GCSE
HISTORY
8145/1B/E

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

Mark scheme

June 2024

Version: 1.0 Final

2 4 6 G 8 1 4 5 / 1 B / E / M S

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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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	• 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	• 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	• 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	• 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

Source A is critical of the United States. 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 sources contemporary to the period (AO3a)**

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, the cartoon shows the difficulties faced by US forces. The mountains and the guerrilla war being fought against Afghan warlords suggests that the US was making little progress, eight years after 9/11.

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, US forces are not 'on top of things' – struggling against the enemy because troops are shown to be hanging on to a tank and stuck in mountainous country.

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

0 2 How useful are **Sources B** and **C** to an historian studying the Iran-Iraq War?

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

[12 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, the sources are both judged useful because, on the one hand, they are testimony to the damage and hardship caused by the Iran-Iraq War - but on the other, this didn't stop Saddam who still aimed to extend his power in the region. Source B reflects this - Americans and Israelis suggesting that they should not be misled into thinking that Iraq was less of a threat. This is supported by Source C which was propaganda but is testimony about how Saddam wanted to be seen – not the leader of a damaged state after the Iran-Iraq War, but as a confident leader backed by popular support and a powerful military and modern technology, hinting in the image at a developing nuclear programme and WMDs. As the date is 1990, this was against a background of preparations to invade Kuwait for its oil, land and financial reserves.

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, Source B is useful for showing purpose – which was to warn readers that Saddam Hussein continued to be a threat to American and Israeli interests in the region and Iraq's armed forces did not seem weaker despite the huge losses inflicted by the Iran-Iraq War.

For example, in the context of Iraqi preparations to attack Kuwait, Source C is useful as it suggests that Saddam wanted to be seen as a popular and

confident leader of a powerful country and, following the Iran-Iraq war, the country still posed a military as well as a nuclear threat.

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, Source B warns readers that Saddam was a threat despite the damage the war had caused.

Source C shows that Saddam created propaganda to further push the image of a great Arab leader backed by a prosperous, powerful and aggressive country.

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, Source B says that the war had resulted in a lot of damage.

Source C shows that Saddam Hussein's saw himself as a great leader.

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

0	3

Write an account of how the invasion of Iraq in 2003 led to the growth of opposition to the war there.

[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.

As level 3 plus, for example, opposition grew from Arab and some European states because of concerns that the invasion was illegal as it was not in line with the UN Charter. There were still arguments about the existence of WMDs. Demonstrators abroad claimed that it was just an excuse to extend US and western influence and access to oil reserves in Iraq, so they increasingly opposed the war.

Level 3: **Developed analysis of causation/consequence**
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 **5–6**

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, there was opposition from within Iraq as tribal and religious leaders took advantage of the Coalition's failure to take control of law and order and stop the Insurgency. Shias and Sunnis exploited the opportunity to arm themselves and extend their influence, while Kurds extended their control of areas in the north of Iraq. Opposition grew as the areas held by the US forces shrank.

Level 2:	**Simple analysis of causation/consequence** **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, the US led coalition invaded but could not control warring religious factions and groups such as the Kurds. They took advantage and the country began to fall apart. Abroad there were anti-war and anti-US demonstrations especially in the Middle East.	**3–4**
Level 1:	**Basic analysis of causation/consequence** **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 some Arab countries said the invasion was illegal.	**1–2**
	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 'Hostility to the United States was the main reason for Al-Qaeda's actions.'

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 **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)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
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.

Extends Level 3.

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.

For example, US Imperialism and influence in the region was under attack from al-Qaeda for many reasons - oil supplies to America, US support for Israel and what, in jihadi language, was the existence of 'infidel' armies in Arab countries. After the end of the Cold War, US repeatedly interfered in Middle East affairs, much to the annoyance of radical Islamists.

However, on the other hand, the cultural conservatism and religious fervour of al-Qaeda was the main cause of tensions. al-Qaeda was exporting jihad, through its identification with, and support for, the aims and strategies of Osama bin Laden. The aim to spread the global Islamic Revolution, to establish Sharia law and expel foreign influences meant hostility against not just the US but also other countries. This was seen in previous actions against the USSR and its occupation of Afghanistan, as well as the reaction of some Arab states. The key element then was radical and religious fundamentalism which drove al-Qaeda's aims.

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 aims, inspired, and led by Osama bin Laden, focussed on the creation of an Islamic state, based on Sharia law and free of outside influences. Hence religious motivation was the main factor behind the idea of a global Islamic revolution of 'true believers' to free Muslims from poverty and to help remove Israelis from what they claimed to be Arab land.

For example, al-Qaeda was hostile to the US because of its support for Israel, as well as the existence of US forces on Arab soil such as Saudi Arabia, to defend American interests including oil supplies. US imperialism and growing interventions in the Middle East were regarded as an insult to Islam.

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, al-Qaeda was hostile to the US' support for Israel as well as the existence of US forces on Arab soil, to defend American interests such as oil supplies.

Level 1:	**Basic explanation of one or more factors** **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 opposition to the US support of Israel and exploitation of Arab oil. Students may offer basic explanations of other factor(s), for example, al-Qaeda's support for global Islamic revolution, the influence and leadership of Osama bin Laden, support for an Islamic state built on Sharia law.	**1–4**
	Students either submit no evidence or fail to address the question	**0**

Spelling, punctuation and grammar

	Performance descriptor	**Marks awarded**
High performance	• 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	• 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
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No marks awarded	• 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