

GCE

History A

**Unit : Y321/01 The Middle East 1908 – 2011: Ottomans to Arab
Spring**

Advanced GCE

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the motives and intentions of the main countries involved in the Suez Crisis of 1956.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A claims that Israel became a ‘main player’ in the Suez Crisis as a result of the desire to consolidate its legitimate position in the Middle East. The US took a dim view as it was not consulted.</p> <p>In evaluating Interpretation A, answers might argue that Nasser had irritated Israel, the British and French by demanding Palestinian liberation</p> <ul style="list-style-type: none"> • Answers might argue that Nasser had been the instigator of the <i>Fedayeen</i> • Answers might argue that Nasser had refused to renegotiate a treaty of 1936 which allowed British troops to be stationed in Egypt • Answers might argue that Egypt had sent troops to help Algeria in their struggle against France • Answers might argue that given Nasser’s policies Israel, France and Britain may have been justified in hatching a plan to invade Egypt although their use of force (without consultation) annoyed the US <p>1.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B claims that the Suez crisis came about as the result of an illegitimate conspiracy linked to the power acquisition and imperialist desires. The US took a</p>	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

		<p>dim view as Britain, in particular, appeared to be stuck in an imperialist frame of mind.</p> <p>In evaluating Interpretation B, it might be argued that Israel provoked war by invading Egypt (this was indeed the accusation of Arab states)</p> <ul style="list-style-type: none">• Answers might argue that a number of Arab states and the communist bloc viewed the invasion as the result of an imperialist conspiracy• Answers might argue that British politicians, especially Eden and Churchill, saw Nasser as the equivalent of a Hitler or Mussolini type leader and a threat to Britain's world status• Answers might argue that Nasser had offered compensation and concessions with respect to the nationalization of the Suez Canal• Answers might argue that the plan to invade Egypt was indeed secret and 'illegal' in the sense it would provoke war• Answers might argue that a more peaceful solution could have been reached via the Omega plan but Britain wanted to use force to topple Nasser		
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2*	<p>Mark Scheme Section B</p> <p>'Zionism was the most important influence on attempts to resolve the Palestinian issue from 1908 to 2011.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that demands for the creation, expansion and consolidation of a Jewish state ('national homeland') in and around Palestine were prevalent throughout the period</p> <ul style="list-style-type: none"> • Answers might consider that the decisions of the 1905 Zionist congress influenced developments in the Middle East • Answers might consider that the 1917 Balfour Declaration was pivotal for the Zionist movement • Answers might consider that the rise of Hitler and the Holocaust had a huge impact on the development of Zionism • Answers might consider that the creation of Israel in 1948 partly achieved the aims of Zionists • Answers might consider the extent to which Zionist thinking and actions influenced the Arab-Israeli Wars, invasions and peace talks (attempted diplomacy) <p>In challenging the hypothesis in the question, answers might consider the response of Palestine to Zionism and the Palestinian issue</p> <ul style="list-style-type: none"> • Answers might consider the situation with respect to the status of Palestine up to 1948 • Answers might consider the emergence of the Palestinian refugee crisis • Answers might consider the role of Arafat and the PLO • Answers might consider the significance of the Intifadas and Palestinian divisions 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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3*		<ul style="list-style-type: none"> • Answers might consider the role of the Palestinian Authority <p>To what extent did Syrian policies influence Pan-Arabism in the period from 1908 to 2011?</p> <p>In supporting the hypothesis in the question, it might be argued that a major influence on Pan Arabism, starting in the 1930s, was the ideology of the two Syrians, Constantin Zureiq and Michel Afleq</p> <ul style="list-style-type: none"> • Answers might consider the significance of the establishment in Syria of the Arab Ba'ath Party • Answers might consider that Syrian thinkers and politicians evolved policy based on a mixture of nineteenth century style romanticism, Marxism and nationalism • Answers might consider that Syrian influence was also important up to the 1950s when Abdullah I of Jordan attempted to create a Greater Syria (Jordan, Palestine and Syria) <p>In challenging the hypothesis in the question, it might be argued that Pan-Arabism had started to emerge before the 1930s with the Hussein-MacMahon Correspondence (1915-16) and the end of the Ottoman Empire (1918)</p> <ul style="list-style-type: none"> • Answers might consider that Egypt was not fully supportive of Pan-Arabism during most of the period • Answers might consider that Pan-Arabism gained momentum in tandem with the growth of Zionsim • Answers might consider that the foundation of the United Arab Republic (1958-61) was something of a landmark 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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4*		<ul style="list-style-type: none"> • Answers might consider that there was a change in Pan-Arabism by the 1980s due to the rise of nationalist movements and the influence of Islam; Pan-Arabism faded <p>‘The biggest challenge to achieving stability in the Middle East from 1908 to 2011 was meeting the needs of religious groups.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, answers might consider that religious conflict was certainly evident throughout the period</p> <ul style="list-style-type: none"> • Answers might consider the varying desires of Sunni and Shi’a Muslims in the Arab states • Answers might consider the influence of the Muslim Brotherhood (1920 onwards) on affairs in the Middle East • Answers might consider the role of Christian communities (especially in the Lebanon and Armenia) • Answers might consider Jewish communities and their attitude to Israel and Palestine • Answers might consider that religion was tied closely to issues over ethnicity and political ideology <p>In challenging the hypothesis in the question, it might be argued that different ethnic groups had had varying economic, social, cultural and political needs that were not necessarily linked to religion (for example, the Kurds, Armenians, Palestinians and Jews)</p> <ul style="list-style-type: none"> • Answers might consider that instability was the result of conflicts in political ideology (Hezbollah, Hamas, Al Qaeda, Pan Arabism and Zionism) 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<ul style="list-style-type: none">• Answers might consider that instability occurred due to developments in particular states (and often linked to the growth of nationalism) as, for example in Iran and Iraq• Answers might consider that it was military conflict that was the most difficult challenge to resolve (for example, the Arab-Israeli Wars)• Answers might consider instability caused by possession of valuable resources especially oil		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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