Mark Scheme (Final)

Summer 2025

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.

P5 Period study: Conflict in the Middle East, 1945–95

Question		
1(a)		Explain **one** consequence of the bombing of the King David Hotel (1946). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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 attack on the King David Hotel increased the cost of security, contributing to the British decision to end the mandate in Palestine and hand responsibility to the UN.
- As a result of the bombing, Palestinian Jews were subjected to greater security checks, such as mass arrests and military curfews.
- The perceived success of the King David Hotel bombing encouraged the Irgun to carry out more attacks against British forces, in the hope of ending the mandate.

Question		
1(b)		Explain **one** consequence of the territorial changes following the 1948-49 Arab-Israeli war. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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 number of Palestinian refugees increased, particularly in the Gaza Strip and the West Bank.
- Israel rearmed, with the establishment of the IDF, in response to potential Palestinian attempts to regain occupied territory.
- The territorial changes increased the size of Israel, providing greater security for Israel.

Question		
2		Write a narrative account analysing the key developments of the PLO in Lebanon in the years 1970-82. You **may** use the following in your answer: • the expulsion of the PLO from Jordan (1970) • Israel's 'Operation Peace for Galilee' (1982) 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]
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 that do not address three or more aspects of content.*

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 response to Black September in 1970, the PLO was expelled from Jordan by King Hussain, setting up headquarters in Lebanon.
- In Lebanon, the PLO formed connections with the 400,000 Palestinian refugees by providing support with things such as schools for refugees in Lebanon.
- The PLO was dominant in southern Lebanon, often referred to as 'Fatahland', which allowed cross-border attacks on Israel and subsequent reprisals by Israel.
- The Lebanese government ordered the predominantly Christian army to take back control of the south from the PLO, resulting in civil war, with Lebanese Muslims supporting the PLO.
- The continued attacks by the PLO on Israel led to Israeli invasions of Lebanon in 1978 and 'Operation Galilee' in 1982.
- Israel bombed Beirut, leading to the intervention of the USA to evacuate Arafat and the PLO from Lebanon to Tunisia.

Question		
3		Explain **two** of the following: • The importance of Nasser for tension in the Middle East in the years 1955-63. • The importance of the Six Day War (1967) for Israel's security. • The importance of the Israel-Jordan peace treaty (1994) for peace 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

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 Nasser for tension in the Middle East in the years 1955-63.

Relevant points may include:

- Nasser championed Arab nationalism, which encouraged the removal of Western influence, increasing tension with Western powers.
- The securing of Soviet weaponry by Nasser made Israel think war with Egypt was inevitable and increased tension.
- Nasser was seen as the hero of the Arab world due to the Egyptian victory during the Suez Crisis (1956), prompting a more unified Arab world against the West and Israel.
- Syria's request to Nasser to merge Syria with Egypt to create the United Arab Republic in 1958, as a first step to unite all Arabs, increased tensions over security in the Middle East.

The importance of the Six Day War (1967) for Israel's security.

Relevant points may include:

- Israel's use of advanced weaponry during the Six Day War (1967) demonstrated that Israel had become the dominant military power in the Middle East.
- The IDF set up a military occupation of the West Bank that created a buffer zone between Israel and Jordan, making Israel's borders more secure.
- The Israeli military control of the Golan Heights meant Syria could not fire artillery at villages in northern Israel.
- The IDF control of Sinai forced Egypt to accept a ceasefire and so created a huge buffer zone between Israel and the Egyptian army.

The importance of the Israel-Jordan peace treaty (1994) for peace in the Middle East.

Relevant points may include:

- The willingness of King Hussain, as only the second Arab leader to recognise the state of Israel, signified the potential for improved relations in the Middle East.
- The Treaty clearly defined the borders of Israel and Jordan, ending Israeli claims that Jordan was a part of Palestine.
- Both Israel and Jordan agreed to not enter the other's land and to co-operate against terrorism, which helped improve relations in the short term.
- The treaty was unpopular with other groups, such as Hezbollah, who remained hostile towards Israel.

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