



GCSE

HISTORY

8145/1B/E

Paper 1B/E: Conflict and tension in the Gulf and Afghanistan, 1990–2009

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Source A supports Saddam Hussein. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2: Developed analysis of source based on content and/or provenance **3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, students may refer to details of the image which project Saddam is a positive light, eg as a leader/powerful/ courageous warrior, facing forward, defending children, protecting order and stability; a wall painting in Baghdad at this time would inevitably have been pro-Saddam due to power of Ba'ath Party.

Level 1: Simple analysis of source based on content and/or provenance **1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, Saddam has been made to appear heroic; it was propaganda designed to flatter Saddam.

Students either submit no evidence or fail to address the question **0**

0	2
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How useful are **Sources B** and **C** to an historian studying American opinions about the invasion of Iraq in 2003?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together they reflect how polarised American views were about Iraq. Students may also recognise limitations arising from provenance and particular significance may be attached to (eg) the passage of time and purpose of the two sources. In assessing utility the small readership of the newspaper (Source B) may lead to this source being seen as unrepresentative, particularly in view of Bush's victory in the presidential elections in 2004.

Level 3: **Developed evaluation of sources based on the content and/or provenance** **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, the cynicism and hostility of the cartoon (Source B) might reflect contemporary (liberal) American opinions following the war. The speech by President Bush (Source C) at the beginning of the war might be in step with popular attitudes/concerns/perceptions at the time as well as the government's stated line.

Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, students may explain that the cartoon (Source B) is useful because it shows that some Americans did not believe that the government had good reasons for going to war with Iraq

The Bush speech (Source C) may be used by historians to shed light on the official grounds for the invasion of Iraq and may highlight the President's emphasis on idealism.

Level 1: Basic analysis of sources(s) 1–3

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Bush is suggesting that this is a war for freedom; the cartoon suggests the reasons for going to war were made up.

Students either submit no evidence or fail to address the question 0

0 3

Write an account of how Saddam Hussein’s occupation of Kuwait became an international crisis in 1991.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, analysis of different consequences of the occupation of Kuwait... Bush and Thatcher refused to accept Saddam’s blatant aggression and the tension escalated following initial sanctions. Neither side would back down; Saddam’s bluff about the ‘mother of all wars’ was challenged by the next stage which was the creation of a sizeable international force. Operation Desert Storm was launched after deadlines for withdrawal were missed. While the military operation was a success, the international crisis within the coalition was complicated by missile attacks on Israel and Saudi Arabia as well as the critical issue of how to deal with Iraq’s retreating forces. Bush’s Arab allies were cautious about taking further offensive action to remove Saddam in case the coalition fractured. So a ceasefire was ordered with Kuwait liberated.

Level 3: Developed analysis of causation/consequence **5–6**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, one consequence of how the occupation of Kuwait and the actions of Saddam Hussein gave rise to UN sanctions; neither side would back down. Saddam proved himself to be a provocative opponent and after deadlines for withdrawal were missed, the crisis led to US Operation Desert Shield, which saw the creation of a large and varied coalition force to launch a counter attack on Iraqi forces, thereby escalating the conflict.

Level 2: Simple analysis of causation/consequence **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, Iraq's aggression and occupation of Kuwait led to UN sanctions and direct military action.

Level 1: Basic analysis of causation/consequence **1–2**
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events such as Iraq invaded Kuwait so a multi-national force was formed to deal with this.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main reason for Al-Qaeda's terror campaign was to destroy the state of Israel.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	<p>Explain and analyse historical events and periods studied using second-order concepts (AO2:8) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</p>	
Level 4:	<p>Complex explanation of stated factor and other factor(s) leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.</p> <p>Extends Level 3.</p> <p>Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.</p> <p>For example, the way reasons interacted such as, the central thread running through Al-Qaeda's policies towards Israel, Saudi Arabia and Afghanistan was hostile towards the United States and its interference in the Muslim world.</p>	13–16

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, Al-Qaeda's support for Palestine and actions against the USA were designed to put pressure on the USA to cease their support for Israel. Hence the direct attacks on New York, 9/11 against a background of the Intifada.

Students may additionally explain alternative factors, such as the intention to turn Osama bin Laden's homeland Saudi Arabia into an Islamic state which would also mean removing US military bases, returning the country to Islamic ways.

Level 2 Simple explanation of stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is
relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, students may focus on Al-Qaeda's support for Palestine and explain the reasons for doing so, such as actions against the USA were designed to put pressure on the USA to cease their support for Israel.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as, Al-Qaeda’s campaign was to show support for Palestine.

Students may offer basic explanations of other factor(s), for example, reason for the terror campaign was because they did not like America’s foreign policy and influence in the world.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

Performance descriptor	Marks awarded
High performance <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks