess the validity of this view with reference to the years 1088 to c1120.

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 the main result of the First Crusade was that it increased the power of the Papacy might include:

- when he was elected Pope in 1088, Urban II had struggled to establish himself in Rome as a result of the ongoing 'Investiture Contest' with Henry IV, the Holy Roman Emperor. By persuading vassals of the Emperor, like Godfrey of Bouillon, to embark upon his project, Urban underlined the relative power of the Papacy
- the role of the Papal Legate, Adhemar, was critical in the success of the First Crusade as he provided spiritual guidance and helped to keep the Crusaders focused on their target of Jerusalem (note that later expeditions which lacked an influential Papal Legate often failed). This helped to ensure that the Papacy would be associated with the recovery of Jerusalem – which had been in Muslim hands for the last 400 years
- future expeditions would often struggle to attract huge numbers if they didn't have the support of the Papacy. Notably, Bohemond asked the Pope for help when he wanted to attack the Byzantines in 1107
- Urban II, and his predecessors, had struggled with anti-Popes and Urban had hoped that the mission in 1095 might help to bring the Investiture Contest to an end – by 1122 and the Concordat of Worms this had happened and was partly encouraged by the show of strength which the successful First Crusade had provided
- Jerusalem was now back in Christian hands and the churches were transferred back into the control of the Latin Church – this helped to prove the Pope's superiority over the Greek Orthodox Church of Byzantium.

Arguments challenging the view that the main result of the First Crusade was that it increased the power of the Papacy might include:

- Urban II died before he heard of the news of the capture of Jerusalem and the Papacy was unable to assert its authority over the fledgling Kingdom of Jerusalem. The legate Daimbert was rejected by Baldwin I and a monarchy, rather than a theocracy, was established
- there were a large number of unofficial crusades launched in the period after the First Crusade – many of these were by men acting unilaterally, with no support of the Papacy
- the First Crusade also had consequences for the Byzantines who gained a new neighbour whom they would squabble with over the rights to territories like Antioch and Cilicia
- the First Crusade also had consequences for the various Muslim groups in the Near East, e.g. the Seljuk Turks of Syria now struggled to control their largely Arabic populations – who preferred the idea of Frankish rule to Turkish overlordship
- the First Crusade had an impact upon the local indigenous populations who had to adapt to new systems of rule. In the main cities and port towns there were high casualty rates and large numbers of refugees.

Students can assess simply the relative impact on the Papacy or they could consider the consequences for the Papacy vs. consequences for others. Students could also tackle a mixture of these two approaches. So long as there is a significant section on the Papacy and some balance, any supported answer will be credited as per the generic mark scheme.

0	3	To what extent was the establishment of Outremer by 1131 due to failures within the Islamic World from 1099?
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[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 the establishment of Outremer by 1131 was due to failures within the Islamic World from 1099 might include:

- after the capture of Jerusalem there were relief forces sent by Cairo which were mostly defeated through good military leadership and tactics, e.g. Ascalon in 1099. The Fatimids could put large, but rather divided, armies into the field
- the Sultan in Baghdad was largely concerned with his own position in Iraq and, even when pressed to send help, sent representatives rather than appearing in person
- the Seljuk emirs and other rulers were fiercely divided and would often work against each other, e.g. in 1108 Ridwan allied with Tancred to fight Baldwin II and the ruler of Mosul. Equally, Il-Ghazi was distracted by other Muslims and could not consolidate his gains in 1119
- a few scholars began to write about jihad but there was little concerted enthusiasm for this from the Muslim leaders
- the emirs of Syria preferred to have Frankish neighbours than increased interference from the Caliph in Baghdad.

Arguments challenging the view that the establishment of Outremer by 1131 was due to failures within the Islamic World from 1099 might include:

- the Franks had good leaders through this time period, e.g. Baldwin I, Tancred, Baldwin II and Fulk who all contributed military skill and made effective decisions
- the Franks received valuable assistance from the West in the form of unofficial crusades – this helped them to expand their territories (e.g. consolidating control outside the main cities)
- Baldwin I and II made trading deals with the Italian City States in return for naval assistance to capture the vital ports
- after 1119, Baldwin II encouraged the development of the Military Orders who helped to protect pilgrims and provide manpower for battles
- the Franks worked alongside the native populations who helped to ensure a stable and growing economy – there was freedom of worship outside of the main cities.

Students could argue in favour of either point of view and, so long as there is some balance to the approach, there is a wide range of possible evidence and examples they could deploy. It is expected that good answers will have some precise detail about the ‘weak Islamic response’ and might consider the range of different divisions – religious, political and ethnic. Good answers will also select examples which show understanding of the breadth elements of the question.

0	4	How important was desire for economic gain in persuading people to take the Cross in the years after the Second Crusade?
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[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

- L2:** The answer is 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 desire for economic gain in persuading people to take the Cross in the years after the Second Crusade was important might include:

- throughout the second half of the 12th century there was obvious concern from the Syrian Franks that Westerners were crusading in order to gain territory in the East. This helps to explain why the expeditions of both Thierry of Flanders and Philip of Flanders ended in squabbling over what would happen to any territory gained
- when considering specific individuals it is possible to see economic and material motives, e.g. Richard the Lionheart may have been after fame and glory and money/possessions – he and Philip Augustus certainly fell out over such issues as the spoils from the capture of Cyprus and concerns over which of their vassals would be the next ruler of Jerusalem (and thus subject to their overlordship)
- from the 1160s onwards, the main focus of most of the crusading activity was Egypt. It could be argued that Egypt had little spiritual relevance, but would provide riches and treasures
- the actions of the Venetians in the Fourth Crusade might appear to be motivated by a desire for wealth. They diverted the crusade to Zara in order to recoup payments owed and they were very keen to press the attack on Constantinople itself in 1204
- in 1204, the Fourth Crusade sacked Constantinople and plundered the city for relics, statues and expensive items. Baldwin of Flanders also became the Latin Emperor – suggesting a material motive.

Arguments challenging the view that desire for economic gain in persuading people to take the Cross in the years after the Second Crusade was important might include:

- many crusaders who arrived in the Holy Land did not remain there permanently, despite the entreaties of the increasingly beleaguered Syrian Franks. This suggests a desire to complete a pilgrimage, e.g. that of William Marshal who then returned to England
- people responded in huge numbers to the appeal of Gregory VIII in the ‘Audita Tremendi’ which launched the Third Crusade. The importance of Jerusalem to such men explains why the army were so vocal in persuading Richard to march upon the city, despite it being a strategically poor target
- key crusaders can be seen to have pious/spiritual motives. Frederick Barbarossa was elderly and could not hope to live long enough to benefit from any economic gain through crusading. Equally, Richard I had to risk a lot and spend extensively in order to crusade – thus suggesting a spiritual motivation
- the Fourth Crusade only became distracted from its objectives through poor planning and circumstance and actually the diversions were a way of trying to keep the Crusade on target. The Venetians took some high commercial risks in committing to the Crusade, which are best understood in the desire for salvation.

Students might argue persuasively for any of the above motives. Good answers will consider a range of motives from across a wide time period and will have some balance. Any legitimate evidence will be rewarded.