

Mark Scheme (Results)

Summer 2023

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.

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 the terrorist attack at the Munich Olympics. 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:

- The terrorist attack by the 'Black September' organisation gained worldwide publicity and raised international awareness of the Palestinian cause.
- The attack at the Olympics increased international criticism of the PLO, many labelling the whole organisation a terrorist organisation.
- Israel responded to the attack in Munich with air attacks on Lebanon, where the PLO had set up their headquarters the previous year.
- Israel established 'Operation Wrath of God' to hunt down those responsible for the attack, which lost some of the support Israel had gained due to the nature of the attack in Munich.

Question		
2		Write a narrative account analysing the developments in Israel in the years 1949-54. You may use the following in your answer: • territory • Israeli Defence Forces (IDF) 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:

- As a result of the war of 1948-49, Israel gained an extra 25% of territory than was proposed under the Partition Agreement.
- Israel intended to defend the new state by making the Israeli Defence Forces (IDF) the cornerstone of security measures, with increased spending on their military budget and the introduction of conscription.
- Palestinian Arabs who left Palestine during the war were not permitted to return and Palestinian fighters made attempts to attack the new state by infiltrating from the West Bank and Gaza. These attacks were met with Israeli retaliation.

- To increase the population of Israel to counter further threats, the 'Law of Return' was passed, which confirmed the right of every Jewish person to permanent settlement in the new state of Israel, encouraging immigration.
- In order to strengthen its position in the Middle East, Israel gave Jewish immigrants the immediate right of citizenship, dramatically increasing the population.
- By 1954, the increase in the Israeli population placed strain on resources and made Israel look for ways to expand its water supplies, which became a major source of tension with its Arab neighbours.

Question		
3		Explain two of the following: • The importance of conflicting interests of Jews and Arabs for the end of the British Mandate. • The importance of the oil crisis (1973-74) for diplomatic negotiations in the Middle East. • The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO). 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 conflicting interests of Jews and Arabs for the end of the British Mandate.

Relevant points may include:

- The Holocaust increased international support for Jewish demands for the establishment of a Jewish homeland in Palestine, which increased pressure on the British to change their policy of not partitioning Palestine.
- In order to establish a Jewish state, the Zionist conference in 1945 declared that Jewish organisations would carry out opposition to British rule in Palestine in the form of attacks on British interests, designed to sway public opinion in Britain to withdraw.
- Palestinian Arabs' fear of a major increase in Jewish immigration, meant they demanded the British enforce the limit of 1,500 Jewish immigrants a month, which led to negative publicity for the British and demands to end the Mandate from the British public.
- Unable to protect the rights and interests of the Palestinian Arabs, who were furious over not being granted independence previously, the British turned to the United Nations to provide a solution, which would end the Mandate.

The importance of the oil crisis (1973-74) for diplomatic negotiations in the Middle East.

Relevant points may include:

- US fear of an oil shortage led them to pressure Israel to accept a ceasefire and end the Yom Kippur War.
- The oil crisis demonstrated that the OPEC states, such as Saudi Arabia and Iraq, were able to work together to apply pressure for Israeli concessions.
- It was clear that the West was dependent upon oil and therefore the USA could not afford to offend Arab countries for fear of future embargos, leading to a willingness to negotiate with Arab states during the 1970s.
- Use of the 'oil weapon' caused economic recession resulting in Kissinger's diplomacy missions to negotiate a resolution of problems in the Middle East to bring an end to the oil embargo.

The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO)

Relevant points may include:

- The attack on the city of Beirut resulted in the PLO agreeing to be moved from Lebanon in order to prevent further loss of civilian life, with new headquarters set up in Tunis, reducing its threat to Israel.
- Despite the expulsion of the PLO from Beirut, Israeli troops remained in southern Lebanon, to establish a buffer zone, preventing any remaining members of the PLO from crossing the border to Israel.
- Attacks on refugee camps resulted in condemnation of Israel amongst the international community, bringing attention to the PLO cause.
- The PLO lost authority amongst many Palestinians with the emergence of the Shiite militant movement, Hezbollah, who were fiercely anti-Israeli and would continue to confront Israel.

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