

# A-level **History**

7042/1A The Age of the Crusades, c1071–1204  
Report on the Examination

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## General

There were some very impressive scripts produced for this unit, showing detailed knowledge and good skills of communication and time management. Where some students were less impressive was in poor organisation of their answers, legibility issues and poor written expression, especially with use of key terminology.

### 01

It was pleasing to see that most students could identify the overall interpretations within the extracts - although some only covered this and did not delve into the sub arguments which were being advanced. This often led to a less than thorough assessment of how convincing the views were. Students should be encouraged to read the extract holistically rather than trying to take a line-by-line approach as this is often unproductive and means that important meaning is lost. Students needed to utilise their own knowledge to determine how convincing the arguments were - but some simply 'fact checked' rather than attempting a detailed analysis. There is no requirement for a comparative approach and so students do not need to waste time on this or lengthy introductions as they will gain no marks from doing so. It is also irrelevant when the author was writing, it is the interpretation which is being assessed rather than the source.

### 02

This question tended to produce quite polarised answers. Some students showcased impressive knowledge about Baldwin and his role across the period. They then chose good alternative individuals to compare him with; for example Tancred and Bohemond or even Alexius or Kerbogha. Some students confused Baldwin with Godfrey or Bohemond or failed to consider his role across the full period, thus not achieving a breadth analysis. It was a shame that a not insignificant number of students ignored the key word 'individual' in the question and proceeded to discuss the Italian City States or general Muslim Disunity. The role of key individuals is a key question within the syllabus and so students must be prepared to consider questions like this.

### 03

Students generally seem confident with questions about Outremer but they should be careful to read them carefully. This question is not asking 'why did Outremer survive' but whether Outremer was over-reliant on the Latin West. Clearly there is some cross over in terms of evidence which might be appropriate, but the answer does need to be tailored to the specific question in order to get the best marks. Some students ignored the date range and thus wasted time discussing examples from the early period before 1119. The best answers considered examples from across the 30 year period.

### 04

Students generally showed impressive knowledge on this topic and there were some excellent responses. Some answers lapsed into narrative, without regular analytical links back to the issue of the collapse of Outremer and some answers completely ignored the 1160s or 1187 itself which limited the breadth of the analysis. It is important with this style of comparative question that students don't lose focus and start bringing in 'other' factors- such as lack of help from Byzantium - as this is not relevant to the question being asked. Some students got into trouble due to a lack of confidence with key terms such as 'Frankish divisions' and some thought that this was a question about the Third Crusade, which was a shame. However, there were some very good responses which showed clear conceptual awareness of a complicated period.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.