SUMMER 2017

HISTORY - OUTLINE STUDY
DEVELOPING RELATIONS IN PALESTINE, ISRAEL AND THE MIDDLE EAST, 1919-2000
4373/02
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format. |
| Level 3 | the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary |
| Level 4 | the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately |
Question 1(a)

Target: Recall and deployment of knowledge; understanding of key historical features

Mark allocation: AO1 | AO2 | AO3
---|---|---
5 | 3 | 2

Question: Describe the UN Partition Plan of 1947. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1]

Eg: Answers will say that Palestine was to be divided between Jews and Palestinian Arabs.

LEVEL 2 A more detailed and accurate description. [2-3]

Eg: Answers will refer to the plan to divide Palestine up into Jewish and Arab states based on population figures and land ownership.

LEVEL 3 A fully detailed and accurate description. [4-5]

Eg: Answers will refer to UNSCOP’S recommendation to partition Palestine between Jews and Arabs allocating 57% of the land to the Jews who represented 30% of the population and to Jerusalem being controlled by an international force.
Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Explain why British policy on Jewish immigration changed between 1921 and 1939. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that it was not the wish of the British government to stop Jewish immigration whereas Source B shows that by 1939 Britain was planning to limit and later stop all Jewish immigration.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that Britain was against restricting Jewish immigration in 1921 which was in line with the Balfour Declaration which favoured a Jewish national homeland in Palestine whereas Source B shows that by 1939 British policy had changed and the need was to restrict immigration. This happened because Britain was finding it increasingly difficult to govern Palestine and had to address the issue of Jewish immigration.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development.
(For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that British policy in 1921 was in line with the Balfour Declaration and support for a Jewish national homeland in Palestine together with the need to protect Arab interests whereas Source B shows a reversal of policy by 1939 with plans to restrict and later stop all Jewish immigration. Answers will begin to explain why policy changed as a result of increased violence in the 1920s and acts of terrorism as a result of increased Jewish immigration and to further immigration in the 1930s as Jews fled Nazi persecution in Europe which placed the British government in an invidious position.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the reversal of British policy as is clearly shown in both sources. Answers at this level will refer to the increasingly difficult job of governing the mandate which was compounded by Jewish immigration and the resultant acts of violence and terrorism in the 1920s and how the situation intensified in the 1930s during the Arab Revolt leading to the setting up of the Peel Commission, the Arab rejection of partition and to pressure for the British government to reverse its policy on Jewish immigration at a time when war was impending and the imperative of maintaining Arab support and Arab oil.
Question 1(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 8 AO2 2 AO3 6

Question: How effective were efforts to create peace in the Middle East between 1973 and 2000? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to the lack of effectiveness because hatred remained and fighting continued.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to the lack of effectiveness and how the problems remained. The refugee camps in the Occupied Territories became breeding grounds for Palestinian extremists with resultant acts of terrorism. There may be references to the Intifada.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe the continuing problems between Jews and Palestinian Arabs but there will be a more direct attempt to analyse attempts by moderates to ease tensions and seek a solution. There should be reference to the roles of Sadat and Arafat culminating in the Camp David Agreements, the rejection of attempts to create peace by extremists and to the breakdown of talks in Madrid.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

Eg: Answers should focus more sharply on attempts to achieve peace while considering their varying effectiveness. There may be reference to the role of Arafat and his olive branch speech and to opposition from both Israeli and Palestinian extremists. There may be reference to the role of Sadat and Camp David and how, despite a framework for peace, the problem persisted. The role of the super-powers should be considered in the post- cold war era in easing tension and how the situation was rocked by the Intifada and Israel’s ‘iron-fist’ policy. There should be mention of the Madrid Conference and the Oslo Accords and to how frustration at the slow pace of change led to Palestinian support for HAMAS.
QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of key historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1  3  AO2  2  AO3</td>
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</table>


Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1]

Eg: Answers will say that many young Palestinians took to the streets using violence.

LEVEL 2 A more detailed and accurate description. [2-3]

Eg: Answers will refer to the Palestinian uprising that began in a refugee camp and spread quickly on the West Bank and in Gaza where barricades were erected and Israeli patrols shot and killed many Palestinians.

LEVEL 3 A fully detailed and accurate description. [4-5]

Eg: Answers will refer to how the Intifada was triggered and how acts of civil disobedience turned to violent resistance during street fighting on the West Bank and in Gaza which saw Israeli troops use tear gas, beatings leading to the deaths of over 300 Palestinians, many of whom were under 16.
Question 2(b)

Target: Recall and deployment of knowledge; explanation of key concept; use of source material

Mark allocation: AO1 7 AO2 2 AO3 3

Question: Explain why life was different for Israelis and Palestinian Arabs in the 1950s. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that Israel in the 1950s was an advanced nation with good living and working conditions whereas Source B shows the poor conditions in a Palestinian refugee camp.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that Israel was an industrialised and modernized nation in the 1950s with reference to the success of the kibbutzim system and to investment in industry making for high living and working standards whereas Source B shows the awful conditions in a Palestinian refugee camp.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that Israel was a vibrant, advanced, industrialised nation with a modern infrastructure and to the success of the kibbutzim system and US financial investment in sharp contrast to Source B which shows awful conditions endured by Palestinians in refugee camps. Answers will begin to explain why life was so different by focusing on the consequences of the 1948 war and to the contrasting fortunes of Jews and Palestinian Arabs.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the contrasting lifestyles with reference to Sources A and B. Answers at this level will refer to the differing experiences for Jews and Palestinian Arabs after the war of 1948 with reference to Israel’s rapid industrial and agricultural growth, “making the desert bloom”, the importance of US financial support, the growth of Jewish nationalism and the desire to succeed as a nation state after the Holocaust. This will be in sharp contrast to the plight of Palestinian Arabs after 1948, the expansion of Israeli territory and displacement of Arabs and to the misery of life in the refugee camps with poor provision and discrimination.
Question 2(c)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
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<td>8</td>
<td>2</td>
<td>6</td>
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</table>

Question: How significant was defeat in the Six Day War in affecting the lives of Palestinian Arabs? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

*Eg: There will be reference to Arab defeat and the need for revenge.*

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

*Eg: Answers may be confined to a discussion of significance of the war in terms of the impact of defeat and the need to learn from the lesson. There may be reference to the human cost of defeat and to the situation in the Occupied Territories.*

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

*Eg: Answers may tend to describe the impact of defeat and the need to update weaponry in line with US backed Israeli weapons and to the realisation that the Arab states were not strong enough to take on Israel. There will be a more direct attempt to analyse the Catastrophe and to the situation in the Occupied Territories and to the belief that terrorism was an answer.*

**LEVEL 4** Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

*Eg: Answers should focus on the consequences of defeat with reference to how the Palestinian Arabs became more hostile, blaming defeat on the US, Britain and other European powers while losing faith in the ability of the Arab states to defeat Israel together with a realisation that terrorism was the only answer. There may be reference to how the situation in the Occupied Territories became the central issue in Arab/Israeli relations for the next 40 years.*
**QUESTION 3**

**Question 3(a)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of key historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>5</td>
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**Question:** Describe the British Mandate of Palestine. [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with a weak or implied point made. [1]

_Eg:_ Answers will say that Britain was given control of Palestine.

**LEVEL 2** A more detailed and accurate description. [2-3]

_Eg:_ Answers will refer to Britain being given control of Palestine by the League of Nations and attempts to solve the problems of the country.

**LEVEL 3** A fully detailed and accurate description. [4-5]

_Eg:_ Answers will refer to the post war League of Nations mandate for Britain to govern Palestine until the country was considered ready to become independent and to take over its own affairs. There may be reference to reaction to the mandate after 1920 and to the problems of ruling Palestine.
Question 3(b)

| Target: Recall and deployment of knowledge; explanation of key concept; use of source material |
|----------------------------------|------------------|------------------|------------------|
| Mark allocation: A01 A02 A03 | 7 | 2 | 3 | 2 |

Question: Explain why the involvement of the USA and USSR in the Middle East changed between 1967 and the end of the 1980s. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that in 1967 the USSR was supplying weapons to Egypt and Syria and the USA was supplying Israel whereas Source B shows that by the end of the 1980s relations between the USSR and the USA had changed and they were less involved in the Middle East.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that in 1967 the USSR and the USA increased the supply of weapons to the warring sides on a massive scale at the time of the Six Day War whereas Source B shows that by the end of the 1980s the situation had changed. This happened because the superpowers were seeking to bring the conflict to an end.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that the superpowers increased their arms supplies on a massive scale after the Six Day War during the Cold War whereas Source B shows that by the end of the 1980s both sides were less involved in the conflict. Answers will begin to explain why tensions eased after Yom Kippur leading to attempts at peace making at Camp David and by the end of the Cold War there was less rivalry between the two in the Middle East.
LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the changing situation regarding arms supplies from 1967 to the end of the 1980s with reference to Sources A and B. Answers at this level will refer to why the superpowers increased their arms supplies to Egypt/Syria and Israel at a time of heightened Cold War tension and again in the war of 1973. There should be reference to how the superpowers wanted to avoid being dragged into fighting and sought to ease tension in the Middle East. There may be reference to the use of the 'oil weapon' and how the US sought to improve relations with the Arab world leading to the Camp David agreements and how, by the end of the 1980s, the Soviet Union had collapsed and with it, interests in the Middle East. As a result countries like Syria could no longer rely on Russian support and the US had no reason to counter Russian influence in the region.
Question 3(c)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Mark allocation:                | AO1                             | AO2                             | AO3                             |
|                                 | 8                               | 2                               | 6                               |

Question: How important was the Suez War of 1956 to the situation in the Middle East? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

_Eg_: There will be reference to it being another victory for the Israelis which showed they could defeat the Arabs on the battlefield.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

_Eg_: Answers may be confined to discussion of how the victory showed that Israel was superior to the Arabs in terms of military strength and it made the Arabs turn to the USSR for financial and military support.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

_Eg_: Answers may tend to describe the Suez War but there will be a more direct attempt to analyse the importance of victory for Israel and that, although defeated, Nasser emerged as the hero of the Arab world which made the Arab states more anti-western and more willing to accept financial and military help from the USSR. There may be reference to how Britain and France were humiliated as they failed to gain control of the canal.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

_Eg_: Answers should focus on the importance of the war to the situation in the Middle East. There may be reference to the speed of the Israeli victory which showed that the Defence Forces were the strongest in the Middle East and to how Israel gained as a result of the UN moving in to guard the border between Egypt and Israel and to UN presence in Gaza to prevent raids. There should be reference to Nasser as the hero of the Arab world and how the war galvanised the Arab states, making them more anti-western and drawing them closer to the USSR. There may be reference to how Britain and France were humiliated and how the Suez War represented the beginning of the end of their dominance in the Arab world.
**QUESTION 4**

**Question 4**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Question:** To what extent did Palestine and Israel change politically between 1919 and 2000? [12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; basic response which offers little support. [1-3]

_Eg: Answers may refer to wars between the two states. Some vague associated points may be mentioned._

**LEVEL 2** Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

_Award 4 marks_ for some related facts; or superficial coverage; or weak references to issue of change.

_Award 5-6 marks_ for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change over the period.

_Eg: Answers may focus on parts of the period such as on one group in one or more periods. Alternatively, candidates may provide a poor outline of events across the period._

**LEVEL 3** Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

_Award 7 marks_ for answers with more developed chronological grasp but with imbalanced coverage; some reference to change.

_Award 8 marks_ for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change.

_Award 9 marks_ for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and development over most of the period. Candidates may begin to appreciate the differences in experience between groups.

_Eg: Answers may focus on the development of Palestine and Israel across the period, including reference to the British Mandate, relations in the 1920s and 1930s, British policy making, the growth of Jewish extremism after the Holocaust, the declaration of the State of Israel in 1948 and the work of David Ben-Gurion, the significance of the four major wars, the plight of Palestinians, Palestinian extremism, moves towards peace in the 1970s, the Intifada, and the breakdown of the peace process. There will be little appreciation of variation in policy over time._
LEVEL 4

Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage. Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of events and developments across the period as in Level 3, but with greater detail and depth. They will focus on shifting emphasis, the relative importance of key factors in bringing about change and the changing contributions to the development of Palestine and Israel. They may refer to the success of the Jews in pushing for the State of Israel in 1948 with catastrophic consequences for the Palestinians, the shift towards the Israeli recognition of the need for a peace settlement and the continuing search for Palestinian statehood and the impact of international terrorism.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
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<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>3 marks</td>
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QUESTION 5

**Question 5**

**Target:** Recall and deployment of knowledge; analysis of key concepts; quality of written communication

**Mark allocation:** AO1 AO2 AO3 SPG

| 15 | 4 | 8 | 3 |

**Question:** How far did Jewish and Palestinian society develop between 1919 and 2000? [12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; basic response which offers little support. [1-3]

_Eg: Answers may focus on religion and the fight for land while hinting at the differing fortunes of each of the states._

**LEVEL 2** Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

_Award 4 marks_ for some related facts; or superficial coverage; or weak references to issue of change.

_Award 5-6 marks_ for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change over the period.

_Eg: Answers may focus on some of the issues making for the differing fortunes in the development of Jewish and Palestinian societies such as Jewish immigration and Arab land loss. Alternatively, candidates may provide a poor outline of events and developments across the period by focusing on how the wars made for development._

**LEVEL 3** Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

_Award 7 marks_ for answers with more developed chronological grasp but with imbalanced coverage; some reference to change.

_Award 8 marks_ for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change.

_Award 9 marks_ for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of developments over most of the period. Candidates may begin to appreciate the differences in experience between groups.

_Eg: Answers may focus on developments in Palestine and Israel across the period, with reference to Jewish immigration in the 1920s and 1930s, the loss of Arab land, the influence of the Jewish Agency and the Supreme Muslim Council, the rapid development of Israeli society after the 1948 victory, the catastrophe for the Palestinians and economic stagnation, the statelessness of the Palestinian people, life in refugee camps, political isolation with the resort to terrorism. There will however, be a limited attempt to differentiate clearly between the contrasting experiences of the two societies._
LEVEL 4 Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound outline of the main factors in the development of Palestinian and Israeli societies across the period, as in Level 3, but with greater detail and depth. They will differentiate clearly between contrasting experiences of the two societies with the rapid growth of prosperity and confidence in Israel in sharp contrast to the stagnation and marginalisation of Palestinian society.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>3 marks</td>
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</tbody>
</table>
QUESTION 6

Question 6

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 15  AO2 4  AO3 8  SPG 3

Question: What have been the most significant factors in causing conflict in the Middle East between 1919 and 2000?

[12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support.

[1-3]

Eg: Answers may refer to religion and the fight for land. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.

[4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to reasons for conflict.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to reasons for conflict.

Award the higher mark for the degree of understanding of reasons for conflict.

Eg: Answers may focus on parts of the period such as one side in the conflict involving Arabs and Jews or on conflict in one or two periods.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.

[7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to the reasons for conflict.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of reasons for conflict.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the most significant reasons for conflict over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on riots and indiscriminate acts of violence in the 1920s, the Arab General Strike of 1936, the Arab Revolt and its brutal crushing by the British, the growth of Jewish extremism after the Second World War, the four major wars, the development of Palestinian extremism and the activities of the PLO, the growth of Palestinian civil disobedience in the Occupied Territories and the Intifada. There will be a limited attempt to analyse the significance of the factors making for the conflict.
LEVEL 4 Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss the most significant reasons for conflict; the answer must build on very good chronological coverage. Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the most significant reasons for conflict; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of the most significant reasons for conflict.

Eg: Answers will provide a sound chronological account of reasons for conflict across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to assess the varying contribution of Palestinians and Israelis to the conflict. They may refer to the activities of Jewish extremists in the build-up to 1948 and how they drove Britain into withdrawal from Palestine, the origins of the war of 1956, the pre-emptive strike launched by Israel in 1967, the Arab aggression in 1973 and the Palestinian Intifada of 1987. They may refer to the peace process to 2000.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance</td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
</table>