

**GCE**

**History A**

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

Spring

Advanced GCE

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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
	Synthesis
	Unclear
	View
	

2. Here is the mark scheme for this question paper.

### MARK SCHEME

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the reasons for Israel's survival in 1948-9</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that the main reason was the strength of Israeli national will compared with the lack of Arab identity.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that the Arabs lacked a corporate identity unlike Israel's vital elite who were committed to the survival of the state.</li> <li>• Answers might argue that Interpretation A is invalid as the Arab forces were united in trying to destroy Israel.</li> <li>• Answers might argue that Interpretation A is invalid as many Arab forces were not well trained, with only Arab legion of Transjordan well trained and equipped.</li> <li>• Answers might argue that Interpretation A is valid as Israel did display an extreme effort despite losing 1 per cent of its population</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Israel's survival was due to determination, the leadership of Ben Gurion and the tactics</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

<p>2</p>		<p>they used to fight.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue that it is invalid in explaining why Israel survived as they did not lack modern weapons after the first truce as they were supplied by Europe.</li> <li>• Answers might argue that Interpretation B is valid as the strength of military force did play a role and Israel was weak at the start with just 35,000 troops but invalid as it increased to 100,000.</li> <li>• Answers might argue that Interpretation B is invalid as many of the Israeli soldiers were experienced and this enabled the state to survive on the battlefield</li> <li>• Answers might argue that Interpretation B is valid as Ben Gurion was a determined leader who believed that only war would allow Israel to survive and establish an independent state. This might be contrasted with the Arab leaders who were not united, looked for territory for themselves and were suspicious of King Abdullah who claimed leadership.</li> </ul> <p><b>To what extent have the Great Powers achieved their aims in the Middle East in the period from 1908 to 2011?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the Great Powers have been able to maintain influence in the area, which was important given security, oil and the Cold War.</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that until the Suez Crisis Britain was able to maintain control over the Suez Canal and protect the route to India.</li> <li>• <b>Answers might consider</b> that the USA gained a valuable ally when the state of Israel was created and this allowed it to counter Soviet influence.</li> <li>• <b>Answers might consider</b> that the Soviet Union has been able to develop its influence in the region with a close relationship with Syria.</li> <li>• <b>Answers might consider</b> that the great powers have been able to maintain oil supplies, with the USA even putting pressure on Israel to make peace in the 1970s and sign the Oslo Accords in the 1990s.</li>   <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that British influence declined after Suez. They had influence after World War One with mandates and have lost that and similarly their influence in Iraq and Iran.</li> <li>• <b>Answers might consider</b> that the USA has not always been able to maintain its oil supplies as seen with the embargo in 1973 in punishment for its support of Israel.</li> <li>• <b>Answers might consider</b> that the USA has not been able to prevent Soviet/Russian influence in the area, supplying Egypt with military and economic aid and upholding Assad in Syria.</li> <li>• <b>Answers might consider</b> that the USA has been unable to prevent the spread of Islamic</li> </ul>		<p>analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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3		<p>fundamentalism in the region, which has destabilised it.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the French have been unable to maintain their influence in the region having been granted mandates at the end of the First World War.</li> </ul> <p><b>‘Conflicts between Zionists and Palestinians from 1908 to 2011 have been primarily caused by disputes over settlements.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that disputes over land and the building of settlements was the most important reason.</li> <li>• <b>Answers might consider</b> the Palestinian loss of land following the creation of the state of Israel.</li> <li>• <b>Answers might consider</b> Israeli settlements on the West Bank.</li> <li>• <b>Answers might consider</b> the role played by the loss of land in the wars of 1948-9, the Six Day War and the 1973 war.</li> <li>• <b>Answers might consider</b> the issue of Gaza.</li> <li>• <b>Answers might consider</b> how land is lacked to resources, particularly water.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that disputes over control of holy sites, particularly in Jerusalem has been an issue.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul> <p>Candidate may approach this by looking at the broader question of Zionists and the conflict with Palestinians or by considering the conflict between Israel and Palestinians or by considering both.</p> <p>All approaches are acceptable, but examiners should ensure the whole period is covered if the second approach is taken, if not, it is a partial answer</p>
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4		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of the refugee problem.</li> <li>• <b>Answers might consider</b> the role of the PLO and the intifadas of 1987-93 and 2000-2011.</li> <li>• <b>Answers might consider</b> economic issues and resources.</li> <li>• <b>Answers might consider</b> the issue of security.</li> <li>• <b>Answers might consider</b> the attitude of Zionist, Israeli and Palestinian leaders.</li> </ul> <p><b>To what extent did the reasons for the development of Pan-Arabism in the period from 1908 to 2011 remain the same?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> it might be argued that Arab nationalism has been opposed to the influence of foreign powers and imperialism in the region.</li> <li>• <b>Answers might consider</b> that Arab nationalism has remained secular.</li> <li>• <b>Answers might consider</b> that Zionism and the creation of Israel have promoted the rise of Arab nationalism.</li> <li>• <b>Answers might consider</b> that Pan-Arabism has retained its desire to recognise a shared culture and language.</li> <li>• <b>Answers might consider</b> the desire for independence among Arab states.</li> <li>• <b>Answers might consider</b> the impact of Jewish immigration into Palestine in</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>
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			<p>developing Pan-Arabism.</p> <ul style="list-style-type: none"><li>• <b>In challenging the hypothesis in the question</b>, it might be argued that at the start of the period Arab nationalism was driven by the desire for unity against Ottoman rule.</li><li>• <b>Answers might consider</b> that after the First World War Arab unity was driven by anger at the post-War settlement.</li><li>• <b>Answers might consider</b> that it was the creation of the State of Israel that was the most important factor in the development of Arab nationalism.</li><li>• <b>Answers might consider</b> that Western imperialism was crucial in the development of Arab nationalism, but that the nature of this changed after the decline of formal empire and the rise and decline of the Cold War.</li><li>• <b>Answers might consider</b> the importance of individual leaders and that Arab nationalism has declined with the death of Nasser and the rule of Sadat.</li></ul>		
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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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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