

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y321/01 Summer 2019 series

Version 1

Contents

Introduction	3
Paper Y321/01 series overview	4
Question 1	5
Question 2	10
Question 3	10
Question 4	11



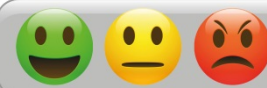
Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Y321/01 series overview

Y321 is one of twenty-one components for the revised A Level examination for GCE History. This component tests an extended period of History of at least one hundred years through an interpretation option on a named in-depth topic and two essays. The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation. In Section B candidates are required to answer two essay questions from a choice of three. To do well on Section A, candidates need to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue. To do well on Section B, candidates need to make connections and links across the whole period, explaining similarities and differences between the events they are discussing in order to show an awareness of continuity and change across the whole period unless instructed otherwise. The comparisons made may be either between periods within the topic or between regions. The strongest answers will test a hypothesis and reach a supported judgement.

<i>Candidates who did well</i>	<i>Candidates who did less well</i>
<ul style="list-style-type: none"> • Showed a clear understanding of the views of the two interpretations in relation to the question. • Were able to use contextual knowledge to test the interpretations, linking that knowledge directly to the interpretation through evaluative words. • Were able to consider both the strengths and limitations of both Interpretations using contextual knowledge. • In answering the essay questions, covered the whole period in a balanced way. • Adopted a thematic approach. • Made links and comparisons between aspects of the topic. • Explained the links and comparisons. • Supported their arguments with precise and relevant examples. • Reached a supported judgement about the issue in the question. • Demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain and discuss. 	<ul style="list-style-type: none"> • Showed a limited understanding of one or both of the interpretations. • Did not go beyond a basic explanation of part of the interpretation. • Did not link any contextual knowledge directly to the interpretation and therefore did not evaluate the interpretation. • In answering the essay adopted a chronological rather than thematic approach. • Did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph. • Did not cover the whole period. • Did not focus on the precise wording of the question. • Made unsupported comments about issues which were no more than assertions.

Question 1

- 1 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 1948–1949. [30]

The interpretation question was, on the whole, answered well. The majority of candidates were able to access the higher levels by clearly linking their own knowledge to the views and opinions mentioned. At the top end, candidates used precise and accurate own knowledge, explaining that A reflects the strength of Israeli national will whereas B argues the converse view, that Israel survived due to Ben Gurion.

The most successful answers dealt with each interpretation in turn before coming to a measured conclusion. Answers which attempted a thematic approach often were confused and lacked evaluation, leading to an essay-like approach. Centres should be aware that credit is given in assessing the relative convincingness of the views that are present in each interpretation. Answers which proceeded to list impacts that were not present in each interpretation did not score highly, as they were not explicitly evaluating the view of each historian. This was often highlighted or prefixed by the phrase "fails to mention". Candidates should focus on the actual views presented and test them against historical knowledge.

Centres should also be aware that there is no requirement to mention other historians.

In regards to Interpretation A, the majority of candidates were able explain the strength of the Israeli's in comparison with the weaknesses of the Arabs. Those at lower levels merely described the interpretation. As for Interpretation B, most were able to identify its key message that the leadership of Ben Gurion was crucial. In the lower levels, however, many mentioned the fact that there was no direct exploration of Arab weaknesses, rather than focusing on the content of Interpretation B.

Exemplar 1 was marked in Level 6.

Exemplar 1

Question	Part	
1.		<p>The debate in Israeli survival and the posed Palestinian issue. ² <i>→ weaker A Israel.</i> Passage A demonstrates that Israel's survival in 1948-49 was due to the disunity and lack of com morale for the Arabs. This is seen in their defeats, later in 6-day war and during the 1948-49 war. However, Passage B illustrates that Israel's survival was due to strong leadership of Ben Gurion and the high morale of Israel's, disregarding the deb Passage A's argument. In respect of Passage A holds a more convincing argument, as</p>

lack of Arab unity led to Israel's victory and survival and increasing strength in later wars.

Paragraph A demonstrates that Israel's survival was due to a clash of national wills. This is strengthened by the fact that Jordan wanted to maintain and control Jerusalem rather than acting in the will of Palestinians. This is significant as it highlights disunity; conflict in objectives later leading to Arab loss in the war. Paragraph A suggests that Palestinians lacked Arab armies were unorganised which led to Israel's survival. This is strengthened by a strong argument of lack of organisation and proper preparation from Egypt, Syria and Jordan meant that Israel was able to take

advantage and use guerrilla attacks to destroy their armies. This is significant as it led to the intensification of wars and later consequently led to Al-Nakba; the 'catastrophe' contributing to 700,000 Palestinians as refugees. However, this is a weaker point compared to lack of common objectives as this their disunity contributed to their then being disorganised; this which led to Israel's victory and survival. Paragraph A further highlights the Palestinians as lacking identity this is a strong argument as Palestinians lacked identity which led to divisions and lack of strong voice/leadership for them.

to be diplomatic. This is important as it ~~shows~~ shows the weakness of Palestinians; leading to Passage A first argument of disunity of disunity of Arabs to ~~be~~ gain further credibility as every Arab state wanted to expand and gain land e.g. Jordan wanting to control Gaza. Overall, Passage A demonstrates a convincing argument as to why Israel survived with the most significant argument due to the disunity of Arabs and their lack of common objectives; ~~that~~ consequently this then led to lack of organisation contributing to ~~was~~ Israel's survival in 1948-1949.

Both Passage A and B show the view that

Israel was militarily unequipped and widely dispersed. This is important as it highlights Israel's military struggle against Arabs as a newly formed state. However, Passage A highlights although they were partly equipped ~~the~~ first time, Israel was able to gain arms. This is important as it discredits Passage B's argument of lack of weapons. This is important as during the first time, Israel was able to gain arms and reassemble and renew their defences; gaining military arms support from the Czechs. This could be used to suggest undermine Passage B highlighting that Israel ~~was~~ military strength. Arguably, Passage B differs as they suggest the strong leadership of Ben-Gurion who had a vision to build Israel was the reason to Israel's survival.

This is important as it is supported by Ben-Gurion's unity of Stern Group and Irgun to form the IDF; as a result is now the strongest military force in the middle east.

Paragraph B suggests Israeli morale and determination was the main reason for its existence. This is significant as international Jewish support and the determination of Jewish Leaders in the States; contributed to support for its existence and advocated international. However; this is a weaker argument as

the main reason for its survival was international sympathy for the Holocaust; which led to mass migration of Jews during the WW2 period. Further central migration contributed to its survival. Paragraph B also suggests that Israeli survival was due to military philosophy rather than its military weakness. This is ~~significant~~ a weak argument as Israeli army consisting of Stern and Irgun were not military weak as they trained with the British; providing them with further military tactics and knowledge. This is of ~~a lower importance than~~ ~~mean~~ ~~more~~ significance to the Israeli morale argument; as it meant military they were strong and able to defeat Arabs ~~is~~ due to the tactics. B

To conclude; Paragraph A provides a more convincing argument as the disparity of Arabs contributed to their unpreparedness

and Israeli victory; their diversity led them to a conflict of objectives consequently not sharing the wills of Palestinians, latter contributing to their defeat, and it highlighted in later years such as 6-day War and 1973 Yom Kippur War the strength of the IDF. This is ~~an~~ an impetuous cunning argument than Passage B, as Passage B fails to consider

the weakness of the Arab Army.

* The historical debate is set with the creation of Israel 1948 and its survival.

Question 2

- 2* To what extent have the Great Powers achieved their aims in the Middle East in the period from 1908 to 2011? [25]

This was a fairly popular question. Candidates were able to identify the aims of the Great Powers and then evaluate the extent to which they achieved their aims. At the top end, candidates either grouped their answer by aim (e.g. oil, land etc) and explored via each Great Power or evaluated the changing nature of aims across each Great Power (using the power as a thematic paragraph). Either approach worked well, as long as there were three or four examples, from across the time period, in each paragraph. Answers in the top level also contained interim, end of paragraph, judgements and a developed conclusion. The more successful candidates were also able to identify and explore the changing nature of aims depending on external events (e.g. War, development of the state of Israel, terrorism etc).

At the lower end of the mark range candidates either wrote chronologically, were too narrow in their selection of Great Powers or were unable to compare across the time period.

Question 3

- 3* 'Conflicts between Zionists and Palestinians from 1908 to 2011 have been primarily caused by disputes over settlements.' How far do you agree? [25]

This was the least popular question.

Candidates were able to identify differing conflicts and assess their causes. At the top end, candidates approached the answer via cause and used different conflicts (three or four per paragraph) to assess the legitimacy of the claim. To reach the top level, candidates needed to assess the overall response to the question in the conclusion.

More often than not, responses to this question were in the lower levels. These were characterised either by a chronological list of conflicts with little development of causation or a narrow range of examples. Centres should be reminded that answers to all questions need to contain examples from across the time period that are compared.

Question 4

4* To what extent did the reasons for the development of Pan-Arabism in the period from 1908 to 2011 remain the same? [25]

This was a popular question. Candidates were able to formulate three clear reasons for the development of Pan-Arabism (see exemplar) and compare and analyse the development of these over time. The most successful answers utilised three or four examples from across the time period in each paragraph before coming to a clear judgement at the end of each paragraph. This judgement was then expanded on in the conclusion. At the very top, candidates were able to assess whether the reasons were affected at different times by different external factors.

At the lower end of the mark range candidates either approached the question chronologically or were unable to compare within thematic paragraphs. Crucially, they were also not able to judge whether the reasons for development remained the same or changed over time.

Exemplar 3 was marked in Level 6

Exemplar 3

4		<p>In many ways the reasons for the development of Pan-Arabism remained the same throughout the period. Pan-Arabism was created to unite against Israel and later, the Great Powers. It was also seen to develop for stability. Overall, the reasons remained</p>
---	--	---

		<p>the same throughout the period.</p>
		<p>The development of The reason for the development of Pan-Arabism was to ultimately, unite against Israel. This was demonstrated during the 1948 1st Arab-Israeli war in 1948. The Arab League was created in 1945, for the possible need to unite in conflict which the 1948 war shows. The Arabs united against Israel although, the secret peace deal between</p>

Israel and Abdullah of Transjordan ~~or~~ dispells this, because it agreed to stop the Jordanian advance on Jerusalem and stay in the East. This clearly proves that self-interest ~~was~~ was a more dominate reason than uniting against Israel. Although, as a whole the Arabs united against Israel as there main reason. Similarly, the 1973 Yom Kippur War illustrates the Arabs uniting against Israel. Syria and Egypt wanted to push Israel back and regain land in the Golan and Golan Heights. ~~Then~~ Both these events show that uniting against Israel in 1948 was still a reason in 1973, whilst there are alteria motives for both, the

4 underlying reason was to unite against Israel. ~~In both cases, the Arabs wanted to denieve~~ Therefore, the reason for the development of Pan-Arabism stayed the same because the events demonstrate the Arabs uniting to defeat Israel. ~~and~~

A reason for the development of Israel was also for stability amongst the Arabs. For instance, the UAR (United Arab republic)^{in 1958} was created by Nasser to unite the Arabs ~~or~~ politically, economically and domestically as well as militarily. Syria only having a 4 million population needed the support of Egypt and so this

allowed Syria to stabilise under Egypt. However, only Syria united under the UAR, Iraq refused to join and pulled out of the Baghdad Pact which led to the collapse of the UAR in 1961. Evidently, stability was a reason for Pan-Arabism to develop between Egypt and Syria but not for the rest of the Arabs. In contrast, the 1990-91 First Gulf War ~~was~~ highlighted the development of Pan-Arabism to cause instability through conflict. Arabs and surrounding countries united against Iraq in Kuwait which caused huge instability, which contrast to the UAR which arguably brought stability to Syria. Collectively, the UAR and Gulf War shows that the reason for the development of Pan-Arabism to bring stability changed across the period. The UAR brought stability in a concentrated point but overall, the collapse of UAR brought more instability ^{later in} ~~across~~ the period, whereas the first Gulf War ~~was~~ to development of Pan-Arabism was to created instability so there was a change in reasoning as the period progressed.

Another reason for the development of Pan-Arabism was ~~resources~~ protecting resources from the Great Powers. This can be seen through OPEC's creation. The Great Powers self-interest made them want to control oil ~~in~~ the Middle East, but the Arabs united behind OPEC to have control of their oil and use it as a weapon against the West. When the Arabs controlled the prices they could use this to control the West as the West relied heavily on oil which resulted in the West bowing down to pressure from the Arabs. This undeniably ~~sto~~ highlights oil as a reason for the development of Pan-Arabism because the majority of the Arab countries united within OPEC. In a similar vein, the Suez War in 1956 was another clear example of Pan-Arabism developing because of resources due to the Arabs uniting against the Great Powers ~~to~~ and pushing them out of Suez. This demonstrated that the Great Powers were not invincible and that ~~it~~ brought about Pan-Arabism. Together, ~~these~~ both OPEC and Suez illustrate ~~the~~ the development of

Pan-Arabism through oil resources because the resources controlled the West - particularly oil - so with the Arabs united they developed unity against the West through oil, therefore the reasoning remained the ~~in conclusion~~ same.

In conclusion, ~~the re~~ as a whole the reasonings behind the development of Pan-Arabism^{ism} stayed the same. Their main reason was to defend against Israel which happened during 1948 and 1973 Yom Kippur. Resources brought unity through the west of controlling the West. ~~As~~ Although, stability did ~~not~~ change from bringing stability to creating instability, arguably the Gulf War brought stability to the Arab countries against Iraq. Overall, the reasons for the development of Pan-Arabism ~~it~~ remained the same across the period.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

