



Examiners' Report

June 2023

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 simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Q1 focuses on consequence, requiring candidates to explain two valid consequences. Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks)

Q2 focuses on analytical narrative and the concepts causation, consequence, and change. The question includes two stimulus points and focuses on a specific time period containing events, developments or ideas that can be analysed as a sequence of events. (8 marks).

Q3 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).

Centres are reminded that the indicative content in the mark scheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses .

In addition, centres are reminded that where candidates use extra paper, it needs to be on a separate sheet from any extra paper used for Paper B. Also, if candidates have special consideration for writing examinations, the responses for Paper P and Paper B should be separate from each other.

Question 1

In Q1, candidates were asked to provide two valid consequences of the terrorist attack at the Munich Olympics. There are 4 marks available for each consequence. This implies a link between the stated event and the events or developments that are identified by the candidate. Candidates should make sure that they explain how these events / developments happened as a result of the attack and not merely the events of the attack. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence and could distinguish between which groups were responsible for the attack and who were the victims, although a few confused it with the Dawson's Field hijacking and the events in Jordan in 1970. Those that did well displayed strong knowledge about the Black September movement and the 'Wrath of God' reprisals. Some candidates merely rephrased the same consequence twice and as such were only awarded for one of them. A limited number of candidates left the question blank.

This is a Level 1 answer for consequence 1 and Level 2 for consequence 2.

1 Explain **two** consequences of the terrorist attack at the Munich Olympics.

Consequence 1:

it lead to an increase in support and sympathy for israel as even after the holocaust they had still been together

Consequence 2:

it lead to a decrease in support for the pLO and a Palestinian homeland as they even represented the pLO in a heel light



For consequence 1, the candidate has provided a simple comment regarding the increase in support with generalised information about recognition of Israel, making it Level 1. For consequence 2, the candidate has a simple statement of consequence with decrease in support but deploys some specific knowledge about the Palestinian homeland for support, thus making it the bottom of Level 2.



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

This is a Level 2 answer.

1 Explain **two** consequences of the terrorist attack at the Munich Olympics. In 1972

Consequence 1:

One consequence of the ~~to~~ terrorist attack at the Munich Olympics is that it caused Israel's government, Golda Meir, to carry out "Operation Wrath of God" in the 1970's. ^{Moreover,} This plan was launched ^{hunt down and} to kill every Palestine involved in the murder of the 9 athletes in the Munich Olympics. However, this plan took years; many suspects were not tracked down or found, and 2 innocent Israeli bystanders were killed as a result of this. Therefore, this is significant because it caused Israel to face bad publicity and ~~in~~ international condemnation for their actions, as their brutal retaliation had caused innocent people to die and humiliated their government's ~~image~~ through ~~international~~ ~~planning~~ ~~the~~ ~~Israeli~~ ~~government~~ ~~to~~ ~~resign~~ ~~shortly~~ ~~after~~. This consequence caused the Israeli government to resign shortly after.

Consequence 2:

Another consequence of the terrorist attack at the Munich Olympics is that it caused the PLO ~~and~~ to face international condemnation and disapproval. Moreover, ~~to~~ in 1972, the month called 'Black September' ~~was~~ occurred when Palestinian terrorist members (suspected to be Samir Farah), kidnapped 9 Israeli athletes in ~~exchange~~ exchange for 234 Palestinians to be released from captivity. The 9 athletes were brutally tortured, and after ~~an~~ ^{the} attempted rescue ^{made} by Germany on their behalf, all 9 of them were shot.

and killed. This sparked outrage, especially from ~~Israelis~~ Israelis, for their brutal and horrific actions, and they gained a bad reputation worldwide from the media coverage of this event as well.

(Total for Question 1 = 8 marks)



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Examiner Comments

The candidate has provided two clear consequences, with Operation Wrath of God and the PLO facing international condemnation. Both of these consequences have been explained with reference to specific information such as Golda Meir, the hunt for Palestinians involved and Black September. Therefore, the candidate gained full marks for both consequences.



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Examiner Tip

Candidates should provide two different consequences and avoid repeating themselves.

Question 2

In Q2, candidates were asked to provide an analytical narrative of the developments in Israel in the years 1949-54. There was an improvement in the approach to the narrative question, however there needs to be more work on the connection between events that enable a narrative to be analysed. The overall structure of a sequence including a beginning, development and end was clearly demonstrated by candidates who attained Level 3. It was clear that candidates had been taught to use language which indicated analysis of links, for example 'consequently', 'which resulted in', and this was apparent even in answers which had more limited knowledge. Successful answers were able to distinguish key events and had an understanding of the developments following the Arab-Israeli War. Many mentioned the Law of Return, had good knowledge of the IDF, and of the territorial gains made following the 1949 war. Some better responses also mentioned the financial aid from Western nations. Common misunderstandings were students writing about the build-up to the war, such as Resolution 181, or confusing the gains of the 1949 war with those of the Six Day War.

This is a Level 2 response.

2 Write a narrative account analysing the developments in Israel in the years 1949–54.

(8)

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

- territory
- Israeli Defence Forces (IDF)

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

Due to the Arab-Israeli war Israel had gained large amounts of territory ~~and~~ and were able to use it for many Israelis this then led to the 'Law of Return' meaning that all Jews were allowed to enter Israel. This resulted in a large ~~influx~~ influx of new Jewish immigrants however, ~~and~~ it did boost their economy.

Continually Israel created the IDF this group was made up of well experienced fighters from the terrorist group Irgun and Lehi. This allowed Israel to feel somewhat safe as they knew their way around weapons and tactics. They were helped in establishing Israel's development as now they had an army that'd help in any Arab conflicts.

Through resolution 181 Israel was given land ~~and~~ (more than the Palestinians) and it was more fertile they had good places to grow & Israel to develop accordingly.



The candidate has provided a response which has some analysis of the links between events, but it is not consistent and does not have clear sequencing throughout. In terms of knowledge there is some in relation to the Law of Return. Therefore, both AOs are placed in Level 2.



Candidates need to ensure they utilise language which helps analyse the links between the events and not simply list the events one after the other.

This is a Level 3 response

2 Write a narrative account analysing the developments in Israel in the years 1949-54.

(8)

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

• territory - 55% → 75%

• Israeli Defence Forces (IDF)

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

Six Day war

refugees

begin - territories

55% → 75%

more land for settlers

middle - IDF created which meant strong protected - feared

end in 1950 Law of Return massive immigration

After the first Arab-Israeli war, Israel had major developments in the years 1949-54.

During the First Arab war, in 1949, Israel created the Israeli Defence Force known as the IDF. The IDF was a group of Israel's official army but most ^{members} were from the Haganah, Stern gang and Irgun. The terrorist actions by one of these groups were ~~not~~ ^{incorporated} into the IDF. This meant led to Israel being more powerful and feared with a ~~strong~~ strong army. It also proved Israel is not weak but strong and resilient. It showed and united the Jewish people.

After the First Arab-Israeli war, Israel had expanded their territory and were more ^{politically} powerful. They went from having 55% from the UN partition plan to 75% after the war. This meant more ^{land} ~~more~~ ^{land} meant more people to and space to house people. Since Israel had a large ^{immigrant} ~~immigrant~~ and citizens the more land allowed them to house and keep the people. The ~~extra~~ ^{extra} land also ^{led to} ~~meant~~ better location to protect and support the

people and areas for army bases. Having certain areas meant Israel was able to protect and defend themselves better ^{from outside attacks}. This ~~process~~ led to Israel protecting themselves better and having better housing space for new residents. As a result, Israel was able to focus on building themselves up and advancing and growing their economy and allies.

Later in 1950, Israel came up with the Law of Return. This policy meant for all Jewish people around the world could be granted immediate visit to Israel. This led to a large boom in residents. It is estimated ^{around} 11.2 million Jews ^{moved} lived in Israel. As a result, Israel grew their population and had greater work force. This meant Israel could develop themselves and had more people to help economy. The large amount of people also forced Palestinians to move out of places new Israel settlers moving in to. Therefore, more land occupied by Israel and was able to weaken ^{Palestinians} ~~Palestines~~.

* After the creation of IDF, it already had 100,000 members. Israel was able to build up its army to fight and win even more battles. It showed everyone they were there.

*² Since Israel is surrounded by Arab enemies, better locations allowed for better strategies and attacks.

(Total for Question 2 = 8 marks)



The response demonstrates a narrative which is clearly sequenced, leading to an outcome. It analyses linkage, with Israel becoming more powerful, and with more land meaning more people, resulting in the AO2 being placed in level 3. The content goes beyond the stimulus points with specifics of the IDF and the law of return, meaning AO1 is also in level 3. Therefore overall the response is awarded a high level 3.



Candidates need to provide specific information to support their narrative.

Question 3

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: conflicting interests of Jews and Arabs for the end of the British Mandate; the oil crisis (1973-74) for diplomatic negotiations in the Middle East; the Israeli invasion of Lebanon (1982) for the PLO. All three topics were equally popular as the topics selected. 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.

In terms of the question on conflicting interests, there was good knowledge shown about events in 1946-1948 – the King David Hotel, the various competing claims on the land, the arguments over the Partition Plan and the rival militant groups. However, Level 2 responses often provided knowledge about the end of the British Mandate rather than linking it to the conflicting interests leading to the end of the Mandate, or stated the differences without linking the British Mandate at all.

The question on the oil crisis produced some very good responses. With a very few exceptions, candidates were able to explain the importance of oil, that Arab countries used an embargo, and that the USA and western countries were impacted, leading them to negotiate and force Israel to negotiate. Shuttle diplomacy was frequently mentioned, generally with an understanding of the key players and where this led to longer term impact. Most often candidates that were able to progress to show importance included information about how the USA changed their position with regards to Israel. Many knew about Kissinger and there was a good understanding of the placement in time of the event, with links made to the Yom Kippur war.

The topic of Israel's invasion of Lebanon showed secure knowledge of the invasion and the position of the PLO. There was some confusion with Jordan in an earlier period, but generally their knowledge was secure. Overall, there was a focus on the specific importance, most often with regards to the leadership of the PLO leaving for Tunisia. Better answers were able to expand upon this and extend to changes in the PLO approach, most profitably on Arafat's change to a diplomatic approach, or gave more specific detail about the destruction of Beirut, and the Phalange massacres. Others focused upon the shifts in sympathy for the different parties involved.

This is a Level 2 response.

- The importance of conflicting interests of Jews and Arabs for the end of the British Mandate.
- The importance of the oil crisis (1973–74) for diplomatic negotiations in the Middle East.
- The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO).

The oil crisis was important for diplomatic relationships as it had shown America and the superpowers that the arabs had the power to shut down oil putting a stop to countries that rely on oil. Therefore it showed who

The conflicting interests of Jews and arabs at the end of the mandate as it had shown Britain that there was no point trying to fix the situation as it both were ready for war since others had tried to help but were killed like 2 british police officers that were hurt.

☒ The importance of the oil crisis (1973–74) for diplomatic negotiations in the Middle East.

☒ The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO).

Israel's invasion of Lebanon was important for the PLO as it had led to the helping of Muslims against Christians

The oil crisis & was important for diplomatic negotiations as oil dependent countries had been hit the hardest so later on countries like America & had talks with the one who started the crisis and ~~also~~ tried to stay on their good side to not let that happen ^{again}



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Examiner Comments

First response – conflicting interests. The response has an attempt to analyse importance, “Britain ...no point trying to fix”, but it is not secure at level 2, meaning the AO2 is low Level 2. There is some knowledge demonstrated of the topic with reference to British police, but it is also insecure and just into Level 2 for AO1. Overall, it is the bottom of Level 2.

Second response – Invasion of Lebanon. The response has an attempt to analyse importance, with some reasoning regarding talks to stop it happening again, making AO2 level 2. There is some information with reference to oil dependent countries but it is not secure in Level 2 for AO1. Overall, this is the middle of Level 2.



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Examiner Tip

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.

This is a Level 3 response for both answers.

- ☒ The importance of conflicting interests of Jews and Arabs for the end of the British Mandate.
- ☒ The importance of the oil crisis (1973–74) for diplomatic negotiations in the Middle East.
- ☒ The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO).

One reason why the conflicting interests of Jews and Arabs were important, was because it created tensions and ended the British Mandate ~~on the~~ in 1948. Moreover, the demands of Arabs and Jews were impossible for Britain to solve; Arabs resented Jewish immigration into Palestine, as they believed they were the rightful rulers because it had been their land for over 1500 years, however, Jews believed they were the rightful rulers because Palestine had been their promised land for 3000 years, and many Jews needed a home after the brutal events of the Holocaust. Therefore, these conflicting interests sparked anger from Arabs and Jews because they both resented the British ruling and blamed them for the 'wrongful settlements', which caused major terrorist activities. For example, the terrorist group Irgun launched an attack on the King David Hotel in 1946; they were Jews, whom disguised themselves as Arabs, and entered the hotel, through the trading basement, carrying chests of milk containing explosives. These were set off, and bombed the British Administrative Headquarters situated in

The hotel. This was very important because it sparked outrage from the British public, whom wanted the British soldiers to immediately withdraw and remove themselves from the dangers of Palestine, resulting in the end of the Mandate. Therefore, ~~this~~ ~~is~~ the worsened British morale put pressure on the government to end the British Mandate, as solving the conflicting issue was very problematic and only triggered dangerous events and attacks.

☒ The importance of the oil crisis (1973-74) for diplomatic negotiations in the Middle East.

☒ The importance of the Israeli invasion of Lebanon (1982) for the Palestinian Liberation Organisation (PLO).

The oil crisis (1973-74) was very important for diplomatic negotiations in the Middle East. Moreover, ~~as~~ as a result of the Yom Kippur War in 1973, Arabs were angry at the financial aid and weapons the USA provided Israel, claiming it was their only reason for victory. ~~that~~ This led to the Arab States placing an oil embargo on the USA and refusing to sell them oil. This was significant due to the major impact it had on the USA; their trading fell, ~~the~~ production was cut by 25%, and the price of oil quadrupled by 1974, ~~to~~ which badly affected their economy as the oil was used for electricity, heating, vehicles, ~~and more many things~~. Therefore, this led to diplomatic negotiations in the Middle East because the USA started to play a more neutral role in the Arab-Israeli conflict, and put financial and economic pressure on Israel (who was heavily dependent on them), ~~and~~ ^{to} begin peace talks started by Anwar Sadat, in Egypt. Therefore, the oil crisis was very important because it allowed

peace talks between ~~the~~ the Egypt and Israeli government to begin, which resulted in the Treaty of Washington and Camp David Accords to be signed in the 1970's, stating they would solve ~~conflicts~~ ^{rather} conflicts diplomatically, ~~rather~~ than going to war.



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First response – Conflicting Interests. The response provides a clear analysis of importance with a line of reasoning, such as “created tension”, “end of mandate”, and is logically structured, meaning the AO2 is Level 3. The candidate has supported the argument with good knowledge, with reference to claims of both Jews and Arabs, which makes the AO1 level 3. Overall, the response is a high level 3.

Second response – Oil Crisis. The response provides an explanation regarding the impact of the oil weapon on USA policy to Israel with a line of reasoning and a logical structure, making the AO2 a secure Level 3. There is accurate and relevant information, with reference to the oil embargo and the role of Sadat, which places the AO1 in Level 3. Overall, the response is a high Level 3.



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Examiner Tip

Candidates need to provide specific knowledge to support their explanation.

Paper Summary

Based on the performance seen on this paper, students are offered the following advice:

- Make sure that you attempt all three questions, including both parts of Q1 and Q3.
- For all questions use accurate and relevant information to show your knowledge and understanding of events.
- Q1: explain a link between the event and the consequence and do not simply describe or state something that happened. Focus on what happened as a result of the event.
- Q2: focus on the date range specified in the question and ensure the events or developments in your narrative are linked together to show a clear sequence of events.
- Q3: explain the impact the development/event/person had on the second development/event/person named in the question. Focus on what difference the development/event/ person made.
- In this examination series there was a noticeable increase in the number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

Grade boundaries

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