



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - OUTLINE STUDY
PALESTINE, ISRAEL & THE MIDDLE EAST, 1919-2000
4284/02**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 – PALESTINE, ISRAEL & THE MIDDLE EAST 1919-2000

MARKING SCHEME

Question 1(a)

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

Question: **What does Source A show you about Palestine in 1947?** [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:

Palestine was split into two proposed Jewish and Arab States
Jerusalem was Jewish state no longer in the proposed Arab state

Question 1(b)

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

Question: **Describe the British Mandate of Palestine of 1920.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: May refer to Britain being given control of Palestine and attempts to solve the problems of the country.

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

Eg: Answers may refer to the post-war League of Nations mandate for Britain to govern Palestine until the country was considered ready to take over its own affairs. There may be reference to the problems of ruling Palestine. Credit reference to reaction to the mandate after 1920.

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 Jewish population in Palestine changed in size between 1919 and 1939.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B shows that the Jewish population was much smaller than that of the Arabs, whereas Source C says that there were many more Jewish settlers in the 1930s.

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. Use 3 for general explanation.

Eg: Source B shows that Jewish immigration increased steadily in the 1920s, rising to 160,000 in 1929, whereas Source C says that immigration increased hugely in the 1930s and had reached 450,000 by 1939.

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

Eg: Answers will refer to the steady rise in Jewish immigration in the 1920s and possibly British policy in contrast to the huge increase in the 1930s as a result of many Jews seeking safety in Palestine because of Hitler's policies in Europe.

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: Answers will refer to the figures in Source B and explain that immigration was limited by the British government but rose steadily throughout the 1930s together with the Zionist aim to create and populate a Jewish homeland. This will be contrasted to Source C, which shows the huge increase in Jewish immigration, mainly as a result of Hitler's anti-Semitic policies which drove Jews out of Europe to escape persecution and to seek refuge. There may be reference to European and American financial aid and the attraction of obtaining farms and land.

Question 1(d)

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

Question: **Why was it difficult to achieve peace in the Middle East after 1973?** [8]

Use 0 for incorrect or irrelevant answers

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

Eg: There is much hatred between Jews and Arabs and both sides cannot live in peace.

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

Eg: Answers may say that terrorism remains an obstacle to peace with some mention of terrorist activities, e.g. hijackings and kidnapping. There may be reference to the Intifada.

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

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

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

Eg: There will be an attempt to discuss the continuing issues between Jews and Arabs as a consequence of the situation in the Occupied Territories and the refugee crisis with resultant acts of terrorism together with frustration at the lack of progress in the peace process. There may be an attempt to consider other obstacles to peace such as superpower involvement.

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

Eg: Responses will focus more sharply on the issue of terrorism as in Level 3 but there will be a greater attempt to analyse the damaging effect of acts of terrorism to Arafat's hope of gaining sympathy for the plight of Palestinian Arabs. There should be reference to attempts to create peace at the Madrid Conference and to the Oslo Accords and to how the slow pace of change, together with the lack of trust, led many Palestinian Arabs to switch support to more militant groups like HAMAS. There may be reference to the emergence of groups of fanatics resulting in bombings and other terrorist activities leading to Israel adopting a much harder line.

Question 2(a)

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

Question: **What does Source A show you about life in 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:
Shows people living in makeshift tents/camps.
Basic conditions, lack of facilities.
Camps situated in areas like Jordan.
Refugee camps were used in 1947.

Question 2(b)

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

Question: **Describe the Palestinian Intifada, 1987-1993.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Some reference to Palestinians taking to the streets and using violence.

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

Eg: It was a Palestinian uprising against Israeli rule in Palestine. The uprising began in a refugee camp and quickly spread. Action emerged from civil disobedience to violent resistance. There was street fighting on the West Bank and Gaza and over 300 Palestinians died.

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 life for some Palestinian Arabs remained difficult between 1967 and 1997.** [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 after 1967, the Jews took over Arab land and built settlements and Source C shows an Arab house on the West Bank being destroyed to make room for more Jewish settlements.

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. Use 3 for general explanations.

Eg: Source B says that following the Six Day War, the Israelis took over the West Bank, Sinai, Gaza and the Golan Heights and decided on military occupation, confiscation of Arab land and the building of Jewish settlements. Source C shows that thirty years on, little had changed and that Arab land was still being taken over to build 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: Source B says that most Israelis believed that military control of the Occupied Territories, the confiscation of Arab land and the building of Jewish settlements was essential to secure the areas. Source C shows that little had changed by the 1970s. There will be reference to the fact that, the Israelis still kept control of the West Bank and Gaza and Arab land continued to be taken over and homes destroyed in order to build more Jewish settlements.

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: Answers will focus on why life for some Palestinian Arabs remained difficult between 1967 and 1997. Source B says that the Israelis saw the need to secure the occupied territories following the gains of 1967 by confiscating Arab land and building Jewish settlements. Source C shows that, despite moves towards peace, the situation for some Palestinians remained unchanged. The Israelis continued to confiscate land, destroy Arab houses, built roads through Palestinian areas and create Jewish settlements. This had not been banned by the Oslo agreements and, following retaliatory acts of terrorism by Palestinians, it led to increased land confiscation in the 1990s.

Question 2(d)

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

Question: **Why did relations between Israelis and Palestinian Arabs change between 1948 and 1967?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: There was much hatred between Jews and Palestinian Arabs because Jews took land off the Arabs. This caused relations to change between 1948 and 1967.

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

Eg: Answers are likely to focus on the issue of land and territory but should also begin to look at factors that escalated tension such as the wars and their consequences and the harsh treatment of the Palestinians in occupied land.

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

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

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

Eg: There will be an attempt to explain the causes and effects of the war of 1948 in terms of the catastrophe, the loss of farms and land and condition in the refugee camps. There may be reference to the denial of Palestinian rights in contrast to the political, economic and social progress of the Israelis and how the situation was compounded by military defeat resulting in outbreaks of violence against Israelis and to reprisals.

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

Eg: Answers will include a greater attempt to explain and analyse the underlying causes of tension and hostility. There should be reference to the activities of the Fedayeen and to Israeli reprisals, the situation in the refugee camps which became breeding grounds for PLO terrorists, the seizure and military control of the Occupied Territories and to the confiscation of Arab land in order to build Jewish settlements. Credit answers which question whether relations actually changed or even got worse.

Question 3(a)

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

Question: **What does Source A show you about Israel in 1948?** [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 the creation of the State of Israel in 1948

Israel used the Star of David as a flag

that David Ben-Gurion became Prime Minister

that Israel respected Theodore Hertzl

Question 3(b)

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

Question: **Describe the Arab Rebellion of 1936 - 1939.** [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 description with up to two accurate points made.** [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, to the activities of Haganah and Irgun and to the Peel Commission..

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 the situation in the Middle East had changed by 1978.** [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, in 1973 the Arab forces attacked Israel on Yom Kippur, whereas Source C shows him in a meeting to create peace in 1978.

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 Arab forces tried to win back the lands lost in the Six Day War. After defeat in the Yom Kippur War of 1973, these were moves for peace. Source C shows Sadat, Begin and President Carter discussing peace at Camp David in 1978.

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

Eg: Source B says that Arab forces sparked off the Yom Kippur War in 1973. Allied with Syria, the Arab forces attacked Israel on Yom Kippur in 1973, which ended in another defeat. Sadat, now realising that Israel could not be defeated, sought peace. Source C shows a change in policy at the Camp David meeting with Begin and Carter in 1978 which led to the signing of a peace treaty.

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: The situation in the Middle East changed greatly by 1978. Source B says that war was the only means of retrieving the losses of 1967 and, allied with Syria, Arab forces attacked Israel on Yom Kippur in 1973. Although defeated, there was a political victory for Sadat which forced a change in American policy who became more friendly with the Arab states. There may be reference to the PLO's realisation that was had achieved little and to Sadat's realisation that Israel could not be defeated, resulting in his desire to seek peace. Source C shows how the situation had changed by 1978 at the Camp David meeting with Begin and Carter where a framework for peace was agreed which led to the signing of an Egyptian-Israeli peace treaty.

Question 4

| | | | |
|------------------|--|----------|----------|
| Target: | Selection of knowledge; evaluation of key concepts; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | SPaG |
| 13 | 4 | 6 | 3 |

Question: **How far did Palestine and Israel change politically between 1919 and 2000?** **[13]**

Use 0 for incorrect or irrelevant answer.

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

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

Eg: Answers 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: Answers 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: Answers 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

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: Answers 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.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

| Level | Performance descriptions |
|--|--|
| 0 | Candidates do not reach the threshold performance outlined in the performance description below. |
| <i>Threshold performance</i> 1 mark | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| <i>Intermediate performance</i> 2 marks | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| <i>High performance</i> 3 marks | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |

Question 5

| | | | |
|-------------------------|---|----------|----------|
| <i>Target:</i> | <i>Selection of knowledge; evaluation of key concepts; quality of written communication</i> | | |
| <i>Mark allocation:</i> | AO1 | AO2 | SPaG |
| 13 | 4 | 6 | 3 |

Question: **How far did Jewish and Palestinian society change between 1919 and 2000?** [13]

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: Answers 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: Answers 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: Answers 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 stateless ness of the Palestinian people, life in refugee camps, political isolation with the resort to terrorism. There will, however, be a limited attempt

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: Answers 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.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

| Level | Performance descriptions |
|--|--|
| 0 | Candidates do not reach the threshold performance outlined in the performance description below. |
| <i>Threshold performance</i> 1 mark | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| <i>Intermediate performance</i> 2 marks | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| <i>High performance</i> 3 marks | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |

Question 6

| | | | |
|------------------|--|----------|----------|
| Target: | Selection of knowledge; evaluation of key concepts; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | SPaG |
| 13 | 4 | 6 | 3 |

Question: **What have been the most important reasons for conflict in the Middle East between 1919 and 2000?** [13]

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: Answers 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 importance.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to importance.

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

Eg: Answers 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 importance.

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: Answers 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 Jewish extremism after the Second World War, 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 importance; recognition of the varying impact of factors; must build on very good chronological coverage[9-10]

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

Eg: Answers 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.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

| Level | Performance descriptions |
|--|--|
| 0 | Candidates do not reach the threshold performance outlined in the performance description below. |
| <i>Threshold performance</i> 1 mark | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| <i>Intermediate performance</i> 2 marks | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| <i>High performance</i> 3 marks | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |