Pearson Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (8HI0/1A)

Paper 1: Breadth study with interpretations

Option 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	**1–4**	• 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	**5–10**	• 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. • 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. • 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	**11–16**	• 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	**17–20**	• 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.

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**	• 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	**5–10**	• 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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**11–16**	• 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 on, 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	**17–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by the 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 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.

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 whether personal rivalry between the leaders was the main cause of failure in the Second and Third Crusades. The importance of personal rivalry between the leaders causing the failure of the Second and Third Crusades should be analysed and evaluated. Relevant points may include: • Louis VII's dismissal of the Antioch plan in May 1148 meant that Antiochene military support would not be offered for the rest of the crusade • After the failure to take Damascus, Conrad and Louis went their separate ways rather than act together to take the port of Ascalon • Richard I's decision not to marry Philip II's sister Alice led to rivalry between the two kings, e.g. Philip refused to help Richard when he besieged Messina in 1190, contrary to their agreement • After the siege of Acre in 1191 Philip returned to France, which weakened the resolve of the remaining French troops and the disunity caused Richard to withdraw from the planned attack on Jerusalem. The importance of other factors that caused the failure of the Second and Third Crusades should be analysed and evaluated. Relevant points may include: • The duplicity of Manuel I in aiding Turkish attacks on the marching columns of Conrad and Louis caused a loss of troops and delayed their arrival at Antioch, e.g. German losses at Dorylaeum • The decision to attack the eastern walls of Damascus led to exhaustion and retreat in the Second Crusade, which in turn assisted Nur ad-Din and the growth of Muslim power • As Richard was about to start on the second march to Jerusalem he was informed of troubles in England and doubted that it would be possible to hold Jerusalem if he managed to take it • In 1192 Richard became ill and was willing to settle a truce with Saladin that would allow him to return to England • Saladin held huge advantages over the Third Crusade, e.g. almost complete unity of Muslim territory and in the possession of Jerusalem. 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 about whether preachers were the main reason for crusaders joining the First and Second Crusades. The importance of the role of preachers should be analysed and evaluated. Relevant points may include: • Urban II was the main preacher for the First Crusade and as Pope his message delivered at the council of Clermont motivated the feudal elite to take the cross, e.g. the eight princes • Urban established a set technique of preaching to gain maximum effect, e.g. his preference for open air gatherings on holy days • Eugenius III recruited a cadre of papal legates to preach the Second Crusade so that the message was well targeted, e.g. avoiding the recruitment of the poor • The role of Bernard of Clairvaux in touring Flanders and Germany and his success in recruiting Conrad III and Louis VII. The importance of other reasons for crusaders joining the First and Second Crusades should be analysed and evaluated. Relevant points may include: • The desire for land and booty among the lesser nobility, e.g. the eight princes seized land and increased their status on the First Crusade • Participation in crusading would gain remission of sins • Feudal ties meant that Conrad and Louis could recruit those who owed them fealty • The growth of the concept of chivalry after the success of the First Crusade made knights think of crusading as a glorious endeavour. 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 about how far they agree that control of Syria continued to be the main source of Muslim power in the years 1149-92. Evidence and argument that the control of Syria continued to be the main source of Muslim power in the years 1149-92 should be analysed and evaluated. Relevant points may include: • Continued control of Syria prevented Damascus from making alliances with the Franks, and is why Nur ad-Din and Saladin (1174) made this a priority • Syria continued to be the northern base of Muslim power, e.g. by limiting the threat of Antioch and threatening crusader armies entering Outremer from Byzantium • Syria remained the key to Muslim unity in the war on the Franks, e.g. both Nur ad-Din (1154) and Saladin (1187) were able to lead jihad only when Syria was firmly on side • Syrian troops and wealth provided the means for Muslim armies to remain active throughout the period, both defeating Muslim opposition and the Franks. Evidence and argument that Syria did not continue to be the main source of Muslim power in the years 1149-92 should be analysed and evaluated. Relevant points may include: • The conquest of Egypt shifted the balance of power firmly to the Muslims because Jerusalem in particular had to defend two fronts • The conquest of Egypt provided more troops and money than Syria could and increased the ability of Muslim leaders to make permanent war • The conquest of Egypt united Muslims and gained the support of Islamic leaders in Baghdad and Cairo, adding to the ideological base of Muslim power • Saladin changed the base of Muslim power through marriage and putting close family members in positions of authority • The fall of Jerusalem in 1187 provided the Muslims with a new base for their power. 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 significant division within the ruling elite was in the decline of the crusader states in the years 1131-87. The significance of division within the ruling elite should be analysed and evaluated. Relevant points may include: • The rule of Queen Melisende and the subsequent conflict over a possible male heir was a significant bonus for Zingi whose rise to power went without serious challenge • Decline was halted to an extent during the reigns of Baldwin III and Amalric I both of whom won military victories, e.g. Ascalon in 1153 and Bilbeis in 1164, emphasising that advance was possible when factionalism abated • The quest for a male heir during the reign of Baldwin IV allowed Saladin to annex Damascus (a significant political and military base) unopposed in 1174 • Factionalism between the nobility during the reign of Guy and Sybil prevented them organising any significant preparations against Saladin when his power was becoming decisive. The extent to which the significance of division within the ruling elite was limited/ or the significance of other factors in the decline of the crusader states should be analysed and evaluated. Relevant points may include: • The rise of Muslim power, which led to the collapse of the crusader states in 1187, was not dependent on divisions in the ruling elite alone, thus limiting its significance • There was a lack of support for Outremer from Europe between the Second and Third Crusades with appeals to the papacy and European kings for help going unheeded • The destruction of Edessa by Zingi and Nur ad-Din meant that the north east of Outremer was difficult to defend, Antioch was under constant danger and the decline of the crusader states largely flowed from this • To maintain Outremer after the loss of Edessa, Egypt needed to be made an ally, but the rulers of Outremer never had the military resources to effect this despite making several attempts, e.g. in 1164. 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 view that the Fourth Crusade failed due to the motives of Enrico Dandolo. 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. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Doge Dandolo had the ambition and ability to make Venice prosperous at the expense of Constantinople • Dandolo cleverly used the crusaders' debts to Venice to manipulate them into taking Zara • Dandolo seized on the offer of Prince Alexius and continued crusader debt to steer the crusade to Constantinople • Dandolo used the failure of Alexius to deliver on his promises to take Constantinople thus fulfilling his plan. Extract 2 • Dandolo was forced to offer leadership because Innocent was unable to control the events or offer solutions to problems • The crusader leaders were weak personalities and compelled Dandolo to lead • As Doge, Dandolo had to defend the interests of Venice and was a devoted crusader himself • Innocent failed to deal with the problems the crusaders ran into, which meant Dandolo had to give a lead. Candidates should use their own knowledge of the issues to address whether the Fourth Crusade failed due to the motives of Enrico Dandolo. Relevant points may include: • The Venetians had strong trading links with Egypt and had a strong motive to divert the Crusade from there without letting the crusaders know • Venice's trading rivals, Pisa and Genoa, were at war and this made the opportunity and motive of taking Constantinople more urgent • Constantinople was the key trading city in the eastern Mediterranean and conquering it would give Venice huge power and influence and was therefore a strong motive • Uniting the Greek and Roman churches would give Venice huge status in the eyes of Christians and Innocent himself, and was therefore a strong religious motive.

	Candidates should use their own knowledge of the issues related to the debate to address other reasons for the failure of the Fourth Crusade. Relevant points may include: • The preparations for the Crusade in terms of finance and leadership were poor, e.g. Innocent's unsuccessful attempt to raise money and the absence of kings on the Crusade • Innocent III had expressed the desire to unify the Greek and Roman churches and may have provided a justification for the diversion to Constantinople in the minds of the crusaders • Boniface of Montferrat had interests in Byzantium and was a strong advocate of diverting the Crusade to Constantinople • The crusader leaders knew the choice facing them after Zara was either to go to Constantinople and cash in on the promises of Prince Alexius or return home bankrupt and without completing their vows. Other relevant material must be credited.

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