



GCE

History A

Y321/01: The Middle East 1908–2011: Ottomans to Arab Spring

Advanced GCE

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

Section A Mark Scheme

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of Nasserism and Pan Arabism. In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A emphasises that there were weaknesses in Nasserism. • In evaluating Interpretation A, answers might argue it is valid because appeal for Nasserism was short-lived. • Answers might argue that Interpretation A is valid as Egypt lacked the military power to sustain its position, shown in wars against Israel. • Answers might argue that Interpretation A is valid because the UAR lasted only until 1961 and there was disillusionment in Syria. • Answers might argue that Interpretation A is valid because there was dislike of Nasser's Arab socialism. • Answers might argue that Interpretation A is valid because other Arab leaders were unhappy about the domination of Egypt. • Answers might argue that Interpretation A is not valid because only Iraq was able to join the Baghdad Pact because of the appeal of Nasserism in other Arab states.	30	• No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

			In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that Nasser was the champion of Arab nationalism and had a wide appeal. • In evaluating Interpretation B, answers might argue that it is valid because Nasser used the 'Voice of the Arabs' to reach millions within the Arab world often against the wishes of Arab governments. • Answers might argue that it is valid because Nasser's main aim was to preserve the power of Egypt. • Answers might argue that B Interpretation is valid as Nasser's radio message appealed to all classes, particularly with his anti-Western rhetoric. • Answers might argue that the Interpretation is valid because only Iraq was able to join the Baghdad Pact. • Answers might argue that the Interpretation is not valid because of the military weakness of Egypt and the collapse of the UAR.		
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Section B Mark Scheme

Question			Answer	Mark	Guidance
2*			‘Defending their economic interests was always the most important aim of the Great Powers in the Middle East in the period from 1908 to 2011.’ How far do you agree with this view? In supporting the hypothesis in the question, it might be argued that securing and expanding trading links was important, particularly the issue of oil. • Answers might consider the strategic reasons of securing oil supplies. • Answers might consider the desire to secure oil supplies following the invasion of Kuwait by Saddam Hussein. • Answers might consider the patrolling of the Persian Gulf during the Iran-Iraq war. • Answers might consider Britain controlling the oil-fields in Iraq and Iran. • Answers might consider the maintenance of troops in the region to defend economic interests. • Answers might consider the desire to secure stable states to secure trade and oil supplies. In challenging the hypothesis in the question, answers might argue that in the first part of the period Britain and France were the major powers and Britain was particularly concerned about securing the route to India, therefore controlling the Suez Canal. • Answers might consider the upholding of the Balfour Declaration and League of Nations mandate to establish a Jewish state.	25	• No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		• Answers might consider the USA's concern to limit Russian influence in the area, which became an issue after Suez. • Answers might consider the desire of the USA to maintain the support of Egypt • Answers might consider the desire of the USSR to spread its influence and secure allies. • Answers might consider how the USA became involved to support the state of Israel. • Answers might consider that the USA supported Israel to show the superiority of its ally. • Answers might consider the US concerns about the region for its war on terror. • Answers might consider the desire to assert great power status. • Answers might consider the desire to ensure friendly governments were in power.		
3*		Assess the reasons why there has been so much conflict between Zionists and Palestinians in the period from 1908 to 2011. In arguing that control over land has been the main reason throughout the period answers might consider Palestinian attitudes towards the West Bank and Gaza. • Answers might consider the determination of Zionists and Israeli leaders to establish an Israeli state and then expand for security purposes. • Answers might consider the development of Jewish settlements in the occupied territories. • Answers might consider the attitude of Israeli leaders to Jewish settlements in the occupied territories. • Answers might consider the Balfour declaration and the UN Partition plan.	25	• No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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		In challenging the hypothesis in the question, answers might argue that other issues are more important. • Answers might consider the desire by both Zionists and Palestinians to control Jerusalem. • Answers might consider the refugee problem. • Answers might consider the actions of groups such as the PLO and Arab states. • Answers might consider the use of terrorist methods by some Palestinian groups which hardened Israeli attitudes. • Answers might consider the actions of extremists who were determined to destroy the peace process. • Answers might consider the issue of water and the conflict over resources.		
4*		'The Sunni and Shi-a divide was the most important cause of religious tensions in the Middle East in the period from 1908 to 2011.' How far do you agree? In supporting the hypothesis in the question, it might be argued that the divisions are long-standing and remained throughout the period. • Answers might consider how it has caused tension in both Iraq and Syria. • Answers might consider how the divisions have fuelled conflict in Syria and Iraq. • Answers might consider how the religious tensions fuelled war between Iraq and Iran. • Answers might consider the conflict between Muslim Brotherhood and Shia in various states. In challenging the hypothesis in the question, answers might argue that other religious tensions had a greater impact.	25	• No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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			• Answers might consider the divide between Jews and Muslims (Arabs) was the greatest cause of religious tension. • Answers might consider the desire of Jews and Muslims to control Jerusalem which led to riots in 1929 and the second Intifada in 2000. • Answers might consider the desire of some to create an Islamic state in Iran. • Answers might consider the religious tension created by Iran's desire to spread its Islamic revolution. • Answers might consider the impact of the defeat of Saddam Hussein on the position of the Shia in Iraq. • Answers might consider the conflict between Zionists and Palestinians. • Answers might consider that issues over religion are inseparable from ethnicity and political ideology.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.
	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>

	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

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