

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper P5 Period study

Option P5 Conflict in the Middle East, 1945–95

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question		
1		Explain two consequences of the Palestinian Intifada (1987–93). Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Israel responded to the Intifada by introducing the 'Iron Fist' policy, which drew international condemnation, damaging Israel's reputation.
- The Intifada led many Israelis to want to consider political alternatives to resolve the situation rather than the military occupation of the West Bank and Gaza.
- The Intifada led many Palestinians to join new groups instead of supporting the PLO, which made Arafat change tactics to re-establish leadership of the Palestinians.
- The Israeli economy suffered due to the cost of maintaining security during the Intifada and the effects of the Palestinian boycotts.

<table>
<tr><td colspan="2">Question</td><td></td></tr>
<tr><td colspan="2">2</td><td>Write a narrative account analysing the key developments in the Palestinian issue in the years 1970-72.

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You may use the following in your answer:
• PFLP airplane hijacks (1970)
• Munich Olympics (1972)
You must also use information of your own.

Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].
AO2: 4 marks.
AO1: 4 marks.</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–2</td><td>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]
• Limited knowledge and understanding of the events is shown. [AO1]</td></tr>
<tr><td>2</td><td>3–5</td><td>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]
• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</td></tr>
<tr><td>3</td><td>6–8</td><td>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]
• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]
No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</td></tr>
</table>

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The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The PFLP decided to attack international targets outside of Israel to draw attention to the Palestinian issue by hijacking foreign airplanes.
- Due to King Hussein's fear of foreign intervention in response to the hijackings, the PLO were expelled from Jordan and set up new headquarters in Beirut.
- The 'Black September' organisation targeted the 1972 Munich Olympic Games for a terror attack, which resulted in nine Israeli athletes being killed.
- Golda Meir, Israel's Prime Minister, ordered attacks on Syria and Lebanon as an act of revenge for the attack at the Munich Olympics.
- In late 1972, the Israeli security organisation, Mossad, started to track down and assassinate members of 'Black September' as a deterrent to future terrorist attacks.
- By the end of 1972, international attention was more clearly focused on the Palestinian issue and pressure was being brought on the UN to take action.

Question		
3		Explain two of the following: • The importance of UN Resolution 181 for the creation of Israel. • The importance of the Law of Return for the development of the state of Israel. • The importance of Kissinger's 'shuttle diplomacy' for diplomatic negotiations in the Middle East. Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

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The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of UN Resolution 181 for the creation of Israel.

Relevant points may include:

- The UNSCOP report recommended a division of Palestine and the creation of both a Jewish and Arab state, to which the UN agreed in November 1947, suggesting Israel would become an internationally recognised state.
- Under the Resolution, the Jewish state would receive over half of Palestine. This caused resentment and contributed to the rejection of the Resolution by the Arab community, which led to Jewish determination to create the state of Israel unilaterally.
- The Resolution provided Britain with the opportunity to end the British Mandate, opening the door to accelerate the establishment of an independent Jewish state.
- The Resolution was considered by the Jewish community in Palestine to be a legal basis for the establishment of the state of Israel.

The importance of the Law of Return for the development of the state of Israel.

Relevant points may include:

- The Law of Return encouraged more Jews from around the world to become Israeli, resulting in the population of Israel almost doubling by the early 1950s.
- Israel became divided between Jews who came from Europe, who often held positions of importance in the society, and those who arrived from African and Arab states, who often felt excluded, which caused tension and even riots between the two groups.
- The diverse backgrounds of the new immigrants resulting from the Law of Return meant the Israeli government tried to assimilate the new arrivals in order to ease tension in the country, for example by using methods such as teaching Hebrew.
- The Law of Return allowed the IDF to increase in size as all Jewish citizens, including those who had immigrated to Israel, had to serve, thus providing Israel with a professional defence force.

The importance of Kissinger**'s 'shuttle diplomacy'** for diplomatic negotiations in the Middle East.

Relevant points may include:

- The Arab states and Israel refused to hold direct negotiations so the US Secretary of State, Henry Kissinger, acted as intermediary between Israel, Syria and Egypt in an attempt to bring about peace.
- Kissinger was able to apply pressure to Israel by threatening to withdraw the US aid Israel received and managed to get them to agree to withdraw troops from the Suez Canal and Golan Heights.
- Kissinger persuaded Egypt and Israel to withdraw from the Suez Canal and allow a UN peace-keeping force to be established, which then meant the Canal could be cleared and reopened.
- Kissinger's 'shuttle diplomacy' resulted in both the Egyptians and Israelis agreeing to settle future conflicts by diplomacy rather than warfare.

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