



GCSE MARK SCHEME

SUMMER 2015

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

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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

PAPER4373/02
UNIT 3: OUTLINE STUDY

**DEVELOPING RELATIONS IN PALESTINE, ISRAEL AND THE MIDDLE EAST,
1919-2000**

MARKING SCHEME

QUESTION 1

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 main events leading to the creation of the state of Israel between 1945 and 1948.** [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 after the Second world war trouble between Jews and Arabs led to the UN taking over Palestine and to the creation of the state of Israel.

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

Eg: Answers will refer to British restrictions on Jewish immigration after 1945 and to resultant acts of terrorism leading to the decision to hand Palestine over to the UN in Nov. 1947. There should be reference to the UN's proposal to partition Palestine, increased violence, Britain's withdrawal from Palestine and the creation of the state of Israel.

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

Eg: Answers will refer to how post-war Palestine had become ungovernable, acts of violence and terrorism and to international criticism over the restriction of Jewish immigration in the wake of the Holocaust. There should be mention of Britain's decision to hand over to the UN and the proposal to partition Palestine which the Jews accepted and the Arabs rejected leading to Britain withdrawing from Palestine in May 1948 and to the declaration of the state of Israel with Ben Gurion as Prime Minister.

Question 1(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why tension between Jews and Palestinian Arabs continued throughout the 1920s and 1930s.** [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 rioting and violence in Jaffa in 1921 and Source B shows that violence continued with attacks on the British and the murder of Jews during the Arab Revolt in the 1930s.

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 rioting in Jaffa in 1921 which happened because of increased Jewish immigration which led to further troubles in Jerusalem and Hebron. Source B says that tension and violence continued during the General Strike and Arab Revolt when Palestinian Arabs attacked Jewish settlements and carried out acts of terrorism against the British authorities.

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 rioting in Jaffa in 1921 and Source B describes how violence continued during the General Strike and Arab Revolt in the 1930s. Answers will begin to explain why tension continued throughout the period as Arabs argued that Britain was failing to control Jewish immigration as Jews fled from anti-Semitic Europe and to the buying up of Arab land which in turn led to the General Strike and Arab Revolt and the consequences.

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 Arab reaction to increased Jewish immigration as is clearly shown by Source A and to continued tension in the 1930s as is shown in Source B. Answers at this level will refer to the wider issues of land purchase of Arab land and evictions, the establishment of the Jewish Agency, the activities of Haganah and to the role of the Supreme Muslim Council. There may be reference to the view that the British government was pro-Zionist and unsympathetic to the Arab cause especially following the Peel Commission and to the Arab Revolt and its brutal suppression by the British.

Question 1(c)

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

Question: **How successful were attempts to create a lasting 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 success 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 success 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. [7-8]

Eg: Answers should focus more sharply on attempts to achieve peace while considering varying degrees of success. 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)

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

Question: **Describe what happened at Deir Yassin in 1948.** [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 Arab civilians were killed by Jewish terrorists.

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

Eg: Answers refer to the massacre of over 100 men, women and children in the Arab village of Deir Yassin. There may be some reference to the involvement of Irgun/Stern terrorists.

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

Eg: Answers will refer to the systematic murder of over 100 inhabitants of Deir Yassin by Irgun/Stern terrorists led by Menachem Begin as part of the ethnic cleansing programme of Plan Dalet. There may be reference to how, following further atrocities, the death rate increased to over 250 and to how all traces of the village were later destroyed.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why life for many Palestinian Arabs in the Occupied Territories had not improved between 1967 and 1987.** [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 describes conditions in a Palestinian refugee camp on the Gaza Strip with the view that this would lead to future unrest. Source B shows the unrest during the Intifada of 1987.

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 describes how conditions in a refugee camp in the Occupied Territories together with the lack of opportunities for young people saw them rise in protest which continued throughout the 1970s and 1980s resulting in street violence during the Intifada.

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 how factors combined to produce frustration amongst young people and how refugee camps in the Occupied Territories became breeding grounds for discontent and recruiting areas for the PLO. Source B shows how the tension led to the Intifada which was embraced by many young Palestinian Arabs which began in the refugee camps and spread quickly.

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 conditions in the camps in the Occupied Territories in Source A and the frustration felt by many young Palestinian Arabs which led many to join the PLO and engage in acts of civil disobedience and violent resistance culminating in the Intifada as is shown in Source B. Answers at this level will refer to other factors which exacerbated the situation such as the confiscation of Arab land, the building of Jewish settlements and the failure of talks to secure peace.

Question 2(c)

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

Question: **How successfully did Israeli society develop between 1948 and 1967?** [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 how the Israelis pulled together and worked hard to build their new country.

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

Eg: Answers may be confined to descriptions of the kibbutz system . There may be focus on the expansion of agriculture and industry.

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

Eg: Answers will tend to describe the success of the kibbutz system but there will be a more direct attempt to analyse the factors making for development such as Israel's political, economic and social development post 1948 including possible references to the Kibbutz and Moshav systems, 'making the desert bloom', the growth of industry, the development of El Al and the creation of a strong democracy

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

Eg: Answers should focus on Israel's economic and social development but there will be analysis of the varied reasons for this development. Possible causes might include American political and economic assistance, the determined and effective leadership of Ben Gurion, the desire to build a new state after the Holocaust, the imperative of survival through political economic and industrial growth, the influence of Jewish nationalism and the backing of rich and influential Jews.

QUESTION 3

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 main events of the Six Day War of 1967. [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 Jews attacked first and defeated the Arabs.

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

Eg: Answers refer to how Jewish forces led a surprise attack on June 5th bombing Arab airfields and destroying tanks and how, within 4 hours, the Israelis had destroyed the air-forces of Egypt, Syria and Jordan.

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

Eg: Answers will refer to the pre-emptive strike launched by Israel on June 5th beginning with air-strikes against the Egyptian, Jordanian and Syrian air-forces, the destruction of 400 Arab planes, the seizure of Sinai up to the Suez Canal, the capture of the West bank and East Jerusalem, the attack on Syria, the occupation of the Golan Heights and the cease fire of June 10th.

Question 3(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the involvement of the superpowers in the Middle East changed between 1948 and 1967.** [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 says that the USA and the USSR both supported the creation of a new Jewish state whereas Source B says that the USA and the USSR were pouring huge amounts of financial aid and weapons into 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 says that after the Second World War both the USA and the USSR showed sympathy for the Jewish cause and supported the creation of a Jewish state whereas Source B says that by 1967 they were enemies and had taken sides in the Middle East and were supplying financial aid and weapons to both sides.

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 says that after the Second World War and the revelation of the horrors of the Holocaust, both the USA and the USSR showed sympathy for the Jewish cause and supported the creation of a Jewish state whereas Source B shows that by 1967 there was a shift in policy as the superpowers became embroiled in the Cold War, taking sides in the Middle East and supplying financial aid and weapons to both sides. There may be reference to the build up of arms in the lead up to and aftermath of the Six Day War.

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 initial superpower support for the creation of Israel as a result of the Holocaust along with the USA's increased financial aid to the Zionist cause as is clearly shown by Source A whereas Source B shows the super powers as Cold War enemies. Answers at this level may refer to the Czech arms deal and to how, following the Suez Crisis and the Six Day War, the USSR responded to Egyptian and Syrian appeals for financial and military aid as a means of counter-balancing USA aims and influence in the Middle East.

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 war of 1948 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 the victory for the Israelis that seemed against the odds.

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

Eg: Answers may be confined to descriptions of the reasons for the Israeli victory in terms of organisation and planning. There may be focus on the shortcomings of the Arab forces and the impact of defeat.

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 war of 1948 but there will be a more direct attempt to analyse its impact. The focus will be on victory with the emphasis on military service and how the army helped shape the new nation as well as defend it. There should be reference to the reasons for Arab defeat and the refugee problem.

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

Eg: Answers should focus on the events of 1948 there will be a greater attempt to explain and analyse the psychological impact of victory for the Israelis and to the militarisation and economic development of Israel. There may be reference to Israel now controlling nearly 80% of what had been the British mandate in contrast to the reasons for Arab defeat and the subsequent "Palestinian catastrophe" leading to the displacement of upwards of one million Palestinians, the refugee problem and the growth of extremism.

QUESTION 4

Question 4

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 **What have been the most important political developments in Palestine and Israel 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 refer to wars and the varying consequences for the two 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 and development.

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

Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on one period only or provide a poor outline of political development across 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 past through description and explanation with relevant historical knowledge deployed.** **[7-9]**

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

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 and continuity.

Award 9marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the 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 development; 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 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 importance 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.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.

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: 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 and development.

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

Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on one period only or provide a poor outline of political change across 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 7marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

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 and continuity.

Award 9marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the 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 importance; 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 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.

E g: 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 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.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.

QUESTION 6

Question 6

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 **What have been the most important factors in shaping conflict between Jews and Arabs 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.

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 the 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 the reasons for conflict.

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.

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

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

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 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 most of the 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 period with an obvious attempt to discuss the reasons for conflict; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the whole period with a sustained attempt to discuss the 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.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.