



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - OUTLINE STUDY
DEVELOPING RELATIONS IN PALESTINE, ISRAEL
AND THE MIDDLE EAST, 1919-2000
4373/02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

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UNIT 3: OUTLINE STUDY

DEVELOPING RELATIONS IN PALESTINE, ISRAEL AND THE MIDDLE EAST,
1919-2000

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main events of the Arab Rebellion, 1936-1939.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1]

Eg: Answers will say that it was an Arab uprising against British rule.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers will refer to a national uprising by Palestinian Arabs demanding independence and an end to British rule and organised rebellion and acts of violence.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to the uprising against British rule and plans for partition and reference to the outbreak of organised rebellion and acts of sabotage together with attacks on British police barracks and on Jewish homes and synagogues. There may be mention of the brutal response of the British authorities and to the activities of Haganah and Irgun.

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why British policy in Palestine changed between 1939 and 1947.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A says that there would be no Jewish state and no partition whereas Source B shows the UN plan to partition Palestine into Jewish and Arab states.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A says that the British government was working towards creating a state where Jews and Arabs would share in government whereas Source B shows that Britain had handed over control to the UN who planned to partition Palestine into two separate states. This happened because Britain was unable to satisfy the demands of both Jews and Arabs.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A says that Britain aimed to meet the demands of both Jews and Arabs with plans for power sharing in an independent state whereas Source B shows that the UN proposed to partition Palestine and create two separate states. Answers will begin to consider the problems the British government faced in trying to satisfy Jewish and Arab demands with resultant acts of violence and how war in 1939, with the need to maintain oil supplies together with the international situation in 1947, led to Britain withdrawing from Palestine.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the problems faced by the British government in trying to deal with the demands of both groups with an ambitious plan to create an independent state with power sharing as is clearly shown in Source A. British policy had changed by 1947 when it was decided to hand over the mandate to the UN who proposed to partition Palestine and create two states as is shown in Source B. Answers at this level will refer to the problems faced by the British government in Palestine by referring to increased tension and violence, the rejection of the Peel Commission, the issue of the White Paper of 1939 together with post-war privations and pressure on Britain to hand over the mandate to the UN.

Question 1 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How significant was the growth of Palestinian terrorism as an obstacle to peace in the Middle East after 1973?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, with weak or implied points made.** [1-2]

Eg: There will be reference to acts of terrorism and to increased tension making peace unlikely.

LEVEL 2 **Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

Eg: Answers may be confined to description of terrorist activities such as hijackings and kidnapping and to the Intifada creating frustration and tension hindering attempts to create peace.

LEVEL 3 **More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

Eg: Answers may tend to describe ongoing issues between Palestinians and Jews as a consequence of the situation in the Occupied Territories and the refugee crisis with resultant acts of terrorism but there will be a more direct attempt to analyse reasons for the growth of extremism together with frustration at the lack of progress in the peace process.

LEVEL 4 **Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

Eg: Answers should focus sharply on the issue of terrorism but with a greater attempt to analyse its damaging effect on Arafat's hope of gaining sympathy for the plight of Palestinian Arabs. There should be reference to attempts to create peace at the Madrid Conference and the Oslo Accords and how the slow pace of change together with the lack of trust led many Palestinians to switch support to more militant groups like HAMAS. There may be reference to the emergence of groups of fanatics resulting in bombing and other acts of terrorism leading to Israel adopting a much harder line.

QUESTION 2

Question 2 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main features of the kibbutz system.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1]

Eg: Answers will refer to Israeli farms.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers will refer to Israelis working together as communities for the common good based on Zionist principles and to the creation of farms and industry.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to kibbutzim as socially and economically independent agricultural and industrial communities founded on Socialist and democratic and Zionist principles. There may be reference to the creation of schools and irrigation schemes in opening up the desert.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why Yasser Arafat's methods for establishing a Palestinian state had changed by 1974.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A says that Arafat wanted to destroy Israel by war whereas Source B shows him calling for peace at the UN.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that Arafat believes in the need for war in order to destroy Israel and create an independent Palestinian state whereas Source B says that he had changed his methods and spoke to the UN about the need to seek a peaceful solution and recognise Israel. This happened because of defeats in the wars between Jews and Arabs.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that Arafat planned to destroy Israel by means of war and terrorism at a time when he was leader of the PLO whereas Source B shows that by 1974 he had modified his position and spoke about the need to recognise Israel and his offer of peace in his address to the UN. Answers will begin to explain why Arafat changed his methods by referring to defeat in 1967 and to how refugee camps became breeding grounds for terrorists but how by the mid-70s he had moderated his views arguing that terrorism was not the answer.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on Arafat's aggressive stance in 1965 as Chairman of the PLO and leader of Fatah and his advocacy of war as a means to an end as is clearly shown by Source A. His change of direction is shown in Source B where he is prepared to seek peace with Israel in the hope of securing a Palestinian homeland. Answers at this level will refer to the situation in the mid-60s with the emergence of extreme factions within the PLO who saw terrorism as the answer to the refugee problem but how by the mid-70s Arafat and more moderate PLO leaders were ready to reach a compromise and consider a "mini-state" for the Palestinians. There may be reference to the backlash from Israel and from hard-line Palestinian extremists.

Question 2 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How far did relations between Jews and Palestinian Arabs worsen between 1948 and 1967?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, with weak or implied points made.** [1-2]

Eg: There will be reference to the hatred between Jews and Palestinian Arabs because Jews took land off the Arabs. This caused relations to worsen between 1948 and 1967.

LEVEL 2 **Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

Eg: Answers may be confined to the issue of land and territory but should also begin to look at factors that escalated tension such as the wars and their consequences and the harsh treatment of the Palestinians in occupied land.

LEVEL 3 **More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

Eg: Answers may tend to describe worsening relations but there will be a direct attempt to analyse and explain the effects of the war of 1948 in terms of the catastrophe, the loss of farms and land and conditions in the refugee camps. There may be reference to the denial of Palestinian rights in contrast to the political, economic and social progress of the Israelis and how the situation was compounded by military defeat resulting in outbreaks of violence against Israelis and to reprisals.

LEVEL 4 **Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

Eg: Answers should focus on the underlying causes of tension and hostility. There should be reference to the activities of the Fedayeen and to Israeli reprisals, the situation in the refugee camps which became breeding grounds for PLO terrorists, the seizure and military control of the Occupied Territories and to the confiscation of Arab land in order to build Jewish settlements.

QUESTION 3

Question 3 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the main results of the Suez War of 1956.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1]

Eg: Answers refer to a victory for the Israelis.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers will refer to how Egypt kept control of the Suez Canal, how Nasser's reputation was enhanced and how Britain and France lost face.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to Egyptian gains and how Nasser emerged as the hero of the Arab world; the enforced withdrawal of Britain and France and their reduction of influence as world powers; how the war made many Arab states anti-western and more willing to seek help from the Soviet Union and to limited Israeli gains.

Question 3 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the relationship between Egypt and Israel had changed by the end of the 1970s.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A says that the Arab people would never recognise the state of Israel and would wage war whereas Source B says that Sadat wanted to make peace with Israel.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows the strong feelings of the Arab people to the creation of the state of Israel and their intention to destroy it by war whereas Source B shows Sadat speaking to the Israeli parliament about the need for peace. This happened because by 1974 the Arab nations had suffered defeats in war and to the realisation that pursuing peace might be a better option.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A says that the Arab peoples would seek war and, even if defeated, would persist until the Jewish state was destroyed whereas Source B shows a change in direction by Sadat who sought peace. Answers will begin to explain the change in thinking after costly defeats in war and the need for peace in order for Egypt to recover.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on Arab hostility and the need to pursue and persist with war until the ultimate defeat of Israel as is clearly shown by Source A. By 1974 Sadat had reversed the approach as is shown in Source B. Answers at this level will refer to the pursuit of war as a means of regaining lost lands and how, after yet another costly defeat in the War of Yom Kippur, Sadat became the peace maker recognising the imperative of national recovery together with the realisation that Israel could not be defeated. There may be reference to improved relations with Prime Minister Begin and to the brokerage of the USA culminating in the Camp David meeting in the following year.

Question 3 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the Six Day War of 1967 a turning point in the situation in the Middle East?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to Arab defeat and the need to take stock and seek revenge.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to description of the impact of victory for Israel and the reality of defeat.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe the importance of the war in terms of the impact of defeat and the need to update weaponry in line with US backed Israeli weapons. There will be a more direct attempt to analyse the importance of the war in terms of the impact of defeat and the need to update weaponry in line with US backed Israeli weapons. They may refer to the realisation that the Arab states were not strong enough to tackle Israel, together with a consideration of the human cost of defeat and how it caused a bringing together of one million Gaza, Golan and West Bank Palestinians under the same administration in the Occupied Territories which became breeding grounds for terrorism.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

Eg: Answers should focus on analysing the importance of the war; for the Israelis in securing her borders and to the symbolic capture of East Jerusalem and for the Arabs who became more hostile, blaming defeat on the US, Britain and other European powers causing many Palestinians to lose faith in the ability of the Arab states to defeat Israel and the realisation that the use of terrorism was their only answer.

QUESTION 4

Question 4

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **How far did Palestine and Israel develop politically between 1919 and 2000?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to wars between the two states. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change and development.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change and development. Award the higher mark for the degree of understanding of change and development over the period.

Eg: Answers may focus on parts of the period such as on one group in one or more periods. Alternatively, candidates may provide a poor outline of events across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and development.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and development.

Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and development over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on the development of Palestine and Israel across the period, including reference to the British Mandate, relations in the 1920s and 1930s, British policy making, the growth of Jewish extremism after the Holocaust, the declaration of the State of Israel in 1948 and the work of David Ben-Gurion, the significance of the four major wars, the plight of Palestinians, Palestinian extremism, moves towards peace in the 1970s, the Intifada, and the breakdown of the peace process. There will be little appreciation of variation in policy over time.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of events and developments across the period as in Level 3, but with greater detail and depth. They will focus on shifting emphasis, the relative importance of key factors in bringing about change and the changing contributions to the development of Palestine and Israel. They may refer to the success of the Jews in pushing for the State of Israel in 1948 with catastrophic consequences for the Palestinians, the shift towards the Israeli recognition of the need for a peace settlement and the continuing search for Palestinian statehood and the impact of international terrorism.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound outline of the main factors in the development of Palestinian and Israeli societies across the period, as in Level 3, but with greater detail and depth. They will differentiate clearly between contrasting experiences of the two societies with the rapid growth of prosperity and confidence in Israel in sharp contrast to the stagnation and marginalisation of Palestinian society.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 6

Question 6

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8	8	3

Question: **What have been the most significant reasons for conflict in the Middle East between 1919 and 2000? [12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to religion and the fight for land. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to reasons for conflict.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to reasons for conflict. Award the higher mark for the degree of understanding of reasons for conflict.

Eg: Answers may focus on parts of the period such as one side in the conflict involving Arabs and Jews or on conflict in one or two periods.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to the reasons for conflict.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of reasons for conflict.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the most significant reasons for conflict over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on riots and indiscriminate acts of violence in the 1920s, the Arab General Strike of 1936, the Arab Revolt and its brutal crushing by the British, the growth of Jewish extremism after the Second World War, the four major wars, the development of Palestinian extremism and the activities of the PLO, the growth of Palestinian civil disobedience in the Occupied Territories and the Intifada. There will be a limited attempt to analyse the significance of the factors making for the conflict.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss the most significant reasons for conflict; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the most significant reasons for conflict; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of the most significant reasons for conflict.

Eg: Answers will provide a sound chronological account of reasons for conflict across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to assess the varying contribution of Palestinians and Israelis to the conflict. They may refer to the activities of Jewish extremists in the build up to 1948 and how they drove Britain into withdrawal from Palestine, the origins of the war of 1956, the pre-emptive strike launched by Israel in 1967, the Arab aggression in 1973 and the Palestinian Intifada of 1987. They may refer to the peace process to 2000.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.