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**GCSE**  
**HISTORY**  
**8145/1B/E**

Paper 1 Section B/E

Conflict and tension in the Gulf and  
Afghanistan, 1990–2009

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Mark scheme

June 2022

Version: 1.0 Final



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.

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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.

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

|   |   |
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| 0 | 1 |
|---|---|

**Source A** is critical of President Bush. 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 was produced when a new President had taken over and so will criticise the previous one for his mistakes. It suggests that Bush's memoirs might avoid issues about the real problems facing Iraq. Iraq was suffering from many civilian deaths due to the continuing Insurgency and a refugee crisis.

**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, the cartoon shows that Obama's view that Bush had left Iraq in a 'mess' and the image makes fun of him holding a crayon and not remembering things as they really were.

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

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How useful are **Sources B** and **C** to an historian studying the 11 September attacks on the United States?

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, taken together the sources are useful because they illustrate how the US and its allies quickly reacted to the attacks. Source B shows the confidence that Americans had in their power in the face of a terrified enemy. The artist that created Source B was trying to paint an image of the ability of the US to assert its strength. This contrasts with Source C which looked for a wider response and urged countries to stand together and work with the UN to undermine and weaken terrorism. However, the reality was that while NATO stood with the US, the UN was more cautious, despite Blair's appeal, it did not vote for military action.

**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 cartoon is useful for showing the opinion that the US had tremendous power which it would use to defeat terrorism. The purpose of the cartoon was to appeal to American patriotism and encourage support for whatever measures would be taken to deal with the threat. The suggestion is that the way terrorism is caricatured shows that America would be victorious over a weak and frightened enemy.

Source C is useful for giving information about the wider reaction to the attacks. For example, Blair considered that Britain was already at war because of the attack on British civilians in the Twin Towers. NATO members also joined the chorus of anger and sent forces as part of the coalition to Afghanistan.

**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 was published in America. It gives an American view that in 2001 the US was ready to use the great power it had to pursue and defeat terrorists.

For example, Source C shows that Blair, as an ally of the US and close friend of Bush, was calling on countries to form a coalition and work together to defeat terrorists. For example, NATO forces came together to support the US-UK operations in Afghanistan.

**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 US would now use its great power against terrorism.

Source C shows that countries should work together to fight terrorism.

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

**0 3**

Write an account of how Saddam Hussein's treatment of the Kurds and Shia Muslims in Iraq led to problems in the Gulf.

**[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:**      **Complex analysis of causation/consequence**      **7–8**  
**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**

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, problems were caused for the western coalition as it felt it had to restrain Saddam by imposing no fly zones over Iraq. However, this led to further problems as neighbouring Arab states became increasingly concerned about western actions and some adopted a more hostile attitude to the US and Britain shown, for example, by attacks on embassies.

**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, problems were caused for the international community which felt it had to intervene and restrain Saddam who was responsible for sectarian violence. No fly zones were imposed by the US, Britain and France to stop Saddam's attacks.



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| <b>Level 2:</b> | <p><b>Simple analysis of causation/consequence</b><br/> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, in order to maintain Sunni control, biological weapons were used by Saddam Hussein against minority groups, forcing many to flee the country.</p> | <b>3–4</b> |
| <b>Level 1:</b> | <p><b>Basic analysis of causation/consequence</b><br/> <b>Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Students identify cause(s)/consequence(s) about the events such as both groups claimed that they were treated as second class citizens and had no civil rights.</p>   | <b>1–2</b> |
|                 | <p><b>Students either submit no evidence or fail to address the question</b></p>   | <b>0</b>   |

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.

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'The Iran-Iraq War was the main reason for tension in the Gulf in 1990.'

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, the Iran-Iraq war was a symptom rather than the cause of tensions. The war reflected the religious split between hostile Sunni and Shia states; both sides were led by regimes which had ambitions for status and power given the Iranian Revolution and Saddam's arrogant and aggressive personality. Further instability was caused by Western interests, and the demand for oil. US behaviour fuelled suspicion across the Arab world, supporting Saddam and Israel at the same time. The war reflected long term tensions which explain its length and bitterness.

**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, there was tension in the Gulf because, following the war, areas of dispute had not been settled such as shared use of the Shatt al-Arab waterway, which both countries needed for exports for oil by sea. And when Khomeini died in June 1989, his son vowed to continue the Islamic Revolution and hostility towards Iraq.

For example, there were other main reasons for tension; there were underlying religious differences between Sunnis and Shias which were worsened by the interference of the West in the region. The West's need for oil and continuing support for Israel against hostile Arab neighbours were bound to cause instability.

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| <b>Level 2:</b> | <b>Simple explanation of stated factor or other factor(s)</b><br><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b> | <b>5–8</b> |
|-----------------|---|------------|

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, Saddam had survived and he remained an important threat to Gulf stability because he was rearming to reassert his power and status in the region. Dealing with Iraqi debt might mean aggression against other oil rich states.

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

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 Iran and Iraq would remain enemies because of religious differences between Sunnis and Shias.

Students may offer basic explanations of other factor(s), for example, western powers were concerned about oil supplies.

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| <b>Students either submit no evidence or fail to address the question</b> | <b>0</b> |
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### Spelling, punctuation and grammar

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