



Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y321 The Middle East 1908–2011: Ottomans to Arab Spring**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**This document consists of 20 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 a tick to confirm that the work has been seen.
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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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.**  
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
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:

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Annotation</b>	<b>Meaning</b>

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of Nasser's motives in the period from 1955 to 1958.</b></p> <ul style="list-style-type: none"> <li>• <b>Passage A</b> argues that Nasser's motive was to promote Arab nationalism to advance his own power and that of Egypt's. <b>Passage B</b>, in contrast, stresses anti-Western imperialism with Nasser seeing Arab nationalism as an imperial vehicle, symbolised by his personal rivalry with Nuri al-Said of Iraq, who he saw as the West's champion in the Middle East.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that Egypt was the vehicle for Arab nationalism, the strongest military Arab state with the most modern culture and media, both of which could be used to facilitate this, successfully achieved with Jordan, Lebanon and Syria. This is supported by evidence of Nasser's hold on the Arab masses, in distinction to the suspicion he engendered amongst conservative Arab elites.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue this is valid, confirming references to the 'Voice of the Arabs', the Czech arms deal and the boosting of Arab morale following the Suez victory.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might point out that Interpretation A</b> is not necessarily valid as it downplays Nasser's personal ambition, his concern to achieve change in the structure of Egyptian society and its economy, and the extent to which he merely replaced the imperial involvement with influence from the USSR.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the key was Nasser's anti-Western stance, citing his distrust of Arab nationalism in the form of the Arab Circle and Arab League. More important to him were anti-Western alliances with other Arab states and especially in using them to curb the influence of Iraq's Nuri al-Said, the key voice of Western influence (he failed over the Baghdad Pact but succeeded when Nuri was overthrown). On Arab unity, he was less than keen on unity with Syria but used it to advance his and Egypt's interests.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that Nasser's diplomacy with the West and the USSR supports this view, and that he was more concerned with the state of Israel and with his role as the military leader of anti-Western interests, given the origins of his power in the overthrow of the monarchy in a military coup of younger officers.</li> </ul>		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might point out that Interpretation B</b> is not necessarily valid, given that Arab nationalism itself could be used for the primary purpose of curbing Western influence, and that his objection to Arab groups and institutions was simply that he didn't control them or saw them as rivals, as with Abdul Rahman Azzam. It fails to mention the populist Arab stances that Nasser took.</li> <li>• <b>Answers might argue</b> that both Interpretations take a similar line on Syria, downplaying the role of Arab nationalism in Nasser's motives. Whilst a stress on the populism of Nasser in A might tend to see Arab nationalism as the key, Interpretation B is clearer on his personal power and on the military and diplomatic motives of Nasser.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>To what extent were the Great Powers successful in achieving their aims in the Middle East in the period from 1908 to 2011?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that Britain achieved its aims in the 1908–1929 period, and in terms of compliant monarchies in oil rich areas until the 1960s, whilst the US achieved considerable dominance post-1956, Russia much less so 1908–1917 but USSR similarly in Nasser’s period.</li> <li>• Answers might consider that the US found a reliable ally with Israel after 1948 and with Egypt after Nasser’s death.</li> <li>• Answers might consider that the USSR achieved a market for its arms and influence under Nasser and during the Cold War to 1989; and with the Baathist regimes in Syria, especially the Assads.</li> <li>• Answers might consider the successful US dominance at the end of the period in Egypt, Israel and the Gulf States, especially Saudi Arabia, and in the Gulf Wars, consolidating its role as the dominant power of the region.</li> <li>• Answers might consider the continued success of Western oil interests in the Middle East throughout the period (except during the German challenge in the early 1940s and Iraq’s invasion of Kuwait).</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that Britain failed to achieve their aims in Palestine after 1929 and in Egypt under Nasser, whilst the French were less successful at Versailles and subsequently in Syria and the Lebanon.</li> <li>• Answers might consider that the USSR found it more difficult to gain influence after US-backed coups in Syria in 1961 and Iraq in 1963.</li> <li>• Answers might consider the setback to US influence in the Iranian revolution in 1979, and the limits to its military power in the face of terrorism and civil unrest in occupied regions of Iraq.</li> <li>• Answers might consider the relative instability of client states and dictators as the means of securing strategic and oil interests using examples like Saddam Hussein in Iraq.</li> <li>• Answers might consider the problems posed by maintaining bases in the Middle East, both in the imperial and the post imperial periods citing British and US examples.</li> </ul>		

Question	Answer	Marks	Guidance
3*	<p><b>‘Authoritarian dictatorships in the Middle East met the needs of their peoples throughout the period from 1908 to 2011.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that most dictatorships from the Ottomans onwards successfully maintained traditions and provided some security and a basic standard of living for considerable periods.</li> <li>• Answers might consider that some regimes provided more in economic terms, especially the oil-rich Gulf States.</li> <li>• Answers might consider that Arab socialism as propounded by Nasser and his followers involved a genuinely populist social and economic platform (land, industry and financial nationalisation) in the 1950s and 1960s.</li> <li>• Answers might consider that dictatorial regimes changed over time, meeting religious needs was particularly important in the Ottoman period and from the 1970s onwards in the conservative monarchies and the Iran of the Ayatollahs. They also rejected democracy as an imported Western tradition that could be used as an instrument of foreign influence.</li> <li>• Answers might consider Ataturk and his successors as a good example in 1920s and 1930s Turkey, along with the more mixed record of the mandate powers before 1948.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that most of the dictatorships were</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<p>overly authoritarian and failed to meet popular aspirations, citing both the Shah's and Ayatollah's Iran, the Assads in Syria, Sadam Hussein in Iraq and the police states of the Gulf.</p> <ul style="list-style-type: none"> <li>• Answers might consider that over time, the dictatorships failed to deliver on economic issues, citing Sadat in Egypt, the underclass in the Gulf, the mandates and client oil states of the West.</li> <li>• Answers might consider that ethnic and religious minorities suffered at the hands of dictatorships, citing Islamic groups in the Lebanon, the Kurds under Sadam Hussein, Jews in the Arab states and the Armenians in Turkey.</li> <li>• Answers might consider that the Arab Spring at the end of the period, across the Middle East, demonstrated extensive popular discontent with authoritarian regimes.</li> <li>• Answers might consider the impact of a lack of genuine democracy and the desire for elective parliaments, most being dominated by one party, as in Baathist Syria. There are many examples of popular risings against authoritarian regimes, from the Young Turk revolution at the beginning of the period, through anti-mandate risings in the 1930s, to the Arab Spring.</li> </ul>		



Question	Answer	Marks	Guidance
4*	<p><b>‘The major turning point for the role of Islam in the Middle East was the Iranian Revolution of 1979.’ How far do you agree with this view during the period from 1908 to 2011?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the Iranian Revolution had an enormous impact on the role of Islam. Revolutionary Iran proclaimed international jihad on the West and on its allies in the Middle East, especially Israel, Saddam Hussein and the conservative Gulf monarchies. It posed a theocratic Shia model for state building and proclaimed Sharia law as the basis for an Islamic judicial system. Power lay with the clergy.</li> <li>• Answers might consider that before this Islam had not acted as a force for change in the Middle East and the imperial powers had largely respected this, supporting conservative and Sunni regimes.</li> <li>• Answers might consider the importance of the Sunni-Shia divides in Islam and how the Iranian Revolution transformed the role of Shia Islam, galvanising popular opposition to traditional Sunni regimes.</li> <li>• Answers might comment on its role in energising terrorist groups across the region and in waging war on Iraq, transforming the Palestinian debate through Hezbollah in the Lebanon and Hamas in Gaza and amongst the Palestinians.</li> <li>• Answers might consider the role that the revolution has played in an Islamic revival, the banning of alcohol, the impact on women, on secular states like Egypt, Iraq</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<p>and Syria and on the underclass of the Middle East and the revival or organisations like the Muslim brotherhood.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the importance of the Iranian Revolution on the role of Islam</b>, it might be argued that a fanatical approach to Islam was already in evidence in the first half of the period, in part a reaction to Western imperialism and the new impact of Zionism, in part to Sunni conservatism.</li> <li>• Answers might consider Hassan El Banna and the founding of the fanatical Muslim Brotherhood in Egypt in the 1920s. There is continuity here with its re-emergence in the 1970s and growing influence in states like Egypt where it championed the Arab Spring and was arguably more influential in the Middle Eastern heartlands and Gulf States than revolutionary Iran was. In 1979 the Brotherhood shook the Alawite regime in Syria and contributed to tension in Egypt after the Camp David agreements.</li> <li>• Answers might consider the reaction of the Sunnis and their approach to Islam, including the role of the Grand Mufti in the 1930s and his anti-Zionist approach as within a tradition that is not new with post-1979 Iran.</li> <li>• Answers might consider continued importance for Islam throughout the period of the impact of Western intervention, modernisation along Western lines (in Iran itself under the Shah) and the impact of oil wealth. The Gulf States promoted their role as the guardians of the holy places, the successors to the Ottoman sultans</li> </ul>		

Question	Answer	Marks	Guidance
	<p>and have had some success in this since the 1920s. They dispute and challenge the Iranian Revolution's Islamic claims.</p> <ul style="list-style-type: none"><li>• Answers might consider the traditional and continuous role of Islam throughout the period in providing for social welfare via the family.</li></ul>		

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			30	<b>30</b>
<b>2/3/4</b>	50			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

**Summary of updates**

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<b>Date</b>	<b>Version</b>	<b>Change</b>
November 2020	0.14	Updated copyright acknowledgements.