



# **GCSE MARKING SCHEME**

**SUMMER 2014**

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

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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 AND THE MIDDLE EAST 1919-2000

## MARKING SCHEME

## Question 1(a)

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

Question: **What does Source A show you about Palestinians in 1989?** [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 young children protesting*

*Shows demonstrations on the streets*

*Shows a woman carrying the banned Palestinian flag*

*Credit references to the Intifada*

## Question 1(b)

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

Question: **Describe the UN Partition Plan of 1947.**  
**Use 0 for incorrect or irrelevant answers** [4]

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

*Eg: A plan to divide Palestine up into Jewish and Arab states based on population and land ownership.*

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

*Eg: Answers will refer to UNSCOP's recommendation to partition Palestine between Jews and Arabs allocating 57% of the land to the Jews who represented 30% of the population and to Jerusalem being controlled by an international force.*

**Question 1(c)**

<i>Target:</i>	<i>Selection of knowledge; understanding of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why the view of some Arab leaders towards Israel had changed by the late 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 there can never be peace and that Syria aimed to destroy Israel whereas Source C says that there should be peace.*

**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 the need is for war which broke out in June 1967 which resulted in defeat for the Arabs. Source C shows that by 1977 after another defeat in 1973, Sadat was tired of war and was prepared to push for peace.*

**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 begin to explain that in Source B Syria was very anti-Israel and went to war in 1967 which resulted in defeat, loss of land and military occupation. Source C shows that Sadat was weary of war and the realisation that war was not the answer and so appeared willing to make peace.*

**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 more sharply on the reasons for the change in views of Arab leaders. Source B shows the Anti-Israeli stance of Syria and how tensions were running high in the build up to war in June 1967. Defeat and military occupation compounded by the refugee problem made some Arab leaders begin to change their views. Defeat again in 1973 led Sadat to forge better relations with the USA and began moves for peace. Source C shows him speaking to the Israeli parliament about the need to deal with lost lands and the creation of a Palestinian state.*

**Question 1(d)**

<i>Target:</i>	<i>Selection of knowledge; analysis of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

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.** [1-2]

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

*Eg: Candidates will provide largely descriptive accounts of how Palestinian Arabs reacted to Jewish immigration with reference to violence in Jaffa, Hebron, the General Strike and the Arab Revolt. There will be a limited attempt to explain the issue*

**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 will focus more sharply 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 persecution.*

**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 build on Level 3 and there will be greater attempt to explain and analyse 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)**

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

Question: **What does Source A show you about the aims of the Irgun?** [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 the Irgun was prepared to use violence and terrorism*

*Shows that the Irgun was fighting for freedom and a homeland*

*Credit reference to fighting for an independent state*

**Question 2(b)**

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

Question: **Describe life in a Palestinian refugee camp after 1948** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Life was harsh. People lived in camps with little sanitation and drainage which led to disease.*

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

*Eg: Will describe the harsh conditions in the camps and the shortage of jobs and food. There may be reference to the work of UNRWA and how life improved slightly with the water and electricity and the building of schools.*

**Question 2(c)**

<i>Target:</i>	<i>Selection of knowledge; understanding of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why the lives of Israelis had changed by the mid-1960's** [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 1948 the economy was weak, the land barren and there was little trade whereas Source C says that by the mid 1960s the economy was booming and farming and industry had expanded rapidly.*

**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 after gaining independence there was no trade with neighbouring Arab states and the economy needed to be strengthened. Source C shows that there had been rapid expansions of agriculture and industry by the mid 1960s*

**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 begin to explain why life changed for the Israelis. Source B shows that newly created Israel experienced difficulties trading with Arab countries as shipping routes were now closed. By contrast Source C shows how the Israeli economy had grown rapidly by the mid 1960s as a result of investment and enterprise. There may be reference to the importance of US loans*

**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 more sharply on the reasons for change. Source B shows the economic problems faced by the newly created state of Israel. It says that much of the land was barren and there was no trade with Arab countries. Source C shows the dramatic development of agriculture and industry by the mid 1960s. There may be reference to the increase in population which provided a large workforce, foreign investment, the spread of farming settlements on the pattern of kibbutzim, the importance of Moshava and the irrigation of desert areas.*

**Question 2(d)**

<i>Target:</i>	<i>Selection of knowledge; analysis of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **Why was the war of 1948-1949 significant to the lives of many Palestinian Arabs?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Reference to Palestinians losing the war of 1948 and many becoming homeless*

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

*Eg: Candidates will provide largely descriptive accounts of the 1948 war, the loss of land and the conditions in the refugee camps.*

**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 will focus more sharply on the consequences of the 1948 war and the expansion of Israeli territory with reference to the death toll and the displacement of 750,000 Palestinians, a situation compounded by subsequent Jewish victories. They may describe the conditions in refugee camps and poor education provision and discrimination in the workplace.*

**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 build on Level 3 and there will be a greater attempt to explain and analyse the plight of Palestinian Arabs after 1948 as a consequence of Jewish victories. They may refer to Arab claims that Zionists consider Arabs in the Occupied Territories to be unworthy of equality and justice, and may discuss the lack of political representation leading to a growth in terrorism and the brutal suppression of the Intifada.*





**Question 3(c)**

<i>Target:</i>	<i>Selection of knowledge; understanding of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why British policy in Palestine changed between 1920 and 1947.** [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 Britain was to be responsible for Palestine and was to set up a Jewish national home whereas Source C could not solve the problems of Palestine and decided to withdraw and hand over to the UN.*

**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 First World War Britain was handed the mandate of Palestine with the responsibility of governing the country until it was ready to govern itself. Britain was to oversee the setting up of a Jewish national home while safeguarding the rights of Palestinians. Source C says that by 1947 the task had become too difficult and Britain planned to leave and hand over responsibility to the UN.*

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

*Eg: Answers will begin to explain the change in policy. Source B says that Britain was given the mandate of Palestine and was to lead it towards self-government whereas Source C says that by 1947 Britain was finding it increasingly difficult to govern Palestine because of opposition and violence from both Jews and Arabs. This together with the cost of maintaining troops there led to the decision to withdraw and hand over to the UN.*

**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 more sharply on the reasons for the change in policy. Source B says that was given the Mandate of Palestine to lead it to self-government while safeguarding the rights of all inhabitants. Source C shows that by 1947 Palestine had become ungovernable and the decision was made to withdraw and hand over control to the UN. There may be reference to the change in policy as a result of the Peel Commission, the need to maintain oil supplies, increased violence, the problem of increased Jewish immigration compounded by the cost of maintaining an army in Palestine at a time when Britain was trying to recover from war.*

**Question 3(d)**

<i>Target:</i>	<i>Selection of knowledge; analysis of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

**Question:** Why was the Yom Kippur War of 1973 significant 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: May refer to Israeli victory and territorial gains/ Arabs defeated*

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

*Eg: Candidates will provide largely descriptive accounts of the surprise attack during the festival of Yom Kippur and why the Israelis won owing to superior resources and tactics.*

**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 will focus more sharply with some attempt to evaluate the issue. There will be description of the surprise Arab attack during Yom Kippur and how, though victorious, Israel was given a 'wake-up call'. They may refer to how it raised Arab spirits and gave impetus to a peace settlement leading to the Camp David Accords.*

**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 build on Level 3 and there will be a greater attempt to explain and analyse the significance of the war. The Israelis occupied large areas of Syrian territory and how the war brought the Arab states closer together thereby restoring dignity and reviving Arab spirit. The superpowers both worked for a cease fire, neither wishing to become directly involved in a war with each other. The Russians foresaw a costly defeat while America feared an Arab ban on the export of oil. The 'oil weapon' led to a change in Israeli strategy and gave impetus to the Camp David Accords.*

## Question 4

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

**Question:** How successfully did Palestine and Israel develop 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: 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 little 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 developments across the period as in Level3, 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.*

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

<b>Level</b>	<b>Performance descriptions</b>
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

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

Question: **Did Jewish and Palestinian society develop equally 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: 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.*

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

<b>Level</b>	<b>Performance descriptions</b>
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
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Why was there 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: 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 war in 1948 and how they drove Britain to 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 2000.*

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

<b>Level</b>	<b>Performance descriptions</b>
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.