



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI01) Paper 1A  
Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## GCE History Marking Guidance

### Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

### 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	1–4	<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	5–10	<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 question.</li></ul>

		<ul style="list-style-type: none"> <li>• Mostly accurate and relevant knowledge is included, but it 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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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>

## 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	1–4	<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	5–10	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
3	11–16	<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	17–20	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## 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 whether poor preparation was the main reason why the Second and Third Crusades failed to achieve their goals.</p> <p>The role of poor preparation in the Second and Third Crusade's failure to achieve their goals should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Conrad III of Germany failed to adequately provision his army on campaign in the Levant in the Second Crusade, which made him vulnerable to attack, e.g. the forced retreat to Nicaea</li><li>• Louis and Conrad failed to consult the leaders of the crusader states which led to disagreement about the objectives of the crusade, e.g. the 1148 Council of Acre</li><li>• Insufficient funds for the Third Crusade led to Richard I of England besieging Messina in Sicily and delayed his arrival in the Holy Land</li><li>• Failure to sort out European political difficulties meant the Third Crusade was cut short before its goals were achieved, e.g. Philip II's return to France in 1191 left Richard to fight alone.</li></ul> <p>The role of other factors contributing to the Second and Third Crusades' failure to achieve their goals should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Byzantine emperor, Manuel, appears to have worked against the Second Crusade and with the Turks, for fear of losing territory to the crusaders</li><li>• Rivalry between leaders of the crusader states weakened the Second Crusade, e.g. the rivalry between Antioch and Jerusalem under Queen Melisende</li><li>• The untimely death of Frederick Barbarossa and the loss of his army weakened the crusader forces considerably in the Third Crusade</li><li>• The crusader states failed to provide the troops and resources Richard needed to successfully march on Jerusalem, the decision to call a truce was therefore wise.</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 whether the creation of strategically-placed castles was the most important consequence of Baldwin I's consolidation of crusader territory in the years 1100-18.</p> <p>The importance of strategically-placed castles should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Castles provided security for settlers in outlying country and open to attack, e.g. the fortification of Edessa</li> <li>• Castles were an important part of securing seaports and securing links with Europe for trade and supplies, e.g. the castle at Margat defended the port of Latakia</li> <li>• Jerusalem became a much more formidably defended crusader capital because of castle building, e.g. Chastel Hernault</li> <li>• Castles were used as forward bases to conquer new territory, e.g. those castles under local control on the east of crusader territory.</li> </ul> <p>The importance of other consequences of Baldwin I's consolidation of crusader territory should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The creation of the primacy of Jerusalem gave the crusader states a respected hierarchy, recognised by European kings and the pope</li> <li>• The consolidation of crusade territory facilitated trade with the Italian states of Venice, Pisa and Genoa</li> <li>• Outremer developed a vibrant economy, with trade between Muslims and Christians essential to both parties</li> <li>• The military orders of Templars and Hospitallers provided robust security as a result of Baldwin I's consolidation of crusade territory.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<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 about how significant religious motives were for crusaders taking part in the First and Second Crusades.</p> <p>The significance of religious motives for crusaders taking part in the First and Second Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Urban II's offer of remission of sins and penitential war had a huge appeal to the nobility</li><li>• The prospect of freeing Jerusalem from Muslim control was significant at a time of rising religiosity and pilgrimage</li><li>• The preaching of the Second Crusade by Bernard of Clairvaux concentrated on the 'sin' of allowing the capture of Edessa and he had remarkable success</li><li>• Louis VII and Conrad III of Germany, both significant as kings, took the cross in the Second Crusade for religious rather than political motives.</li></ul> <p>Other significant reasons for taking part in the First and Second Crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The prospect of gaining land and wealth in the Holy Land appealed to the nobility</li><li>• The appeal of Alexius I Comnenus to pope Urban is significant both politically and militarily as it opened the possibility of a land route to Jerusalem, with the backing of Byzantium</li><li>• The development of the heavy cavalry charge gave the crusaders a military advantage</li><li>• The papacy gained political advantage by calling the nobility to war in the service of religion, e.g. the Second Crusade eased political tension in Germany</li><li>• The growth of chivalric values was a spur for knights to take part in the Second Crusade to increase their social standing.</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 the extent to which the leadership of Nur ad-Din was different to the leadership of Saladin.</p> <p>The extent to which the leadership of Nur ad-Din was different from the leadership of Saladin should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nur took religious devotion more seriously than Saladin who declined the duty to visit Mecca</li> <li>• Saladin's power was based on Egypt, and Nur's power on Syria, which gave Saladin more resources to meet the Third Crusade than Nur had in 1146</li> <li>• Nur's consolidation of power involved the dispensation of justice, whereas Saladin relied more on military and political tactics</li> <li>• Nur laid the basis of a united Muslim power, whereas Saladin used that power to secure the prize of Jerusalem.</li> </ul> <p>The extent to which the leadership of Nur ad-Din and Saladin was the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both Nur and Saladin made resisting the crusaders a religious duty for Muslims, Saladin consciously strove to maintain Nur's legacy</li> <li>• Both leaders understood the importance of uniting Damascus and Aleppo to prevent Syria making alliances with the crusaders</li> <li>• Both leaders were generous and selfless in their dealings with the Muslim population, e.g. founding madrassas and hospitals</li> <li>• Both leaders understood the importance of Egypt as the key to taking and defending Jerusalem.</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 view that the Fourth Crusade failed because Innocent III made 'the acquisition of wealth' a motive for crusading.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, 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's leadership was creative and went beyond his predecessors</li><li>• Innocent could be perceived as having shifted emphasis away from the religious commitment expected from the crusaders</li><li>• Innocent could be perceived as being overly concerned with money and the rights of property.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Distrust and dislike between Byzantium and crusaders had built up</li><li>• Some have argued that the Fourth Crusade's actual objective was to take Byzantium and the crusaders had conspired to this end</li><li>• The role of the Venetians and the crusader leaders was paramount in the decision to attack Constantinople.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which Innocent III's emphasis on acquiring wealth led to the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Innocent encouraged crusaders to take on debt to fund the crusade in the belief that it would be paid off through conquest and plunder, which fed the desire to take Constantinople when the opportunity arose</li><li>• Innocent's attempt to recruit sufficient revenue through placing donation chests in churches failed</li><li>• Innocent failed to recruit lay figures with sufficient wealth and support to the crusade, e.g. kings.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Venetians role in persuading the crusaders to take Zara</li><li>• The crusaders' desire to gain sufficient resources to fulfil their original obligation to campaign in the Holy Land, hence the attacks on Zara and Constantinople</li><li>• The role of prince Alexius in opening the crusaders' minds to the possibility of going to Constantinople.</li></ul> <p>Other relevant material must be credited.</p>



