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# History

7041/1A

Report on the Examination

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## **General**

The level of knowledge deployed by many students was very impressive, showing a clear engagement with the full syllabus, including the ‘newer’ elements of the reformed specification. Some students struggled with the breadth element to this paper and wanted to rehash pre-prepared answers to questions which they were clearly more familiar with. It is important that they focus on the specific question wording and consider any dates carefully. Some misuse of terminology affected some responses – for example ‘crusaders’ would be a term applied to people on crusade, rather than those who settled in the East. Such key terms may be used in future questions or extracts and so precision is important and this should be impressed upon students where possible.

### **01**

The majority of students were able to identify the views of the two extracts - although some were confused about the mention of Jerusalem and Islamic aggression in B. It is important that the extracts are read thoroughly as sometimes the historians will be outlining what they don't think, as well as what they do. A holistic analysis is always better than a ‘line by line’ approach. There was a pleasing level of own contextual knowledge displayed by students to help them in their assessment of how convincing the views were- the most popular lines of argument were to consider the threat of the Seljuks within Anatolia after Manzikert (Extract A) and the Investiture Contest (Extract B). To advance to the higher levels students need to consider the weaknesses within the interpretations, but this should still focus on the extract. It is not sufficient to begin listing all of the things that the extract does not include as this is argument from omission only and should be discouraged. A good example which a number of students used was to say that, although the occupation of Jerusalem and Muslim threat had not been acted upon for years (Extract B), the situation in the East had changed and become more precarious and threatening due to the death of Malik Shah. Students do need to ensure that they make a clear and supported decision about which extract they find most convincing. They do not need to list similarities and differences, but support their judgement with evidence. This was the area that students were least successful at. A minority of students insisted upon bland comments about the authorship of the extracts and when they were written. This is irrelevant and should be discouraged.

### **02**

This was slightly less popular than 03 but there were some very good answers produced. The vast majority of students were able to recognise that they should assess the role of the Military Orders and compare with other factors such as the Italian City States, Muslim Disunity and good leadership. As long as students provided a balance, then they were free to choose what to include. The best responses wrote a solid paragraph on what the Military Orders contributed in terms of survival whereas weaker answers tended to just describe the formation and organisation of the Orders. The most capable students were able to appreciate the breadth element to this question and recognised, for example, that the Orders were not really active until the 1120s and thus part-way through the period being questioned. There was some impressive knowledge on potential ‘other’ factors for survival and, again, the best marks were given to students who tackled the wide date range in choosing their examples.

### **03**

Students seemed to be very knowledgeable about the events of the Second Crusade, but many were less confident in linking long term issues directly to the events of the late 1140s. The best answers considered examples of growing Muslim Unity across the time period and then linked this to the role played by Nur al-Din during the siege of Damascus or the organised attacks of the

Seljuk Turks in Anatolia. It was very pleasing to see that some students were aware that men like Zengi were not entirely committed to holy war against the Franks and could thus qualify their answers and reach a supported judgement. There was some confusion about the state of the Islamic World, for example a persistent minority seemed to think that Zengi had united the Sunni and Shi'a Muslims, which is not correct. When balancing the key factor with other reasons for failure most students were confident and could provide relevant examples. The most popular lines of argument were to blame the leadership or consider the lack of Byzantine help. The best answers did include some material on the disastrous siege of Damascus, as well as other events along the way.

Overall there were some good answers and, as always, the most able students were those who made clear judgements and supported them with specific evidence and examples. Students should be encouraged to read the questions and extracts carefully to avoid dropping marks through irrelevant material. A small number of students had poor legibility and organisation which affected the clarity of their arguments. It was pleasing to see that the vast majority managed their time well.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.