

Sample assessment materials for first  
teaching September 2016

Paper 2: **Period study** and British depth  
study (1HI0/28 and 29)

Part A: Period study options

**Options 28/29: Conflict in the Middle  
East, 1945–95**



## Part A: Period Study: Conflict in the Middle East, 1945–95

Question		
<b>1</b>		<p>Explain <b>two</b> consequences of the continued dispute over the Suez Canal, 1967–73.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks.</p> <p><b>AO1:</b> 4 marks.</p> <p><b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Egypt would not allow Israeli ships through the Canal and therefore Israel would not allow Egypt to clear sunken ships from the Canal; this affected the safe passage of other ships and trade of all nations that normally used the Canal.</li> <li>• Israel occupied Sinai and would bombard Egyptian cities along the Canal; the result of this was intermittent fighting, which was costly for both Israel and Egypt in terms of men and equipment.</li> <li>• The continued conflict placed Nasser in a difficult position – he could not protect Egyptian cities or dislodge the Israelis and he did not receive help from other Arab states.</li> <li>• When Anwar Sadat (1970) wanted to clear the Canal and rebuild Egyptian cities, he worked with Saudi Arabia to plan a new attack on Israel in 1973.</li> </ul>		

Question	
2	<p>Write a narrative account analysing the key events of 1945–48 that led to the creation of Israel.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the attack on the King David Hotel (1946)</li> <li>• the UN vote on partition (1947)</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2];  Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.</p>

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### 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:

- British policy of limiting Jewish immigration and keeping the peace between Jews and Arabs increased tension in the Middle East.
- In 1945, the Zionist Conference brought about a policy of active opposition to British rule and so the Haganah (defence force) was ordered to cooperate with the Stern Gang and the Irgun.
- A series of attacks were made on British military bases and personnel from April 1946, including the attack on the King David Hotel, placing increasing pressure on the British to leave.
- In 1947, the ship 'Exodus' was forced to return to Europe, carrying 4500 Jewish refugees; this was widely criticised and there was much sympathy for the Jews.

- Britain requested help from the UN, which set up a Special Committee on Palestine (UNSCOP) and recommended partition in November 1947.
- Fighting broke out in Palestine, some Arabs left voluntarily but others were forced out, for example in the Jewish attack on the village of Deir Yassin in April 1948.

Question		
<b>3</b>		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the Cairo Conference (1964), for the Arab states in the years 1964–73.</li> <li>• The importance of the Munich Olympics (1972) for international attitudes towards the Palestinian problem.</li> <li>• The importance of President Sadat’s visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks.  <b>AO1:</b> 8 marks.  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p><b>The importance of the Cairo Conference (1964) for the Arab states in the years 1964–73</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cairo Conference was important because it showed a change of policy from the Arab states, which were prepared to take joint action against Israel.</li> <li>• The fact that Egypt called the conference was important as it reinforced the perception of Egypt as the leading Arab state.</li> <li>• The conference was important in the way Nasser showed an ability to manipulate the situation, presenting an Israeli plan to divert the River Jordan as a wider threat to all Arab states.</li> <li>• The conference highlighted the issue of Palestinian land and refugees and the support of the Arab states for their demands because the PLO was set up.</li> </ul>		

### **The importance of the Munich Olympics (1972) for international attitudes towards the Palestinian problem**

Relevant points may include:

- A clear policy of resistance to terrorism from both the Israeli and German governments showed that the authorities did not intend to allow their policies to be influenced by terrorism.
- The Olympics are a high-profile sporting event, and so the Black September attack was headline news around the world and highlighted the Palestinian issue.
- Public opinion was shocked at the way a dispute over events in the Middle East made societies in Europe vulnerable to terrorism.
- This highlighted the issue of Palestine and the demands of the PLO, bringing international pressure to attempt a solution.

### **The importance of President Sadat's visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79**

Relevant points may include:

- This was the first official Arab recognition of the state of Israel, which opened the possibility of reaching a solution to problems through negotiations.
- His trip to Israel showed personal bravery and a willingness to trust Israel. This set a precedent, which Begin then matched by visiting Egypt.
- Sadat spoke directly to the Israeli parliament, making this more than a personal rapprochement; this would be reported in the media, signalling a willingness to improve relations with the government and people of Israel.
- The relationship was the beginning of cooperation between the two leaders, which was further developed when they both went to the US to meet President Carter in 1978, and cemented by the Treaty of Washington in 1979.