

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y321/01 Summer 2022 series

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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. A selection of candidate answers is also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

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Paper Y321/01 series overview

Y321 is one of twenty one units for the revised A Level examination for GCE History. This unit 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 responses will test a hypothesis and reach a supported judgement.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<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 and <ul style="list-style-type: none"> ○ 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 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.

Section A

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 impact of the 1967 War on the death of Pan Arabism. [30]

The interpretation question was, overall, answered well. Most 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 Interpretation A puts forward the view that the defeat in the 1967 War played a major role. Interpretation B, on the other hand, argues that that Nasser lost his popular appeal and that it had an impact on other Arab governments.

The most successful responses dealt with each interpretation in turn before coming to a measured conclusion. Responses which attempted a thematic approach often were confused and lacked evaluation, leading to an essay-like approach. There was also an increased tendency in this series for some candidates to compare interpretations in a summary paragraph – often these did not lead to detailed evaluation. Centres should be aware that credit is given in assessing the relative convincingness of the views that are present in each interpretation. Responses which listed 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 need to focus on the actual views presented and testing them against historical knowledge, rather than evaluating what is not there.

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

Exemplar 1 demonstrates a strong response marked in Level 6.

Exemplar 1

1.	Overall, Passage B is stronger than Passage A in its explanation of the 1967 war on the death of Pan-Arabism. Both interpretations correctly identify regime change and new radical ideologies as an impact, and both do are weak in the while Passage A is weaker in its explanation of the impact on of the PLO, Passage A is weaker in its explanation of the Egypt of while Passage B doesn't have this weakness.
	Passage A is convincing in its explanation of the impacts of the 6 Day War in its and on the death of Pan-Arabism through its explanation of Egypt's military weakness, by saying Nasser "exaggerated faith in his own military" which is convincing because Nasser was so sure of his military strength he asked for a removal of the UN force separating Egypt and Israel and then placed 100,000 troops in the Sinai Desert, only to get humiliated and lose the 6 Day War, which ex This exposed Egypt to the rest of the Arab World as weak, and thus leading to the death of Pan-Arabism because there was no longer a clear, strong

leader, the interpretation is also convincing in its explanation of as seen when the interpretation shows Nasser's reputation to be "irreparably damaged". The interpretation is also convincing in its ability to explain the impact of the 6 Day War on the new ideologies emerging in the Arab world, which replaced Pan-Arabism, as seen in "sharpened intensification anti-western trend in parts of Arab world", because the humiliation of Egypt led to powers looking for new leaders for example the Baathists, who then came to power in Iraq in 1968, only one year after the 6 Day War, showing the 'immediate impact' it had on Pan Arabism in that Nasser was no longer the single respected leader. However, the passage is weak in its explanation of Egypt's relationship with Syria, which had been a key strength of Pan-Arabism due to the UAR that formally joined the two states. This ¹⁹⁵⁸⁻⁶¹ is a key omission because it ~~represents~~ shows that Nasser Pan Arabism was failing, because the Syria moved even further away from Egypt politically, ~~and~~ the ~~reverse~~ radical government as it did not even declare

the loans of \$135 million from Saudi Arabia, Libya and Kuwait that Egypt did, suggesting that the countries that had been tied together so strongly had now completely fallen apart, the final straw being the 1967 6 Day War. Overall while somewhat convincing, the omission of Syria is so huge that the source is only somewhat convincing in its explanation of impacts of the 6 Day War despite its strengths in assessing Egypt's military impacts and those on other ideologies such as the Baathists.

Passage B is convincing in its explanation of the impact of the 6 Day War on the death of Pan-Arabism by explaining an Arab-wide change in ideologies & in its "radical new age of Arab politics". This is convincing because not only did the Baathists come to power in 1968 offering an alternative to Nasser's Pan-Arabism but also the 6 Day War led to intensified riots in Iran in response to the Shah's White Revolution 1963-1979, that increased support for a Pan-Islam ideology rather than a Pan-Arabic ideology, that would lead

to the death of Pan-Arabism by 1979
 in the Iranian Revolution, therefore being
 highly convincing in its explanation of
 the 16 Day War or the death of
 Pan-Arabism. ~~Moreover, Passage B is~~
~~convincing in its explanation of the~~
~~importance of~~ Moreover, - Passage B
 is convincing in its explanation of
 the impact of the humiliation to ^{Nasser's} Arab
 leadership as a key impact ~~of~~ on the
 Death of Pan-Arabism, ~~due to~~ as
 seen in "sneered at Nasser and made
 him a laughing stock". This is convincing
 because Nasser was unpopular in countries
 such as Iraq, where up until his death
 in 1958 he had been openly defied by
 Nuri Al-Said in the signing of the
 Baghdad Pact 1955, and so Iraq
~~would~~ ~~was~~ ~~has~~ showed open hostility
 and ~~it~~ treated Egypt almost as an
 enemy, ~~which intensified~~ ~~at~~
~~perhaps~~ due to the "tirades of
 Nasser's propaganda machine", that
 tried to create loyalty to Nasser
 outside of Egypt through his use
 of the radio. ~~It~~ This is convincing
 for the impact on the death of
 Pan-Arabism, as the humiliation of
 Nasser led to divides between Arabs

led by Iraq, and leading to the death of Pan-Arabism as a result of the 6 Day War 1967. However, the interpretation is a little unconvincing in its explanation of the impact of 6 Day War on Pan-Arabism and the PLO, when it says the "Palestinian nationalists to take power into their own hands". While the PFLP did begin plane hijackings in 1970 as part of the PLO, the PLO itself was accepted into the Arab League in 1976, suggesting that the Palestinians were part enhancing Arab unity and Pan-Arabism in spite of the 6 Day War, and that it did not have as great an impact on Palestinian's role in Pan-Arabism. Overall, the passage B is ^{mostly} convincing in its explanation of the impacts of the 6 Day War on the death of Pan-Arabism, through its convincing explanations of Regime change and the political divides creating, in particular between Egypt and Iraq that led to the death of Pan-Arabism. Although it is not convincing in its explanation of the impacts of the 6 Day War,

it should have some merit here because the PLO did ~~move~~^{was} to Jordan, not in Jordan, not Egypt, suggesting a split from Egypt, but not from the Arab world and Pan-Arabism as a whole, meaning it does not detract from the overall convincingness, and so it is mostly convincing in its explanation.

Overall Passage B is more convincing in its explanation of the impacts of Pan-Arabism, due to its explanations of political ideological change and Iraq-Egypt divisions. Passage B is ~~weaker~~ in its assessment limited in how convincing it is in terms of the Palestinians in Pan-Arabism, however this is less of a limitation than Passage A's complete omission of the importance of Syria. In spite of its convincing explanation of radical political change that Passage A shares with Passage B, overall Passage B is more convincing in its explanation of the impacts of 6 Day War on the death of Pan-Arabism.

let to the death of Pan-Arabism

Section B

Question 2*

- 2*** 'The creation of the state of Israel was the most important turning point in the development of the Palestinian issue in the period from 1908 to 2011.' How far do you agree? **[25]**

This was a popular question. Candidates were able to focus on thematic paragraphs that were related to the development of the Palestinian issue.

At the top end, candidates used the creation of the state of Israel at the start of each paragraph before comparing it to two other turning points (in each paragraph). Successful responses were able to compare throughout the paragraph (this was a greater turning point than.. because..) and then assess at the end. The best conclusions assessed the creation of the state of Israel in each theme to reach a sustained judgement.

At the lower end of the mark range, candidates wrote about three turning points in total, either chronologically or as factors. Some candidates also neglected the factor in the question or compared one other turning point to it.

Centres should be aware that this style of question is not designed to assess whether two events were similar or not; it is about assessing change. Candidates should be encouraged, therefore, to come to a sustained judgement about the importance of the event in the question in relation to others; not whether it was like them. Finally, candidates who did not cover the whole period were not able to reach the higher levels.

Question 3*

- 3*** To what extent has the progress of Arabism been limited in the period from 1908 to 2011? **[25]**

This was answered by many candidates who successfully addressed themes relating to the progress of Arabism.

At the top end, candidates assessed three or four events within each paragraph, evaluating the level of progress in each area. Finally, responses in the top level contained interim assessments (or end of paragraph judgements) before writing a developed conclusion.

At the lower end of the mark range candidates approached their response either:

A - chronologically

or

B – were unable to compare events within thematic paragraphs.

Exemplar 2 was marked in Level 5. It is a good example of the call out point which follows; there needs to be a greater evaluation as to why there was similar progress.

Assessment for learning



Successful responses used the word 'similarly' and then explained the level of progress in each thematic paragraph (or lack of progress). Responses that were less strong did not develop the comparison – it is not enough to simply use the word 'similarly' without evaluation as to why there was change between time periods.

Exemplar 2

3	<p>Arab progress has developed ^{more} successfully socially socioeconomically ^{and in} in terms of religion throughout the time period. However it has encountered limitations through the Great Powers influence on geopolitics. Nevertheless, progress was still made overall hence it has been limited little.</p>
	<p>Arab progress has been the least limited socio-economically and experienced the most progress through its development of the oil industry. The most successful example of which being the amassed Saudi oil wealth which was developed the by the Saudi family throughout the 20th century, resulting in control of 1/3 of the World's oil and reserves of more than the USA and Japan combined. This also lends them political power and sway as shown in the 1973 oil embargo which as a retaliation to the Yom Kippur war. Similarly, in Iran Mossadeq's nationalisation of the oil industry during his rule 1951-53 helped growth the country's economy as before the Great Powers previously controlled 40% of their oil exports. This in turn improved social conditions. However due to the 1953 coup, this was short lived impact for Iran however acted as as a turning point for Arab Progress and Pan Arabism as it displayed the power Arab countries would have over the</p>

		<p>Great powers. Finally, the Shah's White Revolution in Iran 1963, led to greatly improved social conditions for example doubling the literacy rate of the country. All of these contribute to great Arab progress however it must be noted most evidence is from after the end of mandate in the Middle East as control from Britain and France led to less Arab autonomy and hence progress. Despite this, Arab progress continued to flourish socioeconomically throughout the time period but most clearly towards the later years.</p>
		<p>The Arab Arabism also progressed in terms of religious leadership and unification throughout unification through leadership. The most prominent example being the 1979 Islamic Revolution of Iran which acted as a turning point for Pan Arabism Islamism and overthrew the previously Westernised and secular leadership of the Shah. By imp This is shown to be popular through the referendum to institute an Islamic Republic with Ayatollah Khomeini as the leader and implement laws derived from the Quran such as lowering the legal age of marriage to 9. Although dramatic regime change was not seen throughout the Middle East, this pioneered the Pan Islam movement leading popular progress as the Islam was the dominant religion throughout the Middle East. Contrastingly, under Ataturk 1923-38, Turkey underwent policies of secularisation and</p>

3	<p>Westernisation through changes such as the implementation of the Latin alphabet and having Sunday as the main holy day despite as a majority Islamic population. Although these policies continued for throughout the 20th century, they many were overturned under the AKP party for example the overturning the headscarf ban for women in 2008. This allowed progress for the mainly Islamic country as evidenced in a study suggesting as 40% of women now to wear a headscarf headscarf. However, progress was limited to some extent by Saddam Hussein's Sunni Baathist government in a majority Shi'a country as this was not representative of the people of that country. This continued until his deposition in 2003 where the government was</p>
	<p>then dominated by Shi'a Muslims again however, this could have limited Arab progress especially as under Hussein, the Iraqis had to endure three wars with 1/3 of Iraqi children dying due to sanctions after the 1991 Gulf War. Overall, although Arab progress was somewhat limited this was during specific regimes typically affecting a singular country therefore there was still some religious Arab progress.</p>
	<p>Arab progress experienced the most limitations geopolitically, specifically through the interference of the Great Powers. This is experienced ^{consistently} throughout the time period ^{starting} from the mandates given by the League of Nations in 1920. Using these, Britain and France were able to instate puppet</p>

	<p>monarchies and governments using the Hashemite Dynasty and institute policies to ensure they kept economic power of oil and religious power through welfare policies. At For example, the controlling all of Jordan's oil exports and foreign policy. Even when the mandates ended around the 1940's and 1950's, the Great Powers still exerted control through exacerbating geopolitical conflict such as by ^{the USA} supporting Iraq and the USSR supporting Iran in the 1980-8 Iran-Iraq War which served to escalate the war and to limit Arab progress as it increased the time to recuperate economically after the war. This also increased Saddam Hussein's power resulting in</p>
	<p>the 1st and 2nd Gulf Wars in 1991 and 2003. However, there was some geopolitical progress such as through Nasser and his Pan Arab leadership which was politically successful in the 1956 Suez crisis in which he was seen as the "Hero of Arabs". This also resulted in the unification of the UAR from 1958-61 which further increased Arab socialism and resulted in the nationalisation of industries such as cotton, banks banks, press and transport in 1968 which increased the Arab economy. Overall, although there was progress through Nasser's Arab socialism, there was also major limitations geopolitically through the interference of the Great Powers experienced consistently throughout the time period.</p>

		<p>Arab progress has been the most successful in terms of social and economic control and the welfare which met the needs of their people and improved the Arab countries international standing, resulting in trade. Progress was also seen religiously and somewhat geopolitically however these were limited by regimes and interferences from the Great Power. Hence, Arab progress has been somewhat limited however still experienced positive change from the mandates to modern day.</p>
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Question 4*

4* 'Throughout the period from 1908 to 2011 minorities in the Middle East have been the victims of persecution.' How far do you agree? [25]

Several candidates answered this question. The majority of those who did approached the essay in terms of using themed paragraphs focused on the different minorities in the Middle East. This was successful, as long as the focus was on persecution and the reasons behind it.

At the top end, candidates assessed three or four examples within each paragraph, evaluating the level of persecution in each area. Successful responses used the word 'similarly' and then explained why the group had been persecuted (or not). Responses that were less strong did not develop the comparison – it is not enough to use the word 'similarly' without evaluation as to why there was change between time periods. For this question the stronger responses referred to two rulers that showed continuity and then two that made great change. Finally, responses in the top level contained interim assessments (or end of paragraph judgements) before writing a developed conclusion.

At the lower end of the mark range candidates approached their response either:

A - chronologically

or

B – were unable to compare within thematic paragraphs.

Some responses also were unable to explain why the groups were victims of persecution, simply listing what happened.

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