



GCE

History A

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

A Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
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
SC	Simple comment
?	Unclear
V	View
S	Synthesis

Y321/01

Mark Scheme

June 2025

Annotation	Meaning
	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of British policy towards Palestine at the end of World War One. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the mandate made Britain's position doomed. • In evaluating Interpretation A, answers might argue Britain was in a strong position as the Ottoman Empire had fallen and Britain was given mandates over a range of areas. • Answers might argue Britain sought to protect its strategic interests regarding oil. • Answers might argue the Arabs were unhappy as Britain would govern until the Arabs were considered ready to govern themselves. • Answers might argue the Arabs were humiliated by the agreements and this caused resentment. • Answers might argue Britain was to create a Jewish homeland and protect the rights of all living in Palestine. • Answers might argue the Arabs believed they had exchanged Turkish for British rule and angered they did not gain independence.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Answers might argue Arabs were angered by Jewish immigration and their purchase of land. • Answers might argue that, despite Jews purchasing little land, Arabs believed they were being driven out. • Answers might argue riots soon. broke out showing the failure In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that there were a number of reasons that prompted Britain to support Zionism and also keep other powers out. • In evaluating Interpretation B, answers might argue the League mandate influenced British policy and required them to establish a Jewish homeland. • Answers might argue Balfour stated establishing a Jewish homeland was more important than the Arab majority. • Answers might argue the Arabs saw Britain as pro-Zionist, furthered as the British High Commissioner there was Jewish. • Answers might argue there were limits to how far the British would support Zionism. • Answers might argue Britain saw Palestine as a further buffer to protect the Suez canal.		

Question			Answer	Mark	Guidance
			• Answers might argue Jewish influence in America was important in influencing policy, seen in the Balfour declaration. • Answers might argue Zionists worked to secure British support, which was necessary if a national home was to survive		

Question			Answer	Mark	Guidance
2*			‘Russia had the greatest influence of all the Great Powers in the Middle East during the period from 1908 to 2011.’ How far do you agree? Answers might consider some of the following themes: political, economic, social, financial, strategic. In supporting the hypothesis in the question, • It might be argued that Russian influence increased during the Cold War. • Answers might consider Soviet intervention in 1967. • Answers might consider Russian supply of arms to Egypt and Syria. • Answers might consider the increased Russian influence after the Suez Crisis as Arab states became anti-Western, it also increased Russian prestige.	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider Russia supplying Egypt with weapons, finance for the Aswan Dam. • Answers might consider Russian desire to spread communism. • Answers might consider the Treaty of Friendship between Egypt and Russia 1971, but it might be noted this did not last. In challenging the hypothesis in the question, • It might be argued that Britain, and to some extent France gained influence from Versailles with mandates. • Answers might consider Britain occupied much of the Arab world, patrolled the Persian Gulf and protected Iraqi oilfields. • Answers might consider in the period before WWII Russia was more concerned with internal issues. • Answers might consider Britain ruled Palestine after WWI. • Answers might consider US influence in Palestine after WWII. • Answers might consider the loss of Russian prestige after the Six Days' War. • Answers might consider US influence in peace talks, such as Camp David. • Answers might consider Egypt's alliance with the USA.		

Question			Answer	Mark	Guidance
3*			To what extent did the nature of the Palestinian issue change during the period from 1908 to 2011? Answers might consider some of the following themes: dynastic, political, economic, social, religious, taxation. In arguing that the nature of the Palestinian issue has changed, • It might be argued, the creation of the state of Israel and support from the West changed the issue. • It might be argued solutions have become more militaristic. • Answers might consider the growth of groups such as the PLO, Hezbollah and HAMAS and terrorist methods. • Answers might consider the development of Intifada. • Answers might consider the issue of Palestinian refugees. • Answers might consider the recognition by Palestinians of Israel's right to exist (Arafat). • Answers might consider the granting of autonomy to the Palestinians in the Occupied Territories. • Answers might consider the issue of Jewish settlements on the West Bank and the occupation of Palestinian land since 1967.	25	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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.

Question			Answer	Mark	Guidance
			In arguing that the nature of the Palestinian issue has not changed, • It might be argued, the primary issue has remained control and ownership of the land of Palestine. • It might be argued that the return of Palestinians to the area has remained an issue. • Answers might consider the issue of Palestinian settlements. • Answers might consider the involvement of Great Powers. • Answers might consider the issue of control of Jerusalem. • Answers might consider the viability of an independent state. • Answers might consider opposition to western intervention.		
4*			‘Throughout the period from 1908 to 2011, Pan Arabism in the Middle East was weak.’ How far do you agree? Answers might consider some of the following themes: political, economic, social, religious. In supporting the hypothesis in the question, • It might be argued Pan Arabism declined with the removal of the Ottomans. • Answers might consider the short-lived nature of the UAR.	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels answers might establish criteria against which to judge

Question			Answer	Mark	Guidance
			• Answers might consider the decline of Pan-Arabism after defeat in the Six Days' War. • Answers might consider Islamic fundamentalism has replaced Pan-Arabism in excluding western influence from the Arab world. • Answers might consider Egypt's policy towards the west after Nasser. • Answers might consider Arabism was not a shared ideology, most in Egypt saw themselves as Egyptian. • Answers might consider the weak military state of Arab forces. In challenging the hypothesis in the question, • Answers might consider that Pan-Arabism is a major factor in opposition to Israel. • Answers might consider Pan-Arabism fuelled anger against the West over mandates. • Answers might consider Pan-Arabism united the Arab world against the creation of the state of Israel. • Answers might consider Pan-Arabism opposed western intervention in the Arab world. • Answers might consider the creation of the UAR. • Answers might consider Pan-Arabism was not weak in the 1950s.		• 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.

Question			Answer	Mark	Guidance
			Answers might consider the fall of the pro-Western Iraqi monarchy.		

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.

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