



GCSE MARKING SCHEME

SUMMER 2012

HISTORY – OUTLINE STUDY

**DEVELOPMENTS IN PALESTINE, ISRAEL AND THE
MIDDLE EAST, 1919 – 2000**

4284/02

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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 - 2000**

MARKING SCHEME

Question 1(a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Palestinian extremist organisations?** [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:
shows support/recruitment of young children
shows children marching/drilling
shows children arms training

Question 1(b)

<i>Target:</i>	<i>Recall and development of knowledge; understanding of key historical features</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
4	2	2	

Question: **Describe the actions of Jewish extremist groups in the 1940s.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1-2]

Eg: reference to Jewish attacks on Arab property and on British bases and communication points.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: there will be reference to the activities of the Irgun and Stern with more specific reference to guerrilla attacks on British bases, the bombing of the King David Hotel, execution of British soldiers, assassinations of Lord Moyne and Count Bernadotte and the massacre at Deir Yassin.

Question 1(c)

Target:	Recall and deployment of knowledge; explanation 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 tension between Jews and Arabs continued throughout the 1920s and 1930s.** [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 Jewish immigration led to violence between Jews and Arabs. Source C shows that violence continued in the 1930s during the Arab Revolt.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: Source B says that Jewish immigration increased in the 1920s leading to riots in the port of Jaffa and further trouble in Jerusalem and Hebron. Source C shows that there was continued tension in the 1930s during the General Strike and the Arab Revolt when Arabs attacked Jewish settlements.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: candidates will begin to explain why tension continued as Arabs argued that Britain was failing to control immigration which increased as Jews fled from anti-semitic Europe resulting in the General Strike and the Arab Revolt.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: there will be reference to Source B and the reasons for increased Jewish immigration with resultant violent clashes. There may be reference to the establishment and influence of the Jewish Agency and the activities of Haganah and to the Supreme Muslim Council. There may be reference to the view that the British government was pro-Zionist and unsympathetic to the Arab cause especially following the Peel Commission of 1937. There will be reference to the Arab Revolt and its brutal suppression by the British authorities.

Question 1(d)

Target:	Recall and development of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How successful were attempts to create a lasting peace in the Middle East between 1973 and 2000?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: not very successful because hatred remained and fighting continued.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3 - 4]

Eg: not very successful in that the problems remained. The refugee camps in the Occupied Territories became breeding grounds for Palestinian extremists with resultant acts of terrorism. There may be references to the Intifada.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: responses are likely to focus on the continuing problems between Jews and Palestinian Arabs and to attempts by moderate to ease tensions and seek a solution. There should be reference to the roles of Sadat and Arafat culminating in the Camp David Agreements and the rejection of attempts to create peace by extremists.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: responses will focus more sharply on attempts to achieve peace while considering varying degrees of success. There may be reference to the role of Arafat and his olive branch speech and to opposition from both Israeli and Palestinian extremists. There may be reference to the role of Sadat and Camp David and how, despite a framework for peace, the problem persisted. The role of the super-powers should be considered in the post cold war era in easing tension and how the situation was rocked by the Intifada and Israel's "iron-fist" policy. There may be mention of the Madrid Conference and the Oslo Accords and to how frustration at the slow pace of change led to Palestinian support for HAMAS.

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Palestinian protest in the late 1980s?** [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:

shows tension/violence on the streets

young Palestinian protestors

stone throwing

barricades

Credit reference to Intifada and troubles on the West Bank and Gaza

Question 2(b)

Target:	Recall and development of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe life on a kibbutz.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1-2]

Eg: candidates may refer to Israelis working together on farms for the common good; use of armed guards.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: candidates will offer a more developed response that focuses on a kibbutz as a self-contained, independent, communal, democratic unit based on Zionist principles.

Question 2(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain how life changed for the peoples of Israel and Palestine in the 1950s.** [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 the Israeli economy expanded and there were improvements in agriculture and industry whereas Source C says that after 1948, Palestinians were suffering in refugee camps.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: will focus on how, in Source B, the Israelis worked hard to build up their new country with references to kibbutzim and investment in industry whereas Source C describes the awful conditions in the refugee camps.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: will focus on the consequences of the 1948 war and to the contrasting political, economic and social fortunes of Jews and Palestinian Arabs.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: will focus more sharply on the differing experiences for Jews and Palestinian Arabs after 1948. There may be reference to Israel's industrial growth, "making the desert bloom", US financial aid, Jewish nationalism, and the desire to build a new state after the Holocaust. There will be a sharper contrast with the plight of Palestinian Arabs after defeat in 1948, the expansion of Israeli territory and displacement of Palestinian Arabs and the misery of life in the refugee camps with poor provision and discrimination.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was defeat in the Six Day War of 1967 significant in affecting the lives of the Palestinian Arabs?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: reference to Arab defeat and the need for revenge.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: reference to the significance of the war in terms of the impact of defeat and the need to learn from the lesson. There may be reference to the human cost of defeat and to the situation in the refugee camps in the occupied territories.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: reference to the impact of defeat and the need to update weaponry in line with US backed Israeli weapons and to the realisation that the Arab states were not strong enough to take on Israel. There should be reference to the catastrophe and the situation in the Occupied Territories and to moves to terrorism.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: there will be a greater attempt to explain and analyse the consequences of defeat. There may be reference to how the Palestinian Arabs became more hostile, blaming defeat on the US, Britain and other European powers while losing faith in the ability of the Arab states to defeat Israel together with a realisation that terrorism was the only answer. There may be reference to how the situation in the Occupied Territories became the central issue in Arab/Israeli relations for the next 40 years.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Palestine in 1919?** [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:
shows that Palestine was a League of Nations Mandatory
Palestine was under British rule
Palestine was surrounded by Arab states
other European countries were involved in the Middle East

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the events of the Yom Kippur War of 1973.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1-2]

Eg: Egypt attacked on Yom Kippur when many soldiers were on leave and the national army was on a religious holiday. The Israelis eventually won the war.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: Egypt and Syria led a surprise attack crossing the Suez Canal taking part of Sinai from Israel. Syrian tanks overwhelmed Israeli forces on the Golan Heights. The Israeli army mobilised, pushed the Syrians back and crossed the Suez Canal to cut off the Egyptian army. A ceasefire was called but the Yom Kippur war represented a military victory for the Israelis. Credit reference to "the oil card".

Question 3(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain how the involvement of the superpowers in the Middle East changed by the end of the 1980s.** [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 the USSR and the USA provided more weapons for Egypt and Israel whereas in Source C says that both sides wished to see an end to the conflict in the 1980s.

LEVEL 2 **Accurate answer begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: Source B says that after the Six Day War of 1967 the superpowers both stepped up their supply of weapons to Egypt and Israel but that the situation had changed after Yom Kippur as they sought to bring the conflict to an end. This is shown in Source C.

Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.

Eg: candidates will begin to explain how superpower involvement changed by referring to the easing of tensions after Yom Kippur and the roles of Sadat and Arafat leading to the Camp David Agreements.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: there will be a more focused attempt to explain how superpower involvement changed by referring to the pivotal roles of Sadat and Arafat culminating with the breakthrough at Camp David. There may be reference to US concerns about the oil weapon and to Kissinger's "shuttle Diplomacy" together with the collapse of communism in Europe and to the USSR's fading influence in the Middle East.

Question 3(d)

Target:	Recall and development of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: How important was the war of 1948 to the situation in the Middle East? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: It was a victory for the Israelis that seemed against the odds.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: largely descriptive accounts of the reasons for the Israeli victory in terms of organisation and planning while referring to the shortcomings of the Arab forces and the impact of defeat.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: there will be an attempt to explain the importance of the war of 1948. The focus will be on victory with the emphasis on military service and how the army helped shape the new nation as well as defend it. There should be reference to the reasons for Arab defeat and the refugee problem.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: there will be a clearer attempt to explain and analyse the psychological importance of victory for the Israelis and to the militarisation and economic development of Israel. There may be reference to Israel now controlling nearly 80% of what had been the British mandate in contrast to the reasons for Arab defeat and the subsequent "Palestinian catastrophe" leading to the displacement of upwards of one million Palestinians, the refugee problem and the growth of extremism.

Question 4

Target:	Recall and development of knowledge; analysis evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far did Palestine and Israel develop politically between 1919 and 2000?** **[10]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** **[1-2]**

The Level 1 descriptor for quality of written communication may be considered here.

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 change.

The Level 2 descriptor for quality of written communication may be considered here.

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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on the development of Palestine and Israel across the period, including reference to the British Mandate, relations in the 1920s and 1930s, 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 changes 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]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: candidates will provide a thorough outline of events and development 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 the peace settlement continuing search for Palestinian statehood and the impact of international terrorism.

Question 5

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How did Israeli and Palestinian society develop differently between 1919 and 2000?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

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 reference to issue of change.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

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 answer 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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on the social and cultural development of Palestine and Israel across the period, with reference to Jewish immigration in the 1920s and 1930s, 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 changes 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]**

The Level 4 descriptor for quality of written communication may be considered here.

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:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **What have been the most important factors in bringing about conflict in the Middle East between 1919 and 2000?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

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 change.

The Level 2 descriptor for quality of written communication may be considered here.

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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on riots and indiscriminate acts of violence in the 1920s, 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]**

The Level 4 descriptor for quality of written communication may be considered here.

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 British 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.