



Mark Scheme (Results)

Summer 2025

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

Paper 1: Breadth study with interpretations

1A: The crusades, c1095–1204

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Question Paper Log Number P76428A

Publications Code 9HI0_1A_2506_MS

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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	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • 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.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on how accurate it is to say that the First and Second Crusades were called mainly to serve the political interests of the papacy. The extent to which the First and Second Crusades were called mainly to serve the political interests of the papacy should be analysed and evaluated. Relevant points may include: • Alexius I's appeal to Urban II was a political opportunity for Urban that he grasped in order to reassert the authority of the papacy over western Christendom and his rivals Henry IV and Philip I • Urban II and Eugenius III both wanted to build a papal kingdom that gave popes the power to depose kings and emperors in line with the writings from the Gregorian reform movement, e.g. <i>Dictatus papae</i> • Calling the First and Second Crusades helped to assert the political leadership of the Roman Church over its eastern counterpart, e.g. by assuming the leading role of protecting Christians in the Holy Land • The crusades helped to impose the political authority of popes over European nobles and establish a rules-based order to stop the escalating violence and disorder of the period • The fall of Edessa in 1144 posed a political challenge to Eugenius III and prompted the Second Crusade, e.g. he needed to maintain the authority of the pope as the head of a Christian empire. The importance of other reason for calling the First and Second Crusades should be analysed and evaluated. Relevant points may include: • The popes had a responsibility to protect the growing numbers of pilgrims that journeyed to the Holy Land, e.g. in 1064 alone, some 7,000-12,000 Germans made the pilgrimage to Jerusalem • The Holy Land, and Jerusalem in particular, were at the centre of the Christian world that gave popes a strong spiritual reason to call the crusades • 'Just war' theory was important in overcoming Christian scruples about war. Thus, the crusades were called as a religious duty to kill God's enemies, e.g. to take revenge on 'an accursed race, a race utterly alienated from God' • The growing violence in Europe was caused in part by the numbers of young nobles denied adequate inheritance in landed wealth. Urban II's crusade to a 'land of milk and honey' offered a solution. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that Nur ad-Din made the most significant contribution to the growth of Muslim power in the years 1144-69. The extent to which Nur ad-Din did make the most significant contribution to the growth of Muslim power in the years 1144-69 should be analysed and evaluated. Relevant points may include: • Nur ad-Din's alliance with the Sultan of Rum and their campaign against Antioch increased Muslim power, e.g. through victory at Inab and the beheading of Raymond of Poitiers in 1149 • Nur ad-Din established complete Muslim control over Edessa by 1151 when he took Turbessel after a bloody campaign, e.g. this prevented any invasion from the Franks and Byzantines • By 1154, Nur ad-Din had united Syria under his rule. This prevented any Syrian cities from allying with the crusaders • By 1169, Nur ad-Din had effectively prevented the crusaders from conquering Egypt and gaining access to vast wealth. This tipped the balance of power firmly in favour of the Muslims. The significance of others and / or limits to the significance of Nur ad-Din to the growth of Muslim power in the years 1144-69 should be analysed and evaluated. Relevant points may include: • The significance of Nur ad-Din to the growth of Muslim power was limited by the defeats he suffered at the hands of the Franks, e.g. at al-Bugay'a in 1163 • Zengi increased Muslim power significantly by his unifying Muslims under the banner of jihad • Zengi was mainly responsible for destroying Edessa as a crusader state • Shirkuh has to take much of the credit for the success of the Egyptian campaign, e.g. he took the important port of Alexandria in 1167 • Saladin added much to the campaign to take Egypt, e.g. in the defence of Cairo from the Franks in 1168-9. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how far they agree that, in the years 1100-92, the reigns of Baldwin I and Baldwin II were very different from the reigns of those rulers who came after them. The extent to which the reigns of Baldwin I and Baldwin II were very different from the reigns of those rulers who came after them should be analysed and evaluated. Relevant points may include: • The reigns of Baldwin I and Baldwin II were very different from the reigns of those that followed them because of their conquest and consolidation of crusader territory, e.g. their success in securing important seaports • The reign of Baldwin I was of singular importance because he established the primacy of Jerusalem over the crusader states, e.g. he established his authority over the church by 1112 • The reigns of Baldwin I and Baldwin II were very different to those that followed them in that they put in place the key defensive system of the crusader states, e.g. through castle building and the defence of trade routes • The reign of Baldwin II was notably different for the number of military campaigns he led to defend the crusader states, e.g. 19 campaigns in the years 1126-9 • Dynastic disputes assumed more political importance during the reigns that followed the death of Baldwin II, e.g. factional disputes at the time of the death of Baldwin IV. The extent to which the reigns of Baldwin I and Baldwin II were not very different from the reigns of those rulers who came after them should be analysed and evaluated. Relevant points may include: • The defensive measures put in place by Baldwin I and Baldwin II continued to be developed in the reigns that followed, e.g. castle building and the deployment of the military orders • Dynastic disputes afflicted every reign in the period, e.g. Baldwin I and Baldwin II both seized the throne and Baldwin II's failure to produce a male heir was a root cause of dynastic disputes thereafter • Military campaigns after the failure of the Second Crusade were defensive but produced military successes just as notable as those of earlier reigns, e.g. the defeat of Saladin at Mont Gisard in 1177 • The capture of seaports continued in the reigns that followed Baldwin I and Baldwin II, e.g. the capture of Ascalon in 1153. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far they agree that the failure of the Second Crusade was the main turning point in the fortunes of the crusader states in the years 1100-92. The extent to which the failure of the Second Crusade was the main turning point in the fortunes of the crusader states in the years 1100-92 should be analysed and evaluated. Relevant points may include: • The failure to recapture Edessa lost the crusaders an important Christian city and weakened the defences of the crusader states • The failure to take Damascus, after a siege, alienated the Damascenes and prevented the crusader states from making an alliance with them. This left Antioch exposed • The failure of the Second Crusade had a negative impact on aid from Europe until the fall of Jerusalem and the Third Crusade • The failure of the Second Crusade made Jerusalem more vulnerable to attack from Syria and made defence against Egypt paramount. The extent to which the failure of the Second Crusade was not the main turning point in the fortunes of the crusader states in the years 1100-92 should be analysed and evaluated. Relevant points may include: • The establishment of the primacy of Jerusalem was a vital turning point in that it helped to establish a functioning feudal system, e.g. Jerusalem held effective political and religious authority • The founding of the military orders could be argued to be an important turning point in the fortunes of the crusader states in that a dedicated defence force was essential for their survival • The death of Baldwin II was an important turning point in that his failure to produce a male heir led to factional disputes between Fulk, Melisende and Baldwin III • The accession of the 'leper king' Baldwin IV in 1174 was an important turning point in that it intensified dynastic rivalry at a time of rising Muslim power • The fall of Jerusalem to Saladin in 1187 was a turning point of major significance, e.g. it was at the centre of Christian devotion and was of great political importance. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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 the failure of the Fourth Crusade was due to lack of effective organisation. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Relations between Byzantium and the crusaders had deteriorated and were dominated by mutual distrust • Some historians have argued that there was an anti-Byzantine conspiracy from the start that took the Crusade to Constantinople, but it was the terms of the Treaty of Venice that was at fault • The Treaty of Venice forced the crusaders to make a series of unplanned but necessary decisions • Innocent III showed he was an ineffective organiser who was unable to control the Crusade after it set off. Extract 2 • Innocent's preparations for the Fourth Crusade were practical • Innocent made financial and spiritual preparations that would help the Crusade to succeed • Innocent was driven by a desire to recapture the Holy Land for Christ • Innocent recruited effective leaders from the nobility after the leadership of kings was denied him. Candidates should relate their own knowledge to the material in the extracts to support the view that the failure of the Fourth Crusade was due to lack of effective organisation. Relevant points may include: • Innocent's financial preparations failed to meet the costs incurred by the Venetians and were therefore ineffective • The crusader leaders failed to turn up with sufficient troops and money to meet the promises made in the Treaty of Venice • Innocent never consulted Christians in the Holy Land about the need for a crusade, and his belief that he could lead the Crusade from Rome proved to be misplaced • It should have been obvious to Innocent that trying to implement such a huge project without the financial and military support of kings was never going to be viable.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the failure of the Fourth Crusade was due to lack of effective organisation. Relevant points may include: • The preparations to ship the Crusade to Alexandria were detailed and comprehensive, e.g. the provision of sufficient ships capable of transporting horses that could be used for beach landings • The Venetians had commercial interests that, once the Crusade was underway, caused them to act against the directions of Innocent and tore up his plans • The decisive intervention of Prince Alexius at a crucial moment in the Crusade could not have been foreseen or planned for.