

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Question		
1		Explain **two** consequences of Syria's support for Fatah in the years 1964-67. **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:

- Fatah was able to launch over 100 raids against Israel between 1965-67 due to the support Syria provided.
- The Syrian-sponsored raids on Israel led to the growth in popularity of Arafat amongst many Palestinians, which made Fatah a bigger threat to Israel, thus creating more tension.
- Israel retaliated every time a Fatah raid was launched, making countries like Jordan and Lebanon unwilling to support Arafat in the way Syria did.
- Syrian support for Fatah increased tension with Israel directly, with warnings from Israel to stop supporting Palestinian attacks, which was significant in the build-up to the Six Day War.

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Question		
2		Write a narrative account analysing the key developments in the negotiations between Israel and the Palestinians in the years 1993-95. You **may** use the following in your answer: • Arafat • Oslo II (1995) 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.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• 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]
2	**3–5**	• 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.*
3	**6–8**	• 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.*

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.

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:

- In 1993, the Israeli leader, Rabin, was willing to hold talks with PLO leader, Arafat, as long as they were held in secret.
- Secret talks were held in Oslo, Norway, in 1993, in which Arafat rejected the use of terrorism and recognised the right of Israel to exist and Rabin recognised the PLO as the representative of the Palestinian people.
- When Arafat and Rabin met in Washington to sign the Oslo Accords both leaders shook hands for the first time, with the agreement including the establishment of the Palestinian National Authority, which was to be implemented over the next five years.

- When the leaders met in 1995 for the Oslo II Accord, negotiations resulted in an agreed phased transfer of control of territory from Israel to the PNA.
- The division of the West Bank was unpopular with many Palestinians, especially Hamas, as Israel still had control of large areas.
- The assassination of Rabin, two months after the Oslo II Accord, by an Israeli who opposed any territorial concessions with the Palestinians, saw a breakdown in the peace process.

Question		
3		Explain **two** of the following: • The importance of territorial changes in the aftermath of the 1948-49 war for Palestinians. • The importance of the PFLP airplane hijacks (1970) for international attitudes towards the Palestine issue. • The importance of the Yom Kippur War (1973) for Israel's relations with Egypt. **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

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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

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 territorial changes in the aftermath of the 1948-49 war for Palestinians.

Relevant points may include:

- The territorial changes resulted in over 700,000 Palestinian Arabs fleeing into the Jordanian-controlled West Bank, the Egyptian-controlled Gaza Strip and neighbouring states.
- The territorial changes as a result of the war meant the Arab state proposed in the 1947 Partition Plan was no longer viable.
- The Palestinian Arabs no longer had a land of their own and were denied citizenship in most other Arab states, in order to justify the Palestinians' need for a 'right to return' to their homeland.
- Palestinian Arabs who had lost their homes and their land with the territorial changes, faced poor conditions, overcrowding and poor sanitation in refugee camps, while the local economy collapsed.

The importance of the PFLP airplane hijacks (1970) for international attitudes towards the Palestine issue.

Relevant points may include:

- Media coverage of the PFLP's campaign of hijacking planes on international flights forced foreign governments to take notice of the Palestinian question.
- The hijacking of foreign planes and destroying them at Dawson's Field highlighted to the rest of the world the conditions under which Palestinian refugees were living.
- King Hussein of Jordan feared Israeli reprisals due to the attacks by the PFLP and expelled the PLO from Jordan.
- The attacks made the world aware that the conflict over Palestine was no longer contained within the Arab world and international pressure to find a solution increased.

The importance of the Yom Kippur War (1973) for Israel's relations with Egypt.

Relevant points may include:

- Israel was forced into negotiations for peace with Egypt, due to the USA's realisation of the power of the 'oil weapon' as a result of the war.
- Sadat was now seen as a strong leader in the Arab world who could push for his policy of 'peace for land' in future negotiations, after Egypt had demonstrated Israeli forces were not invincible.
- Sadat used the war to force Israel into negotiations after years of stalemate, enabling the clearing of the Suez Canal and the beginning of peace talks, culminating in the Treaty of Washington (1979).
- Despite Israel gaining land in both Syria and Egypt, the war demonstrated Israel's dependence upon the USA for support, which made it willing to trade land for peace.

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