



**General Certificate of Education
June 2010**

AS History 1041

HIS1A

Unit 1A

**The Crusading Movement and the
Latin East, 1095–1204**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2010

GCE AS History Unit 1: Change and Consolidation

HIS1A: The Crusading Movement and the Latin East, 1095–1204

Question 1

01 Explain why Jerusalem was important to crusaders in the First Crusade. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why Pope Urban II preached the First Crusade at Clermont on 27 November 1095, and why participants were motivated to go. In a speech full of emotional rhetoric he called up the image of Jerusalem and called for a war of liberation. He spoke also of the suffering of the Christians in the East. So the crusade was to be a war of Liberation, of fellow-Christians and of a place- Jerusalem, a site sanctified by Christ, the focal point of the Christian faith, site of the Holy Sepulchre, Christ's burial place. The Crusade then, would also be a pilgrimage, a spiritual penance for participants.

Either

Candidates might include some of the following factors:

- the vow to crusade was publically taken and binding: central to this was a promise to participate in an expedition to the East authorised by the pope, and to visit the Holy Sepulchre in Jerusalem
- Crusaders gained the spiritual privilege of the indulgence, an assurance of direct entry into heaven. The journey to Jerusalem was such a difficult and dramatic penance that it gave remission of the consequences of all sins and the heavenly reward.

Or

Candidates may refer to some of the following long term factors:

- the Holy places in Jerusalem included a compound holding several separate shrines, the most venerated of which was the tomb of Jesus. Nearby was the site of the Crucifixion, the chapel of Calvary on top of the hill of Golgotha, and also the ruins of Constantine's basilica, built over the spot where his mother discovered the True Cross in 320.

and some of the following short term (or immediate) factors:

- when Pope Urban II preached at Clermont reports suggest he raised several issues. Because all known reports of Clermont were written after the capture of Jerusalem, they may have been coloured by that achievement, making his precise motives difficult to ascertain
- his call to arms may have been motivated by a desire to aid Byzantium following the Emperor Alexius's request for help at the council of Piacenza, or to reunite the Greek and Roman churches after the schism of 1054.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might develop on the fact that Jerusalem lay at the heart of the Christian faith as the Holy City. In an age of relics and miracles, every stone in the city was sacred and had to be saved from the Turks so it could offer salvation to Christians.

- The lure of Jerusalem and the Holy Sepulchre may be linked to issues such as the crusade as a penitential pilgrimage, the crusader vow and indulgence and the spiritual commitment of crusaders stirred by tales of the mistreatment of pilgrims. 'The idea of Jerusalem ... dominated the crusaders' minds and drew them on.' Riley-Smith.

Question 1

02 How important was Bohemond of Taranto to the success of the First Crusade?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

In 'How important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be exclusively based on the focus of the question. In July 1099 the First Crusade succeeded in its objective and captured the holy city of Jerusalem. The leadership provided by key figures such as Bohemond of Taranto, Raymond of Toulouse and Adhemar of Le Puy was of key importance.

Factors suggesting Bohemond's importance might include:

- Bohemond was an able general whose aggressive tactics created the victories over Ridwan and Kerbogah, he led the crusading armies to victory at Dorylaeum and Antioch
- tactically, he made the crusaders use rear-guards and instilled the discipline necessary to defeat Turkish cavalry at Dorylaeum, and his well-timed cavalry charge at the Lake battle against Ridwan was the first time this tactic was used, but Bohemond's real importance lay in the fact of his appointment as sole commander in moments of crisis, such as June 1098 at Antioch
- however, his determination to retain control over Antioch almost ended the crusade and he did not participate in the final march on Jerusalem.

Factors suggesting other reasons for success might include:

- other important individuals include Robert of Normandy, a vital military commander who rallied the troops at Dorylaeum and led the charge at Ascalon. Adhemar of Le Puy played a key role in uniting the lay princes – as is shown by the near collapse of the crusade after his death at Antioch
- other factors which contributed to success include the divisions within the Muslim world with the fragmentation of the Seldjuk Empire after 1092, and tensions between Turks and Arabs, Fatimids and Abbasids and Sunnis and Shias all aided the crusaders
- the role of Byzantium also contributed to the success of the First Crusade – in particular the provision of guides and supplies during the crossing of Anatolia and at Antioch, where the Byzantine fleet proved vital.

Good answers are likely to (or may) show an awareness that religious zeal was of key importance – and the attraction of Jerusalem provided drive, determination and ideological cohesion which proved vital at Antioch in particular.

Question 2

03 Explain why castles were used in the defence of the Crusader states. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why Castles played a vital role in the defence of the Crusader states because these states were created after the First Crusade, a penitential pilgrimage. Participants completed their journey to Jerusalem but did not settle—they returned home. In 1100 King Baldwin I had only 300 knights to defend the Kingdom. The kingdom of Jerusalem was also geographically isolated, the crusaders failed to secure their inland frontier beyond the mountains of Lebanon and the river Jordan. Before the line of the desert lay the great Muslim cities of Aleppo, Hama, Homs and Damascus.

Either

Candidates might include some of the following factors:

- the geographical positioning of the states was a weakness due to the failure to secure an inland frontier beyond the mountains of Lebanon and the river Jordan. This had left the states exposed and surrounded on all sides. The castles formed a “great frontier” (Riley Smith), which became central to the defence of Outremer.

Or

Candidates may refer to some of the following long term factors:

- Castles were of key strategic importance; such as the Templar castle at Bagras which commanded the Beylan pass in Antioch, or Marqab which commanded the coast road in Tripoli. The Templar castle of Gaza dominated the north-south coast road, guarded the border with Egypt and blockaded the Muslim-held city of Ascalon.

and some of the following short term (or immediate) factors:

- they ensured the continued survival of the Crusader states after 1187–1188, for example, the survival of Hospitaller castles such as Margat, Krak de Chevaliers and Belvoir allowed footholds after the collapse.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue their importance is reflected in issues of scale and innovation; for example, in the development of new ideas in defence-concentric castles such as Belvoir and Krak des Chevaliers.

Question 2

04 How important was Saladin's leadership to the collapse of the Crusader states in 1187?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

In 'How important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be exclusively based on the focus of the question. On 2 October 1187 the city of Jerusalem fell to the armies of Saladin, Sultan of Damascus. It was a victory due in no small part to the inept leadership of King Guy and deep divisions within the Frankish leadership, but also to the luck and military skill of Saladin himself. Above all, it was due to unity within the Muslim world, a significant contrast

to the position in 1099 when the Crusader states were created and the Muslims were divided between Fatimid and Abbassid, Sunni and Shi'ite and rival Caliphates in Baghdad and Cairo.

Factors suggesting Saladin's leadership might include:

- his use of Jihad in uniting the Muslim world
- the campaign of 1187
- the battle of Hattin.

Factors suggesting other reasons might include:

- Saladin was fortunate that he could consolidate his power after 1174 without a serious threat from the Crusader states; King Amalric had also died in 1174 and he too was succeeded by a minor. Moreover, young King Baldwin IV was a leper and the Crusader states were riven by internal disputes over the succession. Although Saladin was defeated twice, at Montgisard in 1177 and La Forbelet in 1182 the Franks under the Leper King were too weak and divided to sustain a threat to his expansion
- in 1186 an attack on a Muslim caravan travelling from Cairo to Damascus was attacked by Prince Reynald of Chatillon. This gave Saladin a *causus belli* (cause for war) against the Franks. Indeed, Raymond was already notorious and a useful focus for Jihad after his Red sea raid on pilgrims going to Medina in 1183. The appeal to Jihad was necessary for Saladin to amass an army of sufficient scale to conquer Jerusalem.
- after victory at Cresson in May, 1187 Saladin's final piece of good fortune came in July with the decision of King Guy to seek battle and march the Latin field army from Sephoria to Tiberius. Saladin needed a battle not another inconclusive campaign. His credibility was at stake. Although his army outnumbered the Franks by three to two, it was a loose coalition of emirs from across Syria and Mesopotamia, united only by the lure of booty and his promise to recover Jerusalem for Islam. In the aftermath of Hattin, Saladin captured Jerusalem in October 1187.

Good answers are likely to (or may) show an awareness that alternatives to the luck or skill of Saladin may focus on the long term structural weaknesses faced by the Crusader states, or the deep divisions in leadership which emerged during the reign of the 'leper king' Baldwin IV, or the inept leadership of King Guy in 1187.

Question 3

05 Explain why King Richard I went on the Third Crusade. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why Richard went on crusade. The shock of defeat at the battle of Hattin and the subsequent loss of Jerusalem provide the context for the calling of the Third Crusade and the departure on crusade of King Richard of England. The king was spurred on by the loss of Jerusalem in Oct. 1187.

Either

Candidates might include some of the following factors:

- King Richard's motives may have included personal piety
- a desire for martial glory
- the duty of a Christian monarch
- the familial responsibilities of the head of the Angevin family.

Or

Candidates may refer to some of the following long term factors:

- the spiritual indulgence offered to crusaders.

and some of the following short term (or immediate) factors:

- the battle of Hattin
- the fall of Jerusalem.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue Richard's objectives were not only the recovery of the patrimony of Christ but also, because of his position as head of the senior branch of the house of Anjou the support of the junior branch of the house of Anjou. In 1189 this was represented by Sibylla Queen of Jerusalem. Sibylla's husband was Guy of Lusignan. Richard was also the feudal lord of the Lusignan family. It was to defend the rights of Sibylla and her husband that Richard embarked on his crusade. As Gillingham notes 'At Richard's court the kingdom of Jerusalem was looked upon as a family inheritance and it was along these lines that Richard negotiated with Saladin. The Third Crusade, in other words, was a piece of family business as well as an episode in a holy war against the infidel'.

Question 3**06** How important was divided leadership to the failure of the Third Crusade? (24 marks)*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

In 'How important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be exclusively based on the focus of the question. To answer this question candidates need to analyse the events and outcome of the Third Crusade, and the military and political reasons for failure of the Third Crusade. It is expected that the implication of the question, that the crusade failed, may be challenged.

Factors suggesting the importance of divided leadership might include:

- analysis may focus on the relative impact of divisions within the leadership; the impact of the death of Frederick Barbarossa and the role of the Duke of Austria. Also, the rivalries of Richard and Philip, and Conrad and Guy
- failure may focus on the failure to recapture Jerusalem in Jan 1191 and June 1192, the crusade's primary objective, also the collapse of the German crusade and the early departure of King Philip II. Richard's departure in Oct 1192 was due to Philip's attacks on Normandy.

Factors suggesting other reasons might include:

- other reasons for this failure may stress other reasons for failure, e.g. the role of Muslim unity under Saladin, logistical problems of supply and the difficulty of securing Jerusalem
- the latter may include a variety of aspects, e.g. the geography of Outremer, shortage of manpower, problems of defence
- a challenge to the idea of failure. By October 1192 when King Richard left the Holy Land most of Saladin's victories of 1187–1188 were wiped away, although Jerusalem was not retaken, the coastal cities were restored, the kingdom was united under Count Henry of Champagne, and peace was secured with their greatest enemy-indeed Saladin's death in March 1193 ended the Muslim unity which so endangered Outremer.
- good answers are likely to (or may) show an awareness that the crusade may be seen as a success. Success may contrast the Christian position in 1188 when only Tyre and two isolated fortresses survived with 1193 when they held nearly the whole of the Palestinian coast, and develop the relative importance of Richard's successes in regaining the coastal cities, victories such as Arsuf, and the treaty of Jaffa. The Third Crusade preserved Outremer. Conflict between Guy and Conrad was resolved when Richard granted Guy the lordship of Cyprus. The island's capture was a major addition to Outremer and removed both the Byzantine threat to Antioch and the threat of the Egyptian fleet to Outremer. The battle of Arsuf ended the myth of Saladin's invincibility. The treaty of Jaffa gave Christian pilgrims access to Jerusalem and the Holy places.