GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 3 - 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 2018 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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Question 1 (a)

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

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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<td>5</td>
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Question: Outline Jewish and Arab claims to 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 the Arabs already live there or the Jews used to live there.

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

Eg: Answers refer to the Jewish claims to have lived there historically and it was promised to them by God, and Arab claims that they live there now and had done so since conquering Palestine over a thousand years ago.

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

Eg: Answers will refer to the Jews living in Palestine from 1500BC before the Arabs were there; they needed a safe homeland to go to to escape persecution in Europe, as well as their religious belief that God promised Palestine to them; Arabs had conquered Palestine in the 7th century AD and had lived there continuously ever since, as well as Arab nationalists emphasising that it was the centre of their language and culture and they wanted to maintain their national unity.
**Question 1 (b)**

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

**Mark allocation:**

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**Question:** Explain why responsibility for the government of Palestine changed between 1922 and 1948. [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 Britain was told to rule Palestine whereas Source B shows Israel ruling Palestine.*

**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 the League of Nations wanted Britain to rule Palestine whereas Source B shows that the Jews had taken control of Palestine by 1948. This happened because the British had failed to prevent conflict between the Jews and the Arabs who both had their own plans to rule Palestine, and had handed Palestine over to the UN for partition.*

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 Britain was given control of Palestine by the League of Nations whereas Source B shows that Ben Gurion declared Palestine to be the new independent Jewish state of Israel. Answers will begin to explain why the British had failed to bring peace to Palestine and why the United Nations had failed to create partitioned Palestinian states for the Arabs and the Jews.*

**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 League of Nations imposing British rule on Palestine as is clearly shown by Source A. Jewish activists taking control of Palestine is shown in Source B, creating the independent state of Israel in 1948. Answers at this level will refer to the problems faced by the British government in Palestine including increased tension and violence, together with post-war privations, pressure on Britain to hand over the mandate to the UN and the seizing of the initiative by Jewish leaders.*
Question 1 (c)

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

**Mark allocation:**

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<tr>
<th>AO1</th>
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**Question:** Why was Anwar Sadat important in the efforts to achieve peace in the Middle East in the 1970s? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

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

*Eg:* Sadat talked to the leader of Israel; Sadat wanted peace.

**LEVEL 2**

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

*Eg:* There will be reference to ending the wars between Israel and Egypt, cooperating with US efforts to bring about peace in the region.

**LEVEL 3**

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

*Eg:* Having been behind the military build-up and attack in the Yom Kippur War, Sadat responded to Kissinger’s shuttle diplomacy, went to Camp David to discuss peace and worked with Begin and Israel to bring it about.

**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 significance of Sadat’s role in the peace process that brought to an end to the endemic hostilities between Israel and Egypt, and in a wider sense with other Arab countries as well; Sadat was the first Arab leader to recognise the existence of the state of Israel and was the first Arab leader to address the Israeli Knesset; peace between Israel and Egypt has lasted ever since.
Question 2 (a)

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

Mark allocation: 5 \[ \begin{array}{ccc} \text{AO1} & \text{AO2} & \text{AO3} \\ 3 & 2 & \end{array} \]  

Question: Describe the aims of Zionism. \[5\]

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will say that Zionists wanted a Jewish homeland.

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

Eg: Answers refer to the desire for a safe and secure Jewish homeland, a place where all Jews could come to live together in peace and safety.

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

Eg: Answers will refer to the Zionist desire to have Palestine as the homeland of the Jews to give them safety and security from persecution after the rise of anti-semitism in Europe at the end of the 19th century; they also wanted to gather together all of the Jewish exiles scattered around the world all together in one place; Zionists hoped to persuade the British who ruled Palestine that a Jewish state should be created there.
Question 2 (b)

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

Mark allocation: 7 AO1 2 AO2 3 AO3 2

Question: Explain why life for many Israelis had changed by the 1960s. [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 Jewish people living together in a kibbutz whereas Source B shows Jewish people living in a city.

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 many Jewish people lived in Kibbutz in Palestine in the 1940s whereas Source B shows that many Jewish people lived in cities like Tel Aviv in the 1960s. This happened because Jewish people had their own country of Israel by the 1960s.

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 Jewish people lived communally in kibbutz in the 1940s whereas Source B shows that Jewish people were able to enjoy life in cities by the 1960s. Answers will begin to explain why Jewish settlers felt secure enough to live in cities and were affluent enough to be able to afford city life.

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 changes in Jewish lifestyles from rural communal living as is shown in Source A, to more affluent urban living as is clearly shown in Source B. Answers at this level will refer to kibbutz living as being part of Zionism, controlling and protecting the land, while increased security and affluence after the state of Israel is established meant that a more relaxed lifestyle in cities was possible by the 1960s.
Question 2 (c)

<p>| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |</p>
<table>
<thead>
<tr>
<th>Mark allocation: AO1</th>
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Question: Why was the PLO significant in changing relations between the Palestinian Arabs and the Israelis after 1960? [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 PLO as a terrorist group who attacked Israelis.*

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

*Eg: Answers may be confined to describing PLO aims to get Palestinian Arab refugees back the lands they had lost in 1948, or to describing terrorist activities such as the Dawson’s Field hijackings in 1970.*

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 PLO terrorist activities such as hijackings, kidnapping and bombings but there will be a more direct attempt to analyse the impact they had in publicising the Palestinian cause, or alternatively in making Israel more determined not to give in to Palestinian demands.*

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 role the PLO played in keeping the plight of the Palestinian refugees in the world’s media, leading to their chairman Yasser Arafat speaking at the United Nations and ultimately in peace negotiations in the 1990s. Answers may also consider that the PLO terror campaign prolonged the difficulties of the Palestinian refugees as they made many Israelis more determined not to concede to Palestinian demands.*
### Question 3 (a)

| Target: Recall and deployment of knowledge; understanding of key historical features | Mark allocation: |
|---|---|---|---|
| | AO1 | AO2 | AO3 |
| | 5 | 3 | 2 |

**Question:** Outline the role of the USA in the Middle East peace-making process after 1973. [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 the USA tried to get the Israelis and the Arabs to talk about peace.

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

*Eg:* Answers refer to US attempts to promote diplomacy, such as settling the Egypt/Israel conflict in the 1970s and the Israel/PLO conflict in the 1990s.

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

*Eg:* Answers will refer to American diplomacy to get Middle Eastern leaders talking, especially Kissinger’s “Shuttle Diplomacy” in bringing about a ceasefire and peace talks after the Yom Kippur War; President Carter persuading Israel’s Begin and Egypt’s Sadat to sign the Camp David Accords leading to Egypt’s recognition of Israel and Israel’s withdrawal from Sinai; President Bush’s role in the Madrid Conference and President Clinton’s role in the Oslo Accords/Washington Agreement.
Question 3 (b)

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

Mark allocation: AO1 2 AO2 3 AO3 2

Question: Explain why British policy in Palestine had changed by 1937. [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 Britain was to create a Jewish homeland whereas Source B shows that Jews and Arabs won’t agree to share Palestine.

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 to safeguard both communities in Palestine, whereas Source B shows that it had become impossible to get the Arab and Jewish communities to agree on what to do with Palestine. This happened because both sides had their own claims to the whole territory.

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 Britain was given control of Palestine by the League of Nations to look after the interests of both communities in Palestine whereas Source B shows that reconciling the demands of the Arabs and the Jews had become impossible by 1939. Answers will begin to explain why with reference to the incompatible claims of the Arabs and the Jews, as well as the violence that erupted within Palestine as increasing Jewish immigration caused tension and mistrust between the two communities.

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 difficulties faced by the British in ruling Palestine as is clearly shown by Source A by the mandate which said Britain was to safeguard both communities in Palestine, and the competing and irreconcilable demands of the Jewish and Arab communities as is shown in Source B. Answers at this level will refer to the historical claims that both sides had to the land of Palestine and nationalist desire for complete control, as well as the violence towards the British and each other displayed by both communities as increasing Jewish immigration made the situation more and more difficult to resolve.
Question 3 (c)

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

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<tr>
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<td>8</td>
<td>2</td>
<td>6</td>
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</table>

Question: Why was the 1948 Arab-Israeli War important in the conflict 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 direct fighting between Israel and its Arab neighbours.*

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

*Eg: Answers may be confined to describing the events of the war as Arab countries surrounding Israel invaded as British rule ended, including notable events like the Israeli attack on Deir Yassin.*

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 events of this war but there will be a more direct attempt to analyse how it led to the creation of the state of Israel and set the pattern of conflict in the region, between Israel and her Arab neighbours, for the next 25 years.*

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 changes to the Middle East situation after decades of British rule that resulted from this war – the establishment of the state of Israel, the pattern of future conflicts between Israel and her Arab neighbours, the origins of the Palestinian refugee problem.*
Question 4

<table>
<thead>
<tr>
<th>Question:</th>
<th>What have been the most significant political developments in Palestine and Israel between 1919 and 2000?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1 15</td>
</tr>
</tbody>
</table>

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

**Generalised answer; basic response which offers little support.**

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.**

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 and continuity over the period.

Eg: candidates may focus on one or two issues such as immigration and/or terrorism or concentrate on the development of Palestinian Arabs or Jews in one or more periods. Alternatively, candidates may provide a poor outline of events and developments across the period from the problems of the mandate, the establishment of Israel and resultant problems.

**LEVEL 3**

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

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.

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 continuity over the whole period. Candidates may begin to appreciate the differences in experience between groups.

Eg: candidates 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: candidates will provide good chronological accounts 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. Candidates will also begin to comment more explicitly on 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>
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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><strong>Threshold performance</strong></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><strong>Intermediate performance</strong></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><strong>High performance</strong></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>
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Question 5

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

Mark allocation: AO1 AO2 AO3 SPG

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<td>8</td>
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</table>

Question: To what extent did life for the people of Palestine and Israel change 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: candidates 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 and continuity over the period.

Eg: candidates 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 change.

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 and continuity

Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.

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 continuity over the whole period. Candidates may begin to appreciate the differences in experience between groups.

Eg: 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. [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: candidates 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 the 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>
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<tr>
<td>Threshold performance</td>
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</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>
Question 6

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

Mark allocation:
AO1 4
AO2 8
AO3 3
SPG 3

Question: What were the most significant developments in the 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: candidates may focus on religion and the fight for land with its results. 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 and continuity over the period.

Eg: Answers may focus on one period only such as problems during the British Mandate or provide a limited assessment of the reasons for conflict and the consequences of the wars while hinting at the difficulties of achieving peace, or provide a poor outline of change 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 and continuity
Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over the whole period. Candidates may begin to appreciate the differences in experience between groups.

Eg: candidates 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 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:_ candidates will provide a sound outline 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><strong>Threshold performance</strong></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><strong>Intermediate performance</strong></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><strong>High performance</strong></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>