



AS HISTORY 7041/1A

The Age of the Crusades, c1071–1204

Component 1A The Crusader states and Outremer, c1071–1149

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 AQA and its licensors. All rights reserved.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the establishment of the Military Orders by 1149?

[25 marks]

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- the extract argues that the Military Orders, in particular the Templars, were formed due to the need for pilgrims to have protection to travel to religious sites in the Holy Land
- the extract argues that the Military Orders helped defend Outremer because many people went home after the First Crusade whereas they stayed, they enabled castles to be defended and field armies to be created.
- the extract argues that the local population could not be relied on for military support hence the need for the Military Orders.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- in support of the interpretation of the argument, although Jerusalem and several ports had been captured during and in the immediate wake of the First Crusade, the roads and highways in between these towns and cities were unsafe for pilgrims due to bandits and robbers, therefore, they required protection. The Knights Templar were founded in 1119 by Hugh De Payens in order to help protect these and the Knights Hospitaller also developed a military role alongside their prior role of caring for sick pilgrims
- in support of the interpretation of the argument, as the military role of the Orders grew they were relied on by the Kings of Jerusalem and Crusaders increasingly to manage castles and lead their armies. For example, Louis VII, after his disaster at Mount Cadmus in 1147, placed the leadership of his army under the control of the Templars in order to get them safely to Antioch
- in challenge to the interpretation of the argument, there were not enough members of either the Templars or the Hospitallers to be effective as a military force on their own, they needed the support of other powers, either the local nobility in the Crusader States or Crusade leaders to be effective.

In their identification of the argument in Extract B, students may refer to the following:

- the extract argues that the Military Orders were established due to a change in religious thinking brought about by the Papacy's justification for Christians being able to participate in holy war
- the extract argues that people accepted the Orders as it built on the principles of feudalism that already existed in Western society
- the extract argues that ideas about militant piety had fused with contemporary ideas about monasticism.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- in support of the interpretation – the members of the Military Orders had to take monastic vows of poverty, chastity and obedience and were modelled on monastic houses at the time and were a product of the wave of religious enthusiasm sweeping western Europe at that time
- in support of the interpretation – new theological ideas were created by the First Crusade that you could earn spiritual award by performing your job as a knight, solving the knightly dilemma that many

knights faced. They served God as a spiritual overlord similar to how they served their secular lords in the feudal system.

- in challenge to the interpretation – the donations of land and money that the Orders received were arguably more important than the monastic vows taken by the members. Without them, the Orders would have been unlikely to be able to afford the arms and armour that made them an effective fighting force; spiritual belief would have only taken them so far.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing as the Orders gained importance from the military role they provided, helping the pilgrims that went to the East in the aftermath of the First Crusade. However, they may argue that Extract B is more convincing as the spirituality that allowed the Orders to form also gave rise to the contemporary enthusiasm for pilgrimage, therefore, the Orders would have not existed without this change in context.

Section B

- 0 2** 'The Papacy intervened in the Near East in the years 1074 to 1095 in order to improve relations with the Byzantine Empire.'

Explain why you agree or disagree with this view.

[25 marks]

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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Papacy intervened in the Near East in the years 1074 to 1095 in order to improve relations with the Byzantine Empire might include:

- Gregory VII had considered sending knights to help the Byzantines in 1074; although nothing substantial came of this, it showed that the Papacy wished to improve relations
- the death of Robert Guiscard in 1085 allowed the Papacy more freedom to operate a more pro Byzantine policy, eg Urban II had recently improved relations with the Byzantine Empire by lifting the excommunication on Alexius Comnenus in 1089
- Urban II responded to Alexius' request for military help in 1095 in order to improve relations further. Accounts of the Council of Clermont specifically referred to Christian brethren in the East.

Arguments challenging the view that the Papacy intervened in the Near East in the years 1074 to 1095 in order to improve relations with the Byzantine Empire might include:

- the Peace of God and Truce of God that the Church had used to try to alleviate the violence between the nobility in the West had failed as the Church could not enforce it therefore, the Papacy was hoping to make use of the knightly class in a war in the East, so the priority was not to help Byzantium
- Urban II might have been trying to assert the supremacy of the Church over the western nobility to make a statement about the Church's supremacy in the Investiture Contest with the German Emperors, helping Byzantium was not the key focus
- Urban II was genuinely concerned about saving the souls of his flock as the Apocalypse was expected to happen in 1100 and Jerusalem was expected to be the place where Christ returned to Earth so it needed to be in Christian hands; therefore, Urban's motives were genuinely religious
- Gregory VII had encouraged the Normans to attack the Byzantines in 1082 at Dyrrachium so Papal policy was not always peaceful towards the Byzantines.

Students can agree with the focus of the question and say that Gregory VII and Urban II sought to improve relations with the Byzantines in this period by seeking to aid them both politically and militarily. Alternatively, students could argue that the Papacy possessed other motives and the Byzantines were not the priority but rather a bonus objective, for example, asserting Papal dominance by sending troops to Byzantium's aid would show the Papacy's superiority over western nobles.

0 3 'In the years 1127 to 1144, Zengi used ideas of jihad to unite the Muslim world.'

Explain why you agree or disagree with this view.

[25 marks]

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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the years 1127 to 1144, Zengi used ideas of jihad to unite the Muslim world might include:

- Zengi promoted ideas of jihad against the Christian invaders to unite Muslims against them and was recognised as the champion of Islam by the Caliph of Baghdad for his capture of Edessa in 1144
- Zengi built a series of madrasas and khanqahs to spread the idea of jihad and create a new generation of warriors for the jihad
- Zengi's religious policy was so successful that his son, Nureddin, continued it after Zengi's death in 1146.

Arguments challenging the view that in the years 1127 to 1144, Zengi used ideas of jihad to unite the Muslim world might include:

- Zengi fought against his co-religionists more than he fought against the Christians, for example, his multiple attempts to seize Damascus from Unur
- Zengi used terror to unite his troops more than ideas of jihad, for example, his alleged beheading of troops that could not march in a straight line. His use of terror led to his own assassination
- Zengi was not effective in uniting the Muslim world, Muslims still made alliances with Christian powers, eg Damascus and Jerusalem.

The question allows students to decide whether it was Zengi's promotion of jihad as a deliberate tactic to unite the Muslim East or whether it was his success as a military leader and the fear this inspired that was the key factor in uniting the Muslim world. Alternatively, students might seek to debate the extent to which Zengi united the Muslim world. Any valid approach will be rewarded using the generic levels and students could consider a mix of approaches.