



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In History (9HI0/1A)

Paper 1: Breadth study with  
interpretations

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.

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## 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"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## 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 far they agree that Saladin was motivated mainly by personal ambition in the years 1169-92.</p> <p>The extent to which Saladin was motivated mainly by personal ambition in the years 1169-92 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1169 Saladin replaced Shirkuh as Vizier of Egypt and seems to have acted thereafter as if he believed that he was the key individual to lead the Muslims to victory</li> <li>• Saladin placed his relatives in key positions within the Egyptian government and married Nur ad-Din's wife after his death showing his desire to secure his personal rule</li> <li>• Saladin established and maintained his own military strength and shunned the requests of his overlord, Nur ad-Din, to join forces, e.g. in 1171 after Shaubak</li> <li>• Saladin refused to supply Nur ad-Din with financial resources from Egypt, and after the death of the caliph, al-Adil, Saladin worked hard to construct his own image as a leader who would look after the Egyptians</li> <li>• After the death of Nur ad-Din Saladin brought Damascus, Aleppo and Mosul under his personal control and assumed the role of the leader of jihad that Nur ad-Din had created.</li> </ul> <p>The extent to which other factors motivated Saladin in the years 1169-92 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Saladin was a loyal and dutiful soldier who followed Shirkuh into battle, suggesting that devotion to his leader and the cause of Muslim victory might have been the main factor driving him</li> <li>• Despite building up his own power base in Egypt there is no evidence that this was used against Nur ad-Din or to usurp his power</li> <li>• After the death of Nur ad-Din, Saladin had to unify the Muslim world lest the divisions could be exploited by the Franks</li> <li>• Saladin was a generous and thoughtful ruler once he had power, e.g. he used his personal wealth to fund madrassas and hospitals, and was generally merciful in victory</li> <li>• Saladin had a strong desire to take and defend Jerusalem from the Franks.</li> </ul> <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 far they agree that Christian enthusiasm to free and hold Jerusalem was the most important factor motivating the First and Second Crusades.</p> <p>The extent to which Christian enthusiasm to free and hold Jerusalem was the most important factor motivating the First and Second Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Jerusalem was the destination of the First Crusade because of its association with the life of Christ, e.g. it was the site of Calvary where Christ was crucified and the Holy Sepulchre</li> <li>• Jerusalem was ingrained in Christian culture and the destiny of pilgrims, e.g. in the 1060s some 7,000 German pilgrims set off for Jerusalem</li> <li>• Pope Urban preached the need to liberate Jerusalem from Muslim hands and defend Christian pilgrims</li> <li>• The preaching of Bernard of Clairvaux emphasised the need to hold Jerusalem after the fall of Edessa</li> <li>• The Council of Acre, in 1148, decided to try and take Damascus because it seemed the best way to defend Jerusalem, e.g. having Damascus under crusader influence would prevent it falling under the sway of Nur ad-Din.</li> </ul> <p>The extent to which other factors motivated the First and Second Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Other Christian objectives for crusading combatants included the remission of sins and to fight in a Christian 'just war'</li> <li>• The prospect of gaining land and booty in the Holy Land, as well as the suspension of crusader debts, was a strong motivating factor for the lesser nobility to take part in the First Crusade</li> <li>• The political ambitions of the papacy, e.g. the creation of a papal kingdom with authority over secular kings, was a motivation for both Urban II and Eugenius III</li> <li>• Eugenius III had other crusading priorities in mind when he called the Second Crusade, e.g. retaking of Edessa in the Holy Land, and the launching of the Iberian and Baltic Crusades.</li> </ul> <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 extent to which the nature of knighthood in the Third Crusade was different from the nature of knighthood in the First Crusade.</p> <p>The extent to which the nature of knighthood in the Third Crusade was different from the nature of knighthood in the First Crusade should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By the time of the Third Crusade knights had a higher social status through enhanced wealth, and were now a distinct social class below the nobility, and so different from the First Crusade</li> <li>• By the Third Crusade codes of chivalry influenced knighthood by giving them the duty to honour God, fellow Christians and women, unlike the rapacious behaviour of knights in the First Crusade</li> <li>• The religious orders of the Knights Templar and the Hospitallers led to knights becoming a separate warrior aristocracy in the service of God, missing in the First Crusade but prominent in the Third Crusade</li> <li>• By the Third Crusade knights were benefiting from the sanctity given to their profession by the Church through concepts of 'just war' and the remission of their sins.</li> </ul> <p>The extent to which the nature of knighthood in the Third Crusade was similar to the nature of knighthood in the First Crusade should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The military equipment and tactics of knights was the same in both crusades, as were the qualities of speed and movement that this brought to the battlefield, e.g. cavalry charge with couched lance</li> <li>• The raison d'être of knighthood was the same in both crusades, e.g. to earn wealth and status through violence and war</li> <li>• The social standing of knights in the feudal hierarchy was the same in both crusades, their oath of fealty to their lords dictating their actions in the crusades</li> <li>• Knights played the same crucial role in both crusades of recruiting their own followers to serve as both auxiliary forces, e.g. archers, or as service personnel, e.g. cooks</li> <li>• Crusade leaders in both crusades could plan campaigns of siege and manoeuvre with confidence in the reliability of the knights.</li> </ul> <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, in the years 1100-92, Queen Melisende provided the most significant example of good governance in the crusader states.</p> <p>The extent to which Queen Melisende provided the most significant example of good governance in the crusader states in the years 1100-92 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Melisende played a significant political role under the rule of her father Baldwin II and influenced important areas of government, e.g. her name was included on official documents concerning lands and titles</li> <li>• Melisende groomed her son (and nominated heir of Baldwin II) for kingship, preventing huge political discord, e.g. overcoming king Fulk's opposition, and becoming co-ruler with Baldwin III on Christmas day 1143</li> <li>• Melisende was a patroness of the church and arts, and is credited with uniting Islamic, Greek and Frankish influences to bring cohesion to governance, e.g. the combination of influences shown in Melisende's Psalter</li> <li>• Melisende's wisdom was widely acclaimed and she overcame the disadvantages of being a non-combatant ruler through her acute political skills, e.g. she maintained the support of the <i>Haute Cour</i> against enemies</li> <li>• Melisende called for the Second Crusade after the fall of Edessa and was included in the discussion at the Council of Acre showing great foresight of the dangers facing her kingdom of Jerusalem.</li> </ul> <p>The significance of other examples of good governance in the crusader states in the years 1100-92 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Baldwin I's vigorous conquest and consolidation of crusader territory was significant for laying the defensive foundations of the crusader states</li> <li>• Baldwin III's governance was significant in restoring the primacy of the kingdom of Jerusalem, e.g. the other crusader states looked to Jerusalem to maintain their stability and avoid dynastic disputes</li> <li>• King Amalric showed good governance, in seeking to confront the rising threat of Nur ad-Din, by personally making an embassy to Byzantium in 1171 and sending a further embassy to the West</li> <li>• Baldwin IV's governance was significant in that despite his disability he strove to secure the dynasty and dealt with the threat of Saladin effectively, e.g. his attack on Damascus in 1174 aged 13.</li> </ul> <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 Innocent III's poor preparations were responsible for the failure of the Fourth Crusade.</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"> <li>• Innocent III never sent a letter to any king asking them to join the Fourth Crusade because he intended to keep control of it</li> <li>• Innocent resorted to taxing the clergy to pay for the Crusade</li> <li>• Crusade leaders would be able to make a profit from crusading because the financial burden would fall elsewhere</li> <li>• Innocent believed that the ends justified the means and he was prepared to act ruthlessly by breaking any precedent that needed breaking.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Innocent had great personal abilities</li> <li>• Innocent wrote to kings asking them to support the Crusade but only one took up the request</li> <li>• Innocent took practical steps in preparation for the Crusade such as maintaining contact with the Levant and Byzantium</li> <li>• Innocent was inventive in terms of funding the Crusade and came up with a new form of papal income tax.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Innocent III's poor preparations were responsible for the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Innocent went further than the terms of the <i>remissio peccatorum</i> and offered crusaders a plenary indulgence, which, in a sense, let him overrule God</li> <li>• Non crusaders who paid for someone else to go would also receive remission of sins, which set the Crusade on a commercial basis</li> <li>• Innocent's concerns with financing the Crusade at all costs could be seen to have affected the attitudes of Venetians and crusaders who later fought for wealth rather than Christ</li> <li>• Innocent's measures were all focused on launching the Crusade, but he put little in place to make sure that he could control it after it set off.</li> </ul>

Question	Indicative content
	<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 of Innocent III's poor preparations. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Innocent's preparations were based on a careful analysis of what had gone wrong on previous crusades and how to avoid it, e.g. the malign influence of non-combatants and the tendency of crusade leaders to fall out</li> <li>• The terms of the Treaty of Venice were extremely optimistic and the numbers of crusaders, and hence also their money, failed to show up in 1202</li> <li>• The Venetians were the de facto leaders of the Crusade after 1202 and the diversions to Zara and Constantinople can be argued to have been for their benefit</li> <li>• The events leading to the sack of Constantinople could not have been foreseen and developed a dynamic of their own, e.g. once the crusaders pledged to restore Isaac to the Byzantine throne.</li> </ul>