

GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
E	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of why Britain left Palestine in 1948.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A emphasises that there were a number of reasons that were important in the decision to leave .</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue it is valid because the British were aware that Jewish immigration angered the Arabs and therefore refused to agree to an increase • Answers might argue that Interpretation A is valid as the Jewish leaders joined by American Zionists launched a propaganda offensive in America. • Answers might argue that Interpretation A is valid because Truman not only supported the immediate entry of 100,000 Jewish immigrants but six months later supported the partition of Palestine • Answers might argue that Interpretation A is valid because attacks on British troops started in 1946 and increased • Answers might argue that Interpretation A is valid because Irgun attacked the King David Hotel in Jerusalem. • Answers might argue that Interpretation A is not valid because the British were looking to withdraw because of the cost and other demands on British finances after the War 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

		<p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that terrorist attacks were the main reason for Britain's decision to leave</p> <ul style="list-style-type: none">• In evaluating Interpretation B, answers might argue that it is valid because attacks on the British were becoming more common in retaliation for death sentences passed on Jewish fighters .• Answers might argue that it is valid because attacks had started in 1946 with murder of six British soldiers in April and the attack on the King David Hotel in July• Answers might argue that B Interpretation is valid as Irgun were responsible for earlier attacks and continued with them in 1947.• Answers might argue that the Interpretation is not valid because it ignores the support given to terrorists by American Zionists• Answers might argue that the Interpretation is valid because of the impact of the war on Britain's ability to finance their involvement		
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Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>To what extent did the reasons for Great Power involvement in war in the Middle East change in the period from 1908 to 2011?</p> <p>In supporting the hypothesis in the question, it might be argued that securing and expanding trading links was important, particularly the issue of oil</p> <ul style="list-style-type: none"> • Answers might consider the strategic reasons of moving troops and securing oil supplies • Answers might consider the desire to assert great power status • Answers might consider the desire to ensure friendly governments were in power • Answers might consider the desire to ensure governments followed pro-western policies • Answers might consider the need to maintain the security of western oil supplies and oil security <p>In challenging the hypothesis in the question, answers might argue that in the first part of the period Britain and France were the major powers and Britain was particularly concerned about securing the route to India, therefore controlling the Suez Canal</p> <ul style="list-style-type: none"> • Answers might consider the upholding of the Balfour Declaration and League of Nations mandate to establish a Jewish state • Answers might consider the USA's concern to limit Russian influence in the area which became an issue after Suez • Answers might consider the desire of the USA to maintain the support of Egypt 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<ul style="list-style-type: none"> • Answers might consider the desire of the USSR to spread its influence, allies and gain access to oil supplies • Answers might consider how the USA became involved in war to support the state of Israel • Answers might consider that the USA supported Israel to show the superiority of its ally • Answers might consider the US concerns about the region for its war on terror • Answers might consider concerns about controlling the Suez canal in the first part of the period 		
3*		<p>‘The attitude of Zionist and Israeli leaders has been the main reason why it has been so difficult to find a solution to the Palestinian issue in the period from 1908 to 2011.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the attitude of Zionists and Israeli leaders has been supported by the USA and often European powers</p> <ul style="list-style-type: none"> • Answers might consider the impact of the holocaust on the Second World war on Zionist and Israeli attitudes. • Answers might consider the determination of Zionists and Israeli leaders to establish an Israeli state and then expand for security purposes • Answers might consider the attitude of Zionists and Israelis to Jerusalem, which they want as their capital • Answers might consider the attitude of Israeli leaders to Jewish settlements in the occupied territories • Answers might consider the attitude of Israeli leaders such as Binyamin Netanyahu 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<p>In challenging the hypothesis in the question, answers might argue that the issue has been over control and ownership of land</p> <ul style="list-style-type: none"> • Answers might consider the impact of the British mandate by the League of Nations after the First World War • Answers might consider the impact of Western powers • Answers might consider the actions of groups such as the PLO and Arab states • Answers might consider the use of terrorist methods by some Palestinian groups which hardened Israeli attitudes • Answers might consider the actions of extremists who were determined to destroy the peace process • Answers might consider Palestinian attitudes towards the creation of a Palestinian state 		
4*		<p>‘Of all the ethnic groups in the Middle East, the Kurds have had the greatest impact on the politics of the area during the period from 1908 to 2011.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the Kurds had the greatest impact as at the end of the First World War they gained the right to an independent state.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Treaty of Lausanne on the Kurds which ended their hope of a state • Answers might consider the impact of the Kurds on Iraq during the twentieth century • Answers might consider the impact of the Kurds during the Iran-Iraq war and Saddam Hussein’s policy towards them 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<ul style="list-style-type: none"> • Answers might consider the impact of the Kurds following the First Gulf War <p>In challenging the hypothesis in the question, answers might argue that other groups had a greater impact</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Sunnis and Shias hose split has created tension in Iraq and Syria, particularly in the latter part of the period. • Answers might consider the impact of the Shia's in Syria as both Assad's came from the Shi'a community • Answers might consider the reliance of Saddam Hussein on Sunnis • Answers might consider the impact of the defeat of Saddam Hussein on the position of the Shia's in Iraq • Answers might consider the role of the split between Sunni's and Shia's on the Iran-Iraq War • Answers might consider the impact of the Palestinians on politics in the region 		
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APPENDIX 1 – this contains a generic mark scheme grid

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

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

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