

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2018**

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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
	Simple comment
	Synthesis
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

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 why Israel was successful in the First Arab Israeli-War of 1948-49.</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 claims that Israel was successful mainly due to the disunity and lack of communication between the combined Arab forces.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that there was indeed some disunity especially between King Abdullah of Jordan and King Farouk of Egypt.</li> <li>• <b>Answers might argue</b> that Abdullah saw himself as <b>the</b> champion of the Palestinian cause; Farouk resented this.</li> <li>• <b>Answers might argue</b> that, however, there was some unity over the main aim of the Arab League and also strategy (a willingness to compromise with Israel).</li> <li>• <b>Answers might argue</b> that the interpretation is supported by a number of statistics which are debatable with regards to accuracy.</li> <li>• <b>Answers might argue that</b> the interpretation lacks balance by focusing on Arab weaknesses.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B claims that Israel was successful due its superiority in numbers of military personnel and its ability to secure arms from abroad.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that it is more balanced than A although it</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>

Question	Answer/Indicative content	Mark	Guidance
	<p>makes a case for Israel not being the ‘David’ of the conflict as was depicted not long after the conflict.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Israel was adept at boosting its armaments through Ben-Gurion’s illicit deals with the West.</li> <li>• <b>Answers might argue</b> that Yishuv’s smuggling in of B-17 bombers from the US was indicative of Israel’s determination to ‘win’ the war.</li> <li>• <b>Answers might argue</b> that the role of Haganah and Plan Dalet was decisive.</li> <li>• <b>Answers might argue</b> that Yishuv was far more successful in mobilizing citizens for the war than Arab states (for example, the use of Jewish Settlement Police and Gadna Youth Battalions).</li> <li>• <b>Answers might argue</b> that, as with interpretation B, the statistics used are debatable with regards to accuracy</li> </ul>		
2	<p><b>‘The most important turning point in relations between the Great Powers and the Middle East from 1908 to 2011 was the Gulf War of 1991.’ 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 controversies over the causes, course and consequences of the war would suggest it was a turning point.</li> <li>• <b>Answers might consider</b> the scope and power of the coalition forces (34 nations).</li> <li>• <b>Answers might consider</b> that the war was about access to oil.</li> <li>• <b>Answers might consider</b> that there were many controversial events during the war such as the Palestinian exodus from Kuwait and the bulldozer assaults.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there was significant economic disruption in parts of the Middle East as a result of the war; this engendered intervention by the World Bank and the IMF.</li> <li>• <b>Answers might consider</b> that live news broadcasts from the front gave unique insight to relations between the Great Powers and the Middle East.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there were other possible turning points related to discoveries (oil), the formation of groups, issuing of mandates, coups, occupations and alliances.</li> <li>• <b>Answers might consider</b> that the formation of the League of Nations and, later, the United Nations, was pivotal.</li> <li>• <b>Answers might consider</b> that there were other wars that witnessed considerable 'turn' in relations most notably the two World Wars and the Gulf War of 2003.</li> <li>• <b>Answers might consider</b> economic turning points such as the formation of OPEC.</li> <li>• <b>Answers might consider</b> that the identification of most important/ least important turning points might depend on changing definitions of Great Powers.</li> </ul>		
3	<p><b>'Egypt was the dominant Arab state in the Middle East in the period from 1908 to 2011.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that from 1914 to 1953, Egypt was a British Protectorate and therefore not that dominant.</li> <li>• <b>Answers might consider</b> that the Suez Crisis (1956) showed how Egypt could face up to the Great Powers.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the rule of Nasser (1956-70) witnessed a transformation in Egypt’s political status in the Middle East.</li> <li>• <b>Answers might consider</b> that Egypt’s involvement in wars revealed its level of influence (especially in 1967 and 1973).</li> <li>• <b>Answers might consider</b> the role of Sadat in brokering deals with Israel (and the backlash).</li> <li>• <b>Answers might consider</b> the role of Mubarak and his continuation of policies towards Israel.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that other states, in particular Palestine, Syria, Kuwait, Iraq and Iran, were more dominant (depending on how dominance is defined).</li> <li>• <b>Answers might consider</b> that Palestine held its own in its struggle with Israel; the 1970s with the rise of PLO displayed a degree of dominance in the region.</li> <li>• <b>Answers might consider</b> that Syria’s influence on Egypt (1920s-40s) with respect to demanding independence was significant.</li> <li>• <b>Answers might consider</b> that the rise of Pan Arabism put a particular slant on power relations in the Middle East.</li> <li>• <b>Answers might consider</b> that oil producing states, from the start of the period, had the greatest dominance (Quarter, Kuwait, Bahrain, UAE, Saudi Arabia).</li> <li>• <b>Answers might consider</b> that the impact of Islamism, for example on Iran, changed political relations between states.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
4	<p><b>How far did differences between ethnic groups influence political relations in the Middle East from 1908 to 2011?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> answers might consider that the conflict between Palestinians and Jews was a major theme running through the period.</li> <li>• <b>Answers might consider</b> the Kurdish question as it arose, especially after the collapse of the Ottoman Empire, in Turkey, Iran, Iraq and Syria.</li> <li>• <b>Answers might consider</b> the Armenian question including periods of genocide and Armenia's relationship with communist Russia (1922-91).</li> <li>• <b>Answers might consider</b> the links between ethnic groups, religious differences and political ideologies.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that single ethnic groups posed challenges for political leaders in the Middle East rather than differences between ethnic groups.</li> <li>• <b>Answers might consider</b> that political movements and ideologies associated with particular ethnic groups were a more important influence (for example, the PLO, Hezbollah, Hamas and Al Qaeda).</li> <li>• <b>Answers might consider</b> that the mixture of ethnicity, religion and nationalism in particular states often dictated the course of politics in the Middle East (for example, in Iran during and after the Islamic Revolution).</li> <li>• <b>Answers might consider</b> that it was the overall focus on the Middle Eastern diaspora that influenced political relations especially with respect to Western (the US, Britain and France in the main) intervention.</li> </ul>		<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>



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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