



GCSE MARKING SCHEME

SUMMER 2011

**HISTORY - OUTLINE STUDY
DEVELOPMENTS IN PALESTINE, ISRAEL AND THE
MIDDLE EAST, 1919-1991
4284/02**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2011 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 the paper as a whole. 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 |

PAPER 4284/02 – DEVELOPMENTS IN PALESTINE, ISRAEL AND THE MIDDLE EAST, 1919-1991

MARKING SCHEME

Question 1(a)

| | | | |
|-------------------------|---|-----|----------|
| <i>Target:</i> | <i>Comprehension of source material</i> | | |
| <i>Mark allocation:</i> | AO1 | AO2 | AO3 |
| 2 | | | 2 |

Question: **What does Source A show you about Palestinian refugee camps?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

People lived in makeshift tents/camps

Conditions were basic, lack of facilities

Camps were located on the borders of Israel / situated in Jordan

Question 1(b)

| | | | |
|-------------------------|--|----------|-----|
| <i>Target:</i> | <i>Selection of knowledge; understanding of key features</i> | | |
| <i>Mark allocation:</i> | AO1 | AO2 | AO3 |
| 4 | 2 | 2 | |

Question: **Describe the Law of Return and its effects.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]
Eg: a law allowing Jews to return to and settle in Israel.

LEVEL 2 **A more detailed and accurate description** [3-4]
Eg: answers will refer to the law of 1950 giving Jews the right to live in Israel and granting them citizenship. The law led to a dramatic rise in population - 700,000 more by 1951. There may be reference to kibbutzim and the development of the nation.

Question 1(c)

| | | | |
|------------------|---|----------|----------|
| Target: | Selection of knowledge; understanding of key concepts | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 6 | 2 | 3 | 1 |

Question: **Use Sources B and C and your own knowledge to explain why the views of some Arab leaders had changed by the 1970s.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus** [1-2]
Eg: Source B says that Arabs did not want peace with Israel whereas Source C says that Israel and Egypt signed a peace treaty recognising each others right to live in peace.

LEVEL 2 **Accurate answer which addresses the question:** [3-4]
Answers worth 3 marks will mostly describe
Eg. Source B says that the Arab states refused to recognise the newly created state of Israel for 30 years but by the 1970s attitudes were beginning to change.

Answers worth 4 marks will try to focus on the concept of change
Eg: answers will begin to explain why attitudes were softening by reference to Egypt's peace gestures leading to the Camp David Meeting.

LEVEL 3 **Answer which refers to both the sources and own knowledge to explain the concept of change** [5-6]
Eg: answers will show an appreciation of the reasons for changing attitudes of some Arab leaders. There may be reference to the views of PLO moderates who no longer aimed at removing the state of Israel and to the pivotal role of Sadat in pressing for peace with Israel following four costly wars culminating in the Camp David Agreements and the treaty of 1979.

There must be explicit reference to both sources in order to access Level 3.

Question 1(d)

| | | | |
|------------------|--|----------|-----|
| Target: | Selection of knowledge; analysis of key concepts | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 8 | 4 | 4 | |

Question: **How important was Jewish immigration in causing tension in Palestine between 1919 and 1939?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer, making few relevant points [1-3]

Eg: answers may refer to Jewish immigration to Palestine in the 1920s and 1930s through the ports of Haifa and Jaffa which was met with violence from the Arabs.

LEVEL 2 More detailed and accurate explanation, with an attempt at analysis / judgement, not fully sustained [4-6]

Eg: for 4 marks candidates will offer descriptive accounts of how Palestinian Arabs reacted to Jewish immigration with reference to violence in Jaffa, Hebron, the General Strike and the Arab Revolt.

for 5 marks candidates will offer a limited attempt to explain the issue for 6 marks they will offer a reasonable attempt to focus on the reasons for tension with reference to Jews buying up land and driving the Palestinians out and to increased immigration as a result of the arrival of Jews fleeing from Nazi Germany.

LEVEL 3 Detailed and accurate explanation which provides a reasoned judgement / evaluation; the answer addresses the thrust of the question [7-8]

Eg: candidates will build on L2 responses but with a sharper focus on the importance of immigration in causing tension in Palestine. There will be a greater attempt to explain and analyse the causes of tension with reference to the influence of the Supreme Muslim Council and the Arab held view that the British government was pro-Zionist and unsympathetic to the Arab cause.

Question 2(a)

| | | | |
|------------------|----------------------------------|-----|----------|
| Target: | Comprehension of source material | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 2 | | | 2 |

Question: **What does Source A show you about life on a kibbutz?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

Families live and work on agricultural settlements

There are armed guards

There may be reference to communal living/collective farms

Question 2(b)

| | | | |
|------------------|---|----------|-----|
| Target: | Selection of knowledge; understanding of key features | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 2 | 2 | |

Question: **Describe the Arab Revolt of 1936-39** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]
Eg: reference to an Arab uprising against British rule.

LEVEL 2 **A more detailed and accurate description** [3-4]
Eg: reference to the outbreak of organised rebellion and acts of sabotage together with attacks on British police barracks and on Jewish homes and synagogues. There may be mention of the brutal response of the British authorities and to the activities of Haganah and Irgun.

Question 2(c)

| | | | |
|------------------|---|----------|----------|
| Target: | Selection of knowledge; understanding of key concepts | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 6 | 2 | 3 | 1 |

Question: **Use Sources B and C and your own knowledge to explain why the attitude of some Palestinians towards Israel did not change much in the 1970s and 1980s.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources** [1-2]

Eg.: Source B says that Palestinians should rise up in the streets and attack their enemies. Source C shows street fighting on the West Bank.

LEVEL 2 **Accurate answer which addresses the question: Answers worth 3 marks will mostly describe** [3-4]

Eg. Source B is from a PLO Fatah leaflet which is calling for armed struggle against Israel.

Answers worth 4 marks will try to focus the concept of change

Eg.: answers will begin to explain the reasons for the continuing violence culminating in the Intifada and the view of some Palestinians that they would have to use their own methods especially on the West Bank and Gaza Strip.

LEVEL 3 **Answer which refers to both the sources and own knowledge to explain the concept of change** [5-6]

Eg.: answers will show how some Palestinians saw armed struggle as the only way of expressing their feelings. There may be reference to the situation in the occupied territories where Israeli troops routinely rounded up and arrested PLO suspects, the confiscation of Palestinian homes and increased Jewish development and military control and Israel's 'iron fist' policy.

There must be explicit reference to both sources in order to access Level 3.

Question 2(d)

| | | | |
|------------------|--|----------|-----|
| Target: | Selection of knowledge; analysis of key concepts | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 8 | 4 | 4 | |

Question: **How successful was Israel in developing as a society between 1948 and 1967?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer, making few relevant points** [1-3]
Eg: the Israelis worked hard to build their new country

LEVEL 2 **More detailed and accurate explanation, with an attempt at analysis / judgement, not fully sustained** [4-6]
Eg: for 4 marks candidates will offer descriptive accounts of the success of the kibbutz system
for 5 marks candidates will offer a limited attempted to explain the issue
for 6 marks they will offer a reasonable attempt to focus on the factors leading to 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 3 **Detailed and accurate explanation which provides a reasoned judgement / evaluation; the answer addresses the thrust of the question** [7-8]
Eg: candidates will build on L2 responses but with a sharper focus on the success of Israel in developing as a society. There will be a greater attempt to explain Israel's political, economic and social development but there will be analysis of the success of the development. Possible issues to gauge success 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 and economic growth, the influence of Jewish nationalism, the backing of rich and influential Jews and so on.

Question 3(a)

| | | | |
|------------------|----------------------------------|-----|----------|
| Target: | Comprehension of source material | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 2 | | | 2 |

Question: **What does Source A show you about conflict in the Middle East in 1973?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

Egyptian (and Syrian) troops crossing the Suez Canal into Syria - may add surprise attack

Use of tanks - may add Russian supplied

Building of a bridge to cross the Suez Canal - may refer to technology.

Question 3(b)

| | | | |
|------------------|---|----------|-----|
| Target: | Selection of knowledge; understanding of key features | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 2 | 2 | |

Question: **Describe the role of President Nasser in the Suez Crisis** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]
Eg: expect reference to his leadership of Egypt during the crisis and how he stood up to the Israelis, British and French.

LEVEL 2 **A more detailed and accurate description** [3-4]
Eg: answers will refer to Nasser's defiance of European powers, the nationalisation of the Suez canal in July 1956 and the use of the profits to build the Aswan Dam. There may be reference to the Israeli invasion and British and French intervention and how Nasser emerged as the hero of the Arab world.

Question 3(c)

| | | | |
|------------------|---|----------|----------|
| Target: | Selection of knowledge; understanding of key concepts | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 6 | 2 | 3 | 1 |

Question: **Use Sources B and C and your own knowledge to explain why British policy in Palestine had changed between 1939 and 1947** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; rambles off the point** [1-2]

Eg: Source B says that Britain would continue ruling Palestine whereas Source C shows British troops leaving in 1947.

LEVEL 2 **Accurate answer which addresses the question: Answers worth 3 marks will mostly describe** [3-4]

Eg. Source B shows the change in policy after the rejection of the Peel commission and how, following the Second World War, Britain decided to withdraw troops from Palestine as Source C shows.

Answers worth 4 marks will try to focus the concept of change

Eg: answers will begin to explain the problems the British government faced in trying to satisfy Jewish and Arab demands and how war in 1939 with the need to maintain oil supplies together with the international situation in 1947 led to Britain withdrawing from Palestine.

LEVEL 3 **Answer which refers to both the sources and own knowledge to explain the concept of change** [5-6]

Eg: answers will focus on the problems faced by the British government in Palestine by referring to the Arab Revolt, the rejection of the Peel Commission, the issue of the White Paper of 1939 together with post-war privations and pressure on Britain to hand over the mandate to the UN.

There must be explicit reference to both sources in order to access Level 3.

Question 4

| | | | |
|------------------|--|----------|-----|
| Target: | Selection of knowledge; evaluation of key concepts; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 10 | 4 | 6 | |

Question: **What have been main political developments in Palestine and Israel between 1919 and 2000?** **[10]**

LEVEL 1 **Brief, generalised, vague answers; poor quality of written communication** **[1-2]**
Eg: candidates may refer to wars between the two states.

LEVEL 2 **Apply the following framework:** **[3-5]**
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may focus on one or two events and concentrate on one group in one or more periods. Alternatively, candidates may provide a poor outline of events across the period.

LEVEL 3 **Apply the following framework:** **[6-8]**
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may focus on the development of Palestine and Israel across the period, including reference to the British Mandate, relations in the 1920's and 1930's, 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 1970's, the Intifada, and the breakdown of the peace process. There will be limited appreciation of variation in policy over time.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** **[9-10]**
Quality of written communication will be very good, with very few faults
Eg: candidates will provide a thorough outline 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. They may refer to 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.

Question 5

| | | | |
|------------------|--|----------|-----|
| Target: | Selection of knowledge; evaluation of key concepts; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 10 | 4 | 6 | |

Question: **How the lives of the people of Palestine and Israel change between 1919 and 2000?** [10]

LEVEL 1 **Brief, generalised, vague answers; poor quality of written communication** [1-2]
Eg: candidates may refer to how the Jews did well as a society while the Palestinians did badly.

LEVEL 2 **Apply the following framework:** [3-5]
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may focus on one group or provide a weak outline of the separate development of Israeli and Palestinian societies.

LEVEL 3 **Apply the following framework:** [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may focus on the social and cultural development of Palestine and Israel across the period, with reference to Jewish immigration in the 1920's and 1930's, 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 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** [9-10]
Quality of written communication will be very good, with very few faults
Eg: 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.

Question 6

| | | | |
|------------------|--|----------|-----|
| Target: | Selection of knowledge; evaluation of key concepts; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 10 | 4 | 6 | |

Question: **What have been the main reasons for bringing about conflict in the Middle East?** [10]

LEVEL 1 Brief, generalised, vague answers; poor quality of written communication [1-2]
Eg: candidates may focus on religion and the fight for land.

LEVEL 2 Apply the following framework: [3-5]
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may focus on one side in the conflict involving Arabs and Jews or on conflict in one or two periods.

LEVEL 3 Apply the following framework: [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may focus on riots and indiscriminate acts of violence in the 1920's, 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 An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage [9-10]
Quality of written communication will be very good, with very few faults
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 1990.