

Examiners' Report

June 2025

GCSE History 1HI0 P5

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Introduction

The Period Study focuses on a time span of at least 50 years and requires candidates to understand the unfolding narrative of substantial developments and issues associated with the period.

In this examination candidates answer three questions which all target AO1 (Knowledge and Understanding) and AO2 (Analysis of Second Order Concepts). Both AOs are assessed equally on all questions. Progression in AO1 is shown by a candidate's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from basic or generalised comments, to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

This examination series saw the change to Question 01 with candidates no longer being required to give two consequences of one aspect of content, but are now required to give one consequence of two different aspects of content. This change was made to improve the accessibility of the examination and evidence from responses clearly shows that this has been the case. Candidates are not expected to write any more in their responses than in previous examinations and the writing space available is unchanged.

Centres are reminded that the indicative content in the mark scheme does not state what must be in responses nor does it give any expectation as to how candidates are expected to structure their responses, but is meant to exemplify a range of material which examiners might expect to see in candidates' work. As mentioned in previous Principal Examiner reports, there are a number of candidates who write first person responses, such as diaries, for Question 02. Such responses should be avoided, as although AO1 can sometimes be rewarded, it is very unlikely that there will be any aspects of the work which can access AO2.

Centres are also reminded that where candidates need extra space for a response, this should be on separate extra paper rather than within the space provided for a different question. Where candidates have special consideration to word process their responses, centres should ensure that their B (British Depth Study) and P (Period Study) responses are separated from each other, as two distinct documents.

Question 1

Questions 01(a) and 01(b) focus on consequences, requiring candidates to explain valid consequences (AO2). This implies a link between the stated event and the consequential events or developments that are identified by the candidate. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks).

In Question 01(a), candidates were asked to provide a valid consequence of the bombing of the King David Hotel. Most candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common including the ending of the British Mandate and the involvement of the UN. Better responses had well developed consequences, with strong AO1 on display (Resolution 181, UNSCOP). However, some answers got mixed up with who committed the bombing, believing it was an Arab group. Less secure answers tended to allude to the number of deaths.

In Question 01(b), candidates were asked to provide a valid consequence of the territorial changes following the Arab-Israeli War. Candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common being the increase in the number of Palestinian refugees and the increase in the size of Israel. The best answers gave specific details and identified Egyptian or Jordanian control of Gaza and the West Bank. There was some misconception around the areas Israel established direct control over, incorrectly identifying the West Bank and Gaza. This question was more successfully answered than question 1a.

The first response was awarded the bottom of Level 1.

The second response was awarded the top of Level 1.

1 (a) Explain **one** consequence of the bombing of the King David Hotel (1946).

(4)

one consequence of the bombing of the King David hotel was that a lot of innocent people died, such as civilians. This is bad because the civilians didn't do anything wrong and the conflict has gone violent.

(b) Explain **one** consequence of territorial changes following the 1948–49 Arab-Israeli war.

(4)

One consequence of territorial changes following the 1948–49 Arab-Israeli war was that Palestinians were running out of land to live on that wasn't Israeli. This meant a lot were forced out of homes.



1a) For the AO2, this response gives a basic comment about innocent people died, which makes it Level 1. For the AO1, there is no rewardable information provided. Therefore, the best fit would be the bottom of Level 1. 1b) For the AO2, this response gives a basic comment about Palestinians being forced out, which makes it Level 1. For the AO1, the information is generalised with reference to living on land that wasn't Israel, which is considered limited knowledge, and places it in Level 1. Therefore, the best fit would be the top of Level 1.



Candidates should ensure they provide specific detail to support the consequence they have identified.

The first response was awarded the top of Level 2.

The second response was awarded the top of Level 2.

1 (a) Explain **one** consequence of the bombing of the King David Hotel (1946).

(4)

The bombing of the King David Hotel injured and killed many British soldiers. This led to Britain leaving the area and giving up the land to the UN as they no longer wanted to deal with the terrorism against them from both the Palestinians and the Israelis.

(b) Explain **one** consequence of territorial changes following the 1948–49 Arab-Israeli war.

(4)

After the Arab-Israeli war the Palestinians who were living in the occupied territories were forced out as refugees into the surrounding Arab states such as Jordan and Lebanon. Over 700,000 Palestinians were forced to flee their homes and were not properly integrated into the society of the country they moved to due to the hope that they might return to their old land.



1a) For the AO2, this response has explained a consequence, with the British leaving and handing over to the UN, which meets the criteria for Level 2. For the AO1, there is accurate and relevant information, such as "Irgun", dealing with terrorism, which demonstrates good knowledge and understanding. This knowledge is good enough for Level 2 despite the fact it is a short answer. As both AOs are secure Level 2, the response is awarded the top of Level 2. 1b) For the AO2, this response has explained a clear consequence with the Palestinian refugees moving to other Arab states, which meets the requirement for Level 2. For the AO1, there is accurate and relevant information, such as the number of refugees and moving to Jordan, which demonstrates good knowledge and understanding. This knowledge and understanding meet the requirement for Level 2. As both AOs are secure Level 2, the response is awarded the top of Level 2.



Candidates should be aware that consequences can be positive or negative.

Question 2

This response was awarded the top of Level 3.

- 2 Write a narrative account analysing the key developments of the PLO in Lebanon in the years 1970–82.

(8)

You **may** use the following in your answer:

- the expulsion of the PLO from Jordan (1970)
- Israel's 'Operation Peace for Galilee' (1982)

You **must** also use information of your own.

The PLO were expelled from Jordan by King Hussein during 'Black September' 1970. King Hussein sent Jordanian soldiers to remove 2000 Palestinian fighters and destroy PLO bases. The PLO travelled to Lebanon and set up their head quarters in the capital Beirut.

By the late 1970s, the PLO effectively controlled the south of Lebanon, nicknamed 'Fatah land' after the PLO's chairman, Yasser Arafat, and his terrorist group 'Fatah' founded in 1959. During 'operation Litani', many PLO bases were destroyed by Israeli troops, but there were many civilian casualties such as the 75 in the bombing of a mosque.

In 1982, the Israel began 'operation Peace for Galilee' where they invaded Southern Lebanon, originally aiming to create a 45 km buffer zone, but quickly exceeding. Israeli forces surrounded the capital Beirut. PLO members hid in residential areas, not expecting Israeli forces to bombard them. They were wrong and Israeli forces

But bombarded residential areas until late August, when an international peace keeping group force led by the US, France and Italy evacuated 11000 PLO Palestinian fighters. The PLO then set up their headquarters in Tunis. It was named 'Peace for Galilee' because the PLO had set up artillery, so whenever they were attacked, they would hit villages in the Galilee region.



For the AO2, this response has organised the material into a clear sequence, from Black September to expulsion, then Fatah land to Operation Galilee, leading to an outcome, and is logically structured. The analysis gets better in the response, such as effectively controlled, making it a Level 3. For the AO1, it covers 3 areas of content, includes accurate and relevant information, such details of Operation Galilee, international peace keeping, and is considered a secure Level 3. Therefore, as both AOs are Level 3, it is awarded the top of Level 3.



Candidates need to ensure they establish a beginning, middle and end for the narrative, and utilise language which helps analyse the links between the events and not simply list the events one after the other.

This response was awarded the middle of Level 2.

- 2 Write a narrative account analysing the key developments of the PLO in Lebanon in the years 1970–82.

Munich Olympics

Civil War (8)

You **may** use the following in your answer:

- the expulsion of the PLO from Jordan (1970)
- Israel's 'Operation Peace for Galilee' (1982)

You **must** also use information of your own.

King Hussein
unhappy
Lebanon
OPEC

In 1970 the PLO was expelled from Jordan. This was due to King Hussein of Jordan becoming uncomfortable with the power and influence of the PLO and Arafat, many saw Arafat as their leader instead of King Hussein. This expulsion meant that the PLO moved to Lebanon. Lebanon recently had a civil war between Christians and Arabs and many Christians saw the PLO joining as something terrible as their percentage population would decrease. In 1972 the Munich Olympics occurred, PLO members who named themselves 'the Black September' killed 11 Israeli athletes, the whole world viewed this as a devastation for Israel and flooded Israel with sympathy. This angered people like the PLO as they wanted public recognition of their cause, but not in a negative way. The PLO continued to bomb Israel from Lebanon.

~~Gailee was an area in the golan heights~~
~~that was~~

Gailee was an area in the middle east
the Israel advanced into, Syria and the
PLO both protected it as the Syrian
government funded and supported Fatah
groups.



For the AO2, this response shows some organisation into a sequence, with the answer going from expulsion to attacks from the PLO, with some examples of analysis of linkage, such as "expulsion meant", yet it lacks coherence, placing it as a weak Level 2. For the AO1, there is some knowledge of actions of the PLO, so it is placed in Level 2. Therefore, the best fit would be the middle of Level 2.



Candidates need to provide specific details to support their narrative.

Question 3

Question 03 focuses on significance by asking candidates to explain the importance of an event/person/development in relation to situations and/or unfolding developments. Here candidates are expected to explain 'what difference did the event/person/development make' to the identified situation and/or unfolding development. Candidates answer two questions from a choice of three. (2 x 8 marks)

This question is comprised of two 8 mark questions based on the second-order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: Nasser for tension in the Middle East in the years 1955-63; the Six Day War for Israel's security; the Israel-Jordan peace treaty for peace in the Middle East. The majority of the answers were focused on Nasser and the Six Day War, with the Israel-Jordan peace treaty being the clear least popular option. Candidates who addressed the importance of the factor raised in relation to the development produced Level 3 responses when supported by good knowledge and understanding. This was in contrast to candidates who explained the importance of the factor in general terms, which normally stayed in Level 2. The majority of answers were able to focus on the question asked although a large number of candidates are still failing to link their answer to the 2nd part of the question, ie tension, Israel's security or peace.

In terms of the question on Nasser, this question was answered to a good standard. Candidates had good knowledge on the Suez Canal crisis, and clear understanding on the importance of Nasser nationalising the Suez Canal. Candidates were clear in their understanding of who Nasser was generally, and the importance he had as leader of Egypt. A good number were able to explain how Nasser was a different type of leader and an Arab nationalist. Most had good knowledge on the impact of Nasser's decisions on Israel but also the superpowers in the region. Good examples included nationalisation of the canal, the Suez Crisis, Nasser's links to the USSR and arms deals, clear explanation of Nasser's championing of Arab nationalism and his leadership style mixed with tough stance on Israel. Good answers were able to have a mixture of knowledge but also analysis linking this to overall tension, and what this tension looked like. Good answers didn't rely just on knowledge of events but linked clearly to analysis of the tension this led to. Strong answers focused on the consequences of the events covered, and were able to explain how these consequences linked to tension. Strong answers were able to explain what importance is, and were able to demonstrate what tension looked like. Common mistakes included just explaining what happened, not linking to the focus of the question such as tension. Candidates also found the years difficult, and mentioned the Cairo Conference, which was outside the timeframe of the question.

In terms of the question on the Six Day War, this was the best answered of the three options, as most candidates could describe at least one reason for importance. Most candidates were able to explain how Israeli gains in territory allowed for greater security due to buffer zones created between Israel and hostile Arab neighbour states, some with better range of precise supporting detail than others. Many successfully explained how the destruction of enemy airfields in the initial stages of the Six Day war and the swift nature of Israel's victory, along with their own minimal losses in comparison to their enemies, led to greater security due to it highlighting Israel's military strength/dominance. Most candidates knew the precise land gained by Israel and did not get muddled up with land gained from the Arab-Israeli war, e.g. Gaza, West Bank, Sinai, Golan Heights. Quite a lot discussed the UN Resolution 242 but their explanations were not

effective or accurate as they often explained that this helped Israeli security as it ensured Israel could be recognised in return for the land they had taken in the war. However, they did not explain that this resolution was not accepted and therefore Israeli security was still left at risk from hostile neighbouring states who would later invade to regain the occupied territories. There were some insightful responses which recognised the UN Resolution should be used to show security risks were still present.

In terms of the question on the Israel-Jordan peace treaty, this was the least popular with candidates. The best answers were able to reference how Hussain was the second Arab leader to recognise Israel and mentioned the USA forgiving Jordan debt; very few mentioned the fact it may have inspired Oslo II. There were also some candidates who wrote about the treaty's unpopularity with other groups, such as Hezbollah. Many candidates were unable to provide the required specific details of the Treaty and instead spoke very vaguely about peace in the Middle East. Some candidates confused who the treaty was between.

The first response was awarded the top of Level 3.

The second response was awarded the middle of Level 3.

- ☒ The importance of Nasser for tension in the Middle East in the years 1955–63.
- ☒ The importance of the Six Day War (1967) for Israel's security.
- ☒ The importance of the Israel-Jordan peace treaty (1994) for peace in the Middle East.

Nasser was greatly important for the rise of tension, in the year of 1955, shortly after his election in 1954. This was due to his response of making his £300 million arms deal trade with Czechoslovakia public, following the IDF's raids and attacks. This greatly rose tensions in the middle East, as Nasser was eager to show his preparation of arms in the case of a war. It further rose tensions, as it meant to Israel that Egypt could order an attack at any minute, along due to their recent gain of equipment.

Furthermore, Nasser was again greatly important for the rise of tension in the Middle East, as his nationalistic ideology led to ~~the~~ his nationalisation of the Suez and restriction of foreign access. This accompanied by his blockage of the Straits of Tiran, meant Israeli trade routes were greatly restricted by the actions of Nasser. This rose tensions greatly and ultimately shows Nasser's importance to tensions, as his actions caused the Suez agreement in 1956 and led to the Israeli attacks, who were accompanied by the forces of Britain and France.

Adding on from this, Nasser's use of his stand up against the superpowers of Britain and France, to form the union of Syria

and Egypt, along with other Arab nations, also showed Nasser's importance to ~~the rise of~~ tensions, as he again caused them to rise through his formation of a joined, powerful Arab nation, which would be difficult for Israel to combat.

- ✗ The importance of Nasser for tension in the Middle East in the years 1955–63.
- ✗ The importance of the Six Day War (1967) for Israel's security.
- ✗ The importance of the Israel-Jordan peace treaty (1994) for peace in the Middle East.

The Six Day War in 1967, was greatly important for Israeli security, as its domination of land, meant that constructions such as the Barlevline, costing £300million could be installed, crafted out of stone and sand bags and placed along ~~the~~ the separating Jordanian river and near the Suez. This meant they could be more easily defendable against future attacks and cemented Israel's security in their place. Furthermore, ~~occupied territ~~ occupied territories were greatly important for Israel's security and were obtained during the Six Day War, providing buffer zones against any Arab attacks and meaning they could fall back at anytime without loss of their own land.

Following on from this, the Six Day War was important for Israel's security, as it greatly worsened the Arab nations morale, suffering a catastrophic defeat and losing a lot of land and military bases. This solidified Israel's security as it was clear the Arab nations were in no shape to attack again and meant Israel could build up their troops and expand with their new found land.



The first answer is about Nasser. For the AO2, this response provides an explanation, with a line of reasoning, focusing on arms from Czechoslovakia, the Suez and forming the Arab union. This meets the requirements for Level 3. For the AO1, there is accurate and relevant information, such as details of his arms deal, the Suez crisis and joining with Syria, demonstrating good knowledge and understanding, meaning it is a secure Level 3. Therefore, as both AOs are Level 3, this is awarded the top of Level 3. The second answer is about the Six Day War. For the AO2, this response provides an explanation, with a line of reasoning, focusing on domination of land and buffer zones, as well as worsening Arab morale. This meets the requirements for Level 3. For the AO1, there is accurate and relevant information, such as the occupied territories and condition of Arab states, demonstrating knowledge and understanding, but it is lacking some specifics, meaning it is a weak Level 3. Therefore, for best fit, this is awarded the middle of Level 3.



It is important that points are explained, not simply described, to demonstrate analysis of the topic. Two well-developed explanations that also have good knowledge and understanding will enable candidates to attain Level 3.

The first response was awarded top of Level 2.

The second response was awarded the top of Level 3.

- ☒ The importance of Nasser for tension in the Middle East in the years 1955–63.
- ☒ The importance of the Six Day War (1967) for Israel's security.
- ☒ The importance of the Israel-Jordan peace treaty (1994) for peace in the Middle East.

One reason why Nasser was important for tension in the Middle East in the years 1955–63 was his nationalisation of the Suez Canal. He wanted to improve the lives of people in Egypt by building the Aswan Dam. This would reduce flooding and prevent crops from being ruined and in turn reduce poverty and hunger. His nationalisation of the Suez Canal would provide the money needed for his plans. However, this angered the British as they ~~needed~~ used the Canal for quick access to India and their settlements across the world. The Suez Canal cut out a large chunk of their travelling, meaning that they would have to travel further which was more expensive. This increased tension and parts of Europe now saw Nasser as a Hitler-like figure who plans to create a dictatorship.

Another reason why Nasser was important for tension in the Middle East was that his nationalisation of the Suez Canal resulted in the Oil Crisis. OPEC now decided to limit trade of oil and increase the price of a barrel of oil to \$12 from \$3. This hugely affected the US due to oil being used for the production of most things. The oil crisis forced the US to get involved further and resulted in

Henry Kissinger's Shuttle Diplomacy. Furthermore, Nasser wanted a United Arab State to combined the strength of the Arab countries. Some saw him as the hero of the Arabs, however some realised he was more ^{keen} ~~mean~~ on uniting Arabs instead of destroying Israel and didn't agree with him. Because of his plans to unite Arab countries, the idea of him being a dictator increased in Europe. All of this increased tension in the Middle East in the years 1955-63.

- ☒ The importance of Nasser for tension in the Middle East in the years 1955–63.
- ☒ The importance of the Six Day War (1967) for Israel's security.
- ☒ The importance of the Israel-Jordan peace treaty (1994) for peace in the Middle East.

One reason why the Israel-Jordan peace treaty in 1994 was important for peace in the Middle East was that there was a chance of the Arab countries accepting Israel's existence and right to live in peace. King Hussein was promised by America that Jordan's debts from war would be ignored if he made peace with Israel. Due to this, he had an initiative to make peace and set an example for his fellow Arab countries. This decreased tension and increased the possibility of peace in 1994. The fact Jordan signed for peace encouraged other Arab countries to follow, creating an optimistic view of peace in the Middle East.

Another reason why the Israel-Jordan peace treaty in 1994 was important for peace in the Middle East was that it meant Jordan would give the West Bank to Palestine. Because of this, land was sectioned up into 3 areas and distributed between Palestinians and Israelis. Sections A and B were given to Palestine which combined to be around 30% of the West Bank. Here they could set up schools and villages, giving the millions of refugees a home to return to, decreasing the need for terrorism against Israel and guerrilla warfare. The rest was given to Israel, meaning they also had land for Jews to go to and live in peace.

after the wars in the Middle East and the Holocaust before it. The Israel-Jordan peace treaty allowed the West Bank to be split and given to the Israelis and Palestinians, presenting hope of them living harmoniously with peace and without conflict.



The first answer is about Nasser. For the AO2, the response has an explanation and shows an attempt to analyse importance, with nationalisation and increased tension, which makes it Level 2. For the AO1, there is some knowledge in the form of the Aswan Dam, meaning it is Level 2. The final paragraph is not relevant to the answer, hence the marks are based on the first only. Therefore, as both AOs are Level 2, it is awarded the top of Level 2. The second answer is about the Israel-Jordan Peace Treaty. For the AO2, this response provides an explanation, with a line of reasoning, focusing on accepting Israel's existence, and decreasing tension. This meets the requirements for Level 3. For the AO1, there is accurate and relevant information, such as of Jordan's role and Palestine agreement, demonstrating good knowledge and understanding, meaning it is a secure Level 3. Therefore, as both AOs are Level 3, this is awarded the top of Level 3.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

Based on the performance across all the five Period Study papers, candidates are offered the following advice:

1. Try to attempt to answer all the required questions, including both parts of Q1 and Q3.
2. On Question 02 keep to the date range specified in the question and include in your narrative an aspect of content which is not covered by the stimulus points provided.
3. On Question 03 briefly take some time to consider your choice of questions to answer and focus on what difference the development, event or individual made to the aspect given in the second part of the question.

In this examination series there was still a number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

