Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E/F	E6/F6 The Middle East, 1945–2001: The State of Israel and Arab Nationalism	General Advice for Unit 1

General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, *analytical* essay that comes to a judgement as to extent, significance, importance, etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one High Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a High Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked**. Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

   How far do you agree that the **Great Depression was the main reason** for the **increased support for the Nazi Party** in the years **1929–1933**?

   Use this to help you plan your answer.

2. **Write a brief introduction**. You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and to outline what your answer is going to be.

3. **Discuss the given factor or named event/individual/idea directly**. An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.

4. **Begin each paragraph by making a point which helps to answer the question**. Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.

5. **You must come to a judgement in your conclusion**. To gain a High Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible, etc. the given factor is, for example: 'The Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.'

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

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Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *present historical explanations and reach a judgement*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on the significance of the Iranian Revolution in 1979 with specific reference to its effect on the growth of Islamist politics 1979–2001 – the period from the end of Egyptian-led Arab nationalism to the al-Qaida attacks.

Exemplar Question

How significant was the Iranian Revolution of 1979 in the growth of Islamist politics in the Middle East and Gulf regions, 1979–2001?

[30 marks]

Planning Your Response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

1. Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
2. Make a list of 5–8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.
3. If you feel you have enough time, you could develop the links between points or jot down some evidence that you might use in support.

Plan

Brief answer: Iranian Revolution definitely significant because it created an Islamist state (belief that Islam should influence the nature of politics/government) and highlighted many of the key elements of Islamist politics which would emerge. However, there were other events in 1979 which were just as influential/consequential and Iranian Revolution lacked some influence due to Sunni/Shia split and the fact that Iran was non-Arab.

- Iranian Revolution in 1979 replaces Shah with Islamist state – role model
- However, also in 1979 were Washington Treaty, Soviet invasion of Afghanistan, Saddam Hussein in power
- Not as influential – Shia, non-Arab state
- But still significant – underlying influences, e.g. anti-modern, anti-Israel, anti-West
- Significant but in combination with other influences

Examiner's Exemplar Answer 1

The Iranian Revolution in 1979 was definitely significant in the growth of Islamist politics in the years from 1979–2001. There was an increase in political activity when many Palestinians became involved in opposition to the attempts at Arab-Israeli peace and an increase in terrorist activity leading up to the events of September 2001. Iran itself became an Islamic state. Although the Revolution was significant there were other factors which were significant as well (1).

The Iranian Revolution in 1979 was significant because it led to the overthrow of the Shah and the take-over of power by the Ayatollah Khomeini (2). He created a government which was based on Islamic politics which showed other Islamist politician what they could achieve. The Shah was considered to be too 'modern' in his approach to politics and society and the Revolution wanted to replace him with a government which followed the Islamic religion. The Revolution also attacked 'western' influences which was a part of Islamist politics. The attack on the US embassy in Tehran

(1) This is a typical introduction which shows some understanding of the question and an awareness of the significance of the Iranian revolution – the key issue – and suggests other issues. The introduction would suggest a potential Level 3 or with more development a Level 4 answer.

(2) First paragraph has relevant focus on given factor and key issue.

encouraged other attacks on western targets. <u>So the example set by the Iranian Revolution was significant in the growth of Islamist politics (3).</u>	(3) Exemplification followed by a concluding sentence.
<u>The new Iranian government was also significant in encouraging the growth of Islamist politics (4).</u> They were willing to sponsor countries, such as Syria, and Palestinian groups to oppose Israel and the agreements made between the PLO and the Israelis in 1990s. Speeches against Israel encouraged Palestinian activity against Israel in the Intifada and continued threats against the USA kept anti-western feeling going throughout the period.	(4) Further support for significance of Revolution.
<u>There were, however, other factors which were significant in the growth of Islamist politics as well. At the end of the 1980s Egypt signed the Camp David agreement with Israel that recognised the state of Israel (5).</u> This was seen by many Palestinian supporters as a betrayal and those who had supported Arab nationalism as a way to solve the Palestinian Question began to look towards Islamist politics which did not accept Israel as a state. There were small groups within the PLO and other groups who would not accept Yasser Arafat's attempts to negotiate peace and looked to Islamist politics to support them. Groups such as Hamas and Hizbollah were organised.	(5) Creating counter-argument through reference to other factors. Suggests failure of Arab nationalism.
<u>The actions of the Israeli government was another reason for the increase in Islamist politics amongst Palestinians (6).</u> The Israelis invaded the Lebanon in 1982 which resulted in the PLO being forced out and a massacre in two of the Palestinian refugee camps. This led to much bitterness and many Palestinians became more involved in Islamist politics. The Israelis also sponsored the building of settlements in the 'occupied' territory which seemed to go against agreements which recognised a Palestinian state.	(6) Further factor suggested – beginning to take the form of a lower Level 4 response. Other factors are relevant but the focus on the significance of Iran is not being clearly established, e.g. because of lack of comparative significance.
<u>A further reason was the reaction to the interference of western powers in the region (7).</u> The USA and its allies were seen to be biased towards the Israelis despite trying to negotiate a peace settlement. The USA were blamed for both arming Iraq against Iran in the 1980s and then defeating Saddam Hussein's forces in the Gulf War. This in turn led to the extension of US bases in Saudi Arabia which infuriated many Islamist	(7) Level 4 pattern continued.

politicians.

Perhaps a more significant reason for the growth of political Islam was the response to the Soviet invasion of Afghanistan, also in 1979 (8). The response of Afghan rebels resulted in the creation of an Islamist revolutionary group known as the Taliban who were able to take-over the country after the Soviet withdrawal. It was the Taliban support which was influential in the establishment of the al-Qaida groups which became most active in the 1990s and were responsible for the events in New York in September 2001.

So the Iranian Revolution was clearly significant in the early developments of the growth of Islamist politics having successfully got rid of the Shah and supporting Islamist politics elsewhere. However, there were other significant factors such as the situation in Palestine and perhaps of more significance the effects of US and Russian intervention (9).

(8) Following pattern of other significant factors but introducing weight of factor involved.

(9) Effective summary of the essay. However, the comparative element appears more developed than is actually carried out in the body of the essay. More comparison would result in a Higher Level 4 answer.

Examiner's Assessment

This is a Low to Mid Level 4 answer. It is analytical and relates well to the focus of the question by referring to significance of given and other factors but it loses direct focus by not concentrating on the relative significance of the Iranian Revolution. The key issues are understood with a good range of factors discussed with adequate, secure but sometimes descriptive supporting evidence.

Examiner's Exemplar Answer 2

The years 1979–2001 saw a significant growth in the influence of Islamist politics in the Middle East and Gulf regions leading to the establishment of an Islamist state in Iran, growing Islamist influence amongst Palestinian activists and the creation of the al-Qaida network (10). The Iranian Revolution of 1979 was undoubtedly significant, both directly and indirectly, in these developments but there were also other contributory factors which were just as significant (11). Other events in 1979 which were unconnected to the Revolution were equally as

(10) The beginning of an effective introduction establishes the time period.

(11) Acknowledges the key issue and other possible areas of significance.

important, for example, and the Shia Muslim nature of the Iranian Revolution meant that the Iranian Islamist state was not as directly influential as it might have been (12).	(12) Establishes other events.
The fact that the Iranian Revolution of 1979 saw the overthrow of the 'modernist' Shah of Persia and the establishment of a religion based Islamist government under the leadership of the Ayatollah Khomeini is direct evidence of the significance of the Revolution (13). Politicians in the Middle East and Gulf before this event, despite their religious objections to the Jewish state of Israel and support for the Muslim Palestinians, had tended towards a secular ideology of government. In particular, the leaders of Egypt, such as Nasser and Sadat, had approached Middle East politics as secular politicians. The Iranian Revolution offered a blue-print for a theocratic approach to politics and was willing to support and encourage the spread of Islamist politics. Almost immediately the existence of Israel was condemned and later offers of support to militant Palestinian organisations, such as Hezbollah and Hamas, given. The Revolution in Iran was, therefore, living proof that an Islamist state could be achieved (14).	(13) Uses the first sentence to focus on significance of Iranian Revolution.

(14) Exemplification is followed by a concluding sentence. |
| However, there were several other events in 1979 which combined with the Revolution to make an increase in Islamist politics even more potent than if the Revolution had occurred in isolation (15). The Washington Treaty signed between Egypt and Israel caused many Muslims who believed in the destruction of the state of Israel to lose faith in secular Arab Nationalism and pushed many militant Palestinians towards Islamist influenced groups, such as Hamas. The Soviet invasion of Afghanistan led to counter-insurgency from Islamist inspired groups such as the Taliban and ultimately al-Qaida. The emergence of Saddam Hussein as Iraqi leader led to the events which ended in Western intervention in the Gulf War of 1990 and the anti-Western stance of Islamist groups (16). Together, rather than singularly, these events became the foundation stones for Islamist politics. | (15) Creation of a counter-argument.

(16) Links each event of 1979 with growth of Islamist politics. |
| The significance of the Iranian Revolution was also undermined somewhat by the divided nature of the Islamic religion (17). Although the Islamist Iranian state always offered support to Arab states in their support of Palestinian rights and in | (17) Suggests further counter-argument. |

opposition to the state of Israel the ability to spread ideas of the Iranian Revolution itself proved to be more difficult. This is because the Iranian Revolution was based on the minority Shia worship of Islam as opposed to the majority Sunni worship of the religion. This was further exacerbated by the fact that Iran is not an Arab country and that one of the first actions of the new Islamist state was to re-ignite tensions between the religiously divided, mainly Arab state of Iraq. When the Iran–Iraq War took place in 1990 the Arab states chose mainly to support Iraq and support for Iran from Arab states and Shia Muslims remained tenuous throughout the period. The most potent Islamist political group proved to be al-Qaida which is connected to no one state and appears to follow a form of pan-Islamic politics (18).

(18) Detailed evidence in support.

Despite this the Iranian Revolution had continuing significance throughout the period in that the elements of Islamic politics which would emerge during the years 1979–2001 can all be connected to the revolution and the continuing existence of the Iranian Islamist state (19). The Revolution opposed the secular approach to politics which was dominant in the Middle East and the Gulf before 1979, it offered support to those Palestinian groups who felt abandoned by the Egyptian agreement with Israel and, by the taking of American hostages at the US embassy in Tehran, highlighted antagonism towards the West as seen in September 2001 (20). The ever-continuing presence of an Islamist state in the region meant that those who opposed more 'moderate' solutions to the Israeli-Palestinian problems had constant moral support at the very least (in 2006 Hamas won the Palestinian parliamentary elections) and other states were always aware of the potential for future Islamist revolution.

(19) Return to the significance of Iranian Revolution and its consequences.

(20) Using three examples within a sentence or a paragraph is a good technique.

In conclusion, the Iranian Revolution in itself was significant in the growth of Islamist politics in the Middle East and the Gulf as it led to the creation of an Islamist state. However, being a Shia majority, non-Arab state made the direct impact of the Revolution less significant than it might have been. It was one of several very important and influential events which came together in 1979 to create the foundations for the growth of Islamist politics. However, throughout the period 1979–2001 the underlying significance of events

in 1979 and the continued presence of the Iranian state contributed to the growth of Islamist politics (21).	(21) Completely focused judgement with reference to extent of significance.
Examiner's Assessment This is a Level 5 answer. It directly addresses the focus of the question throughout concentrating on the significance of the Iranian Revolution. It suggests a number of factors which undermined the significance. The significance of the Iranian Revolution is intertwined with other significant factors. This answer may seem a little long but good Level 4 and Level 5 answers are generally 750–1000 words long on 3–5 sides of writing in medium-size hand-writing. Level 3 answers are generally 500–750 words.	

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E/F	E6/F6 The Middle East, 1945–2001: The State of Israel and Arab Nationalism	Mark Scheme

Applying the mark scheme

When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two Mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

So it is very important that you know what Level your essay has achieved. This way you can try to improve your mark within a level or even to step up a level.

Level descriptors – bands
Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band
The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band
As the Level X descriptor.

High band
The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

How significant was the Iranian Revolution of 1979 in the growth of Islamist politics in the Middle East and Gulf regions, 1979–2001?

[30 marks]

Target: AO1a and AO1b

Level 1	Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.	(1–6)
	The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.	
	Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 1: 3–4 marks** The qualities of Level 1 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 1: 5–6 marks** The qualities of Level 1 are securely displayed.	

	Specific to exemplar question The response includes a few generalised sentences about the Iranian Revolution or the rise of Islamist politics, e.g. the Iranian Revolution put the Ayatollah Khomeini in power; al-Qaida became involved in terrorist activity. It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned, e.g. reference to Iran or Islamist could be mistaken for Israel or the essay could refer to events before 1979.	
Level 2	Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit. *The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.* **Low Level 2: 7–8 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 2: 9–10 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 2: 11–12 marks** The qualities of Level 2 are securely displayed. **Specific to exemplar question** The response includes a few relevant paragraphs about the question or narrative without explanation. For example, paragraphs may describe or briefly comment on the events of the Iranian Revolution or describe US intervention in the Gulf. Also some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate. This topic often has a number of answers which contain significant inaccuracies which result in Level 2 answers.	**(7–12)**
Level 3	Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with the stated factor, cannot go beyond Level 3. *The writing will be largely coherent, but some passages may lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.*	**(13–18)**

	Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 3: 15–16 marks** The qualities of Level 3 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 3: 17–18 marks** The qualities of Level 3 are securely displayed. **Specific to exemplar question** Level 3 should be considered as soon as the response attempts to analyse, i.e. organises the answer into explanatory paragraphs or explanatory narrative with reasonable supporting evidence. An answer could be a general narrative of the rise of Islamist politics or the effects of the Iranian Revolution with a commentary as to significance or it could be a series of explanatory statements with thin or irrelevant supporting evidence. If there is no or very brief reference to the Iranian Revolution the highest mark that can be gained is 18.	
Level 4	Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places. *The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.* **Low Level 4: 19–20 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 4: 21–22 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 4: 23–24 marks** The qualities of Level 4 are securely displayed.	**(19–24)**

	Specific to exemplar question If a response has clearly understood the focus of the question and most of the material is developed and relevant then it is a Level 4 answer. The response will address the significance of the Iranian Revolution with some depth of reference, e.g. the creation of an Islamist state, the reaction to end of Egyptian influence, attacks on US interests. Those answers which clearly imply reference to the significance in a conclusion only will move down from the mid-band and those which are more direct and attempt some evaluation will move up. Other significant factors might be actions of Israel, Palestinian direct action, failure of Arab nationalism and external intervention. Significance might be established through a lack of Iranian influence, e.g. because of the Shia religion and non-Arab state.	
Level 5	Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge. *The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.* **Low Level 5: 25–26 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 5: 27–28 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 5: 29–30 marks** The qualities of Level 5 are securely displayed. **Specific to exemplar question** The response should directly refer to all/most of the key elements to the question – the Iranian Revolution, the growth in Islamist politics and the dates 1979–2001. The answer should focus on the role of the key issue with other factors being compared in importance, or in an integrated answer clearly showing how the Iranian Revolution was significant or less significant. The emphasis should be on the extent to which the Iranian Revolution was significant but there should be balance. It is important at Level 5 to reach a judgement.	**(25–30)**

A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

1. Write in well-organised **paragraphs**. An essay is a series of organised paragraphs, each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing. Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are too long and should be split up.

2. Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.

3. Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8', etc. – even though you may communicate informally this way all the time.

4. Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult, then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

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Chronology: Key Events in *The Middle East, 1945–2001*

Creation of the State of Israel

Background

Year	Month	Event
1917	November	The Balfour Declaration
1919		British mandate granted over Palestine – Arab-Jewish tension throughout the 1920s
1933	January	Nazi rule in Germany begins – leads to increased Jewish emigration to Palestine
1936		Arab Rebellion in Palestine – *Haganah* founded – continues to 1939
1937		Peel Commission – recommends partition of Palestine
1939		White Paper (British government) – recommendations for future of Palestine
1939–1945		Second World War leads to Holocaust Biltmore Declaration (1942) British discussions on possible partition abandoned (1944)

Events leading to Declaration of State of Israel

Year	Month	Event
1945		End of Second World War Jewish refugee crisis British limit immigration Zionist Conference decides policy of active opposition to British rule
1946	April	Attack on British military HQ in King David Hotel President Truman calls for immediate increase in Jewish immigration
1946	Oct	President Truman supports partition of Palestine
1947	Feb	British request advice from UN over future of Palestine mandate UN Special Committee on Palestine (UNSCOP) set up
1947		Tensions grow on both sides: two British soldiers hanged by *Irgun* British prevent refugee ship *The Exodus* from landing
1947	Aug	UNSCOP report recommends partition of Palestine

1947	Nov	UN General Assembly vote to accept recommendations of UNSCOP Arab Higher Committee reject recommendations – outbreak of Arab–Jewish civil war
1947	Dec	British announce withdrawal from Palestine in May 1948
1948	Jan–May	Civil war intensifies – infiltration of soldiers from Arab states Jewish forces implement Plan D, attack on Deir Yassin Battle for Jerusalem 300,000 Arabs flee Palestine
1948	14 May	British withdrawal from Palestine New state of Israel declared by Ben Gurion

Arab–Israeli Conflict 1948–73

Year	Month	Event
1948	15 May	Outbreak of the first Arab–Israeli war in response to declaration of state of Israel Forces from Lebanon, Syria, Iraq, Transjordan and Egypt Battle for Jerusalem
1948	10 June	UN broker ceasefire Arab disunity allows Israel to re-supply before ceasefire breaks down
1948	9–18 July	Renewed fighting – Arabs hold Old City of Jerusalem but Israelis improve position
1948	Sep	Second ceasefire – special UN mediator, Count Bernadotte, assassinated by Jewish Stern gang
1948	15 Oct	Israel break ceasefire – attack on Egyptian forces in south
1949	Jan	Final ceasefire – Israel control 79% of Palestinian mandate (55% in UN partition plan) 700,000 Palestinian Arabs become refugees
1949	Jan–July	Armistice agreements brokered by UN between Israel and individual Arab nations (Syria last) – permanent peace treaties not agreed

The Suez War, 1956

Year	Month	Event
1949 onwards		Continued Arab–Israeli tension Demilitarised zone along Syrian border 1 million Palestinian Arabs within Jordan, 300,000 in Gaza Strip controlled by Egypt
1952		King Farouk of Egypt overthrown in military coup
1954		Gamal Abdul Nasser becomes President of Egypt (see Arab nationalism chronology) British agree withdrawal of troops from Suez Canal Zone but worried as to Communist influence Israeli concern over support for Palestinian raids and Arab nationalism
1955		Israeli attack on Gaza Egyptian–Czech arms deal

1956	July	USA and Britain withdraw loans to build Aswan Dam President Nasser nationalises Suez Canal French interests under threat
1956	24 Oct	Secret meetings between British, French and Israeli governments
1956	29 Oct	Israeli forces invade Egypt
1956	30 Oct	Britain and France order a ceasefire from both sides – Israel agrees but Egypt refuses
1956	31 Oct	British and French planes bomb Egyptian airfields and Port Said
1956	5 Nov	British and French troops land at Port Said Canal blocked by Egypt
1956	6 Nov	UN declare ceasefire and order British/French withdrawal in response to widespread condemnation from Arab states, USA and USSR UN forces sent to Suez Canal zone Israel captures Sinai
1957		Suez Canal reopens (April) Israeli withdrawal from Sinai but UN forces to guard border

Six-Day War, 1967

Year	Month	Event
1964		Nasser holds Arab conference in Cairo – agree opposition to state of Israel and support for Palestinian cause Palestine Liberation Organisation (PLO) established
1965		*Fatah* (Palestinian guerilla group) begin attacks on Israel leading to Israeli reprisals Arab states divided on support for *Fatah*
1966		New Syrian government gives support to Palestinian cause Nasser signs defence agreement with Syria Increased border incidents with potential to invoke Syrian–Egyptian agreement
1967	April	Border incident leads to Syrian planes being shot down
1967	early May	Israeli threats of potential action against Syria
1967	May	USSR falsely informs Syria of Israeli troop movements on border (13th) 100,000 Egyptian troops into Sinai leading to UN troop withdrawal (15th) Egypt closes straits of Tiran to Israeli shipping (22nd) Syrian Defence Minister challenges the Israelis (24th) Nasser makes speech to Egyptian parliament demanding Palestinian refugees be allowed to return to Israel (29th) King Hussein of Jordan signs defence treaty with Egypt (30th) US rejects Israeli request for active support but Israel believes US has given 'green-light' for unilateral action by Israel (31st)
1967	5 June	Israel cripples Egyptian, Syrian, Jordanian air forces and attacks Gaza/Sinai and west Jerusalem

1967	6 June	Israel advances towards Suez Canal Fighting for control of Jerusalem and West Bank
1967	7 June	Israel wins control of Sinai and accepts UN call for ceasefire Israel captures whole of Jerusalem and Jordanians accept UN ceasefire
1967	8 June	Egypt accepts ceasefire Israel captures the West Bank
1967	9 June	Israel attacks Golan Heights, Syria
1967	10 June	Israel captures Golan Heights Syria accepts UN ceasefire
1967	Aug	Arab leaders agree declaration of no diplomacy (no peace, no recognition, no negotiation) with Israel without recognition of Palestinian rights
1967	Nov	UN Resolution 242 attempts to compromise – withdrawal of Israeli troops from 'occupied territories' with recognition of all Middle East states Egypt and Jordan accept but Israel cites August declaration No peace treaty

The Yom Kippur War, 1973

Year	Month	Event
1968		Beginning of several years of Egyptian–Israeli conflict/tension over Suez Canal zone
1970	Sep	President Nasser dies and is succeeded by Anwar Sadat
1971		President Sadat promises conflict with Israel would be 'settled' but no further forward by the end of the year
1972	Sep	President Sadat's speech in Cairo suggests increased impatience in Egypt
1973	6 Oct	Egypt and Syria attack Israeli territory on Yom Kippur holiday – Egypt into Sinai and Syria into Golan Heights
1973	9 Oct	Israeli army fully mobilised
1973	12 Oct	Israeli army pushes back Syrians
1973	15 Oct	Israeli army crosses Suez Canal to cut off Egyptian third army
1973	24 Oct	Following oil embargo to West and increased US/USSR tensions, Cold War leaders demand ceasefire with UN backing UN troops to preserve ceasefire

Aftermath

Year	Month	Event
1973–1975		US Secretary of State Kissinger carries out 'shuttle diplomacy' between Egypt, Syria and Israel to negotiate treaties of 'disengagement'
1975		Israeli forces withdraw from Suez Canal area and area of Golan Heights Suez Canal re-opens Oil exports to West re-introduced

1977	Nov–Dec	President Sadat announces visit to Israel
		Israeli Prime Minister Begin to Egypt
1978		Camp David Agreement – Israel ends occupation of Sinai and is free to use Suez Canal
1979	March	Treaty of Washington – ratifies Camp David
1981		President Sadat assassinated

Development of Arab Nationalism to 1979

Background

Year	Month	Event
1915		McMahon–Hussein letters
1916		Sykes–Picot Agreement
		Arab Revolt encouraged to aid Entente victory in World War I
1919		Collapse of Ottoman Empire
		League of Nations mandates granted to Britain (Palestine, Iraq, Transjordan) and France (Lebanon, Syria)
1920s/30s		Arab–Jewish tension in Palestine
		Increasing Jewish immigration
1922		Egyptian independence from Britain
1932		Iraqi independence from Britain
1936–39		Arab Rebellion
1937		Peel Commission recommends partition of Palestine
1939		White Paper (British government) – recommendations for future of Palestine
1939–45		World War II

Arab Nationalism to 1979

1945–1958

Year	Month	Event
1945		Formation of Arab League in Cairo
1946		British withdrawal from Jordan mandate
		French final withdrawal from Syria and Lebanon
1947–48		Events leading to creation of state of Israel (see chronology above)
1948	15 May	Outbreak of the first Arab–Israeli war in response to declaration of state of Israel
		Forces from Lebanon, Syria, Iraq, Transjordan and Egypt
		Battle for Jerusalem
1948–49		Events of first Arab–Israeli war (see chronology above) – Israeli victory and Arab disunity
1952	July	King Farouk overthrown in military coup
		General Neguib leads government but Colonel Gamal Abdul Nasser more powerful
1953		Egypt becomes Republic under President Neguib
		US-backed overthrow of the Mossadeq government in Iran
1954		Nasser becomes President, negotiates withdrawal of British forces (but not British oversight) from Suez Canal

1955		Baghdad Pact: Britain attempts to create anti-Soviet alliance in Middle East but undermined by Nasser – only Turkey, Iran and Iraq join Nasser joins non-aligned movement – seen as leader of 'Arab world'
1956		Egyptian nationalisation of the Suez Canal Suez Crisis (see chronology above)
1957	Jan	'Treaty of Arab Solidarity' signed by Egypt, Syria, Jordan and Saudi Arabia
1958	Feb	United Arab Republic (UAR) created – following demands from Syria Egypt agrees to union of the two countries
1958	July	Military coup in Iraq overthrows king – republic declared Iraq withdraws from Baghdad Pact

1958–1973

Year	Month	Event
1958		New Iraqi government decides not to join UAR
1961	Sep	Syrian military coup – no intervention from Egypt Syria leaves UAR
1962		Military coup in Yemen leading to civil war Egypt commits troops in support of republic (withdrawn 1967)
1963		Military coup in Syria Military coup in Iraq Israeli project to divert River Jordan water to Israel
1964		Arab Conference in Cairo organised by Nasser creates the Palestine Liberation Organisation (PLO)
1965–66		Increasing tension between Arab states and Israel (see chronology above)
1967		Six–Day War – Arab–Israeli conflict (see chronology above) 350,000 Palestinian refugees to Jordan
1968		Increased conflict between Palestinian group Fatah and Israeli troops across Jordanian border Israeli attack on Karameh Baathist seizure of power in Iraq
1969		Yasser Arafat (Fatah leader) becomes Chairman of PLO;
1970		President Nasser dies and is succeeded by President Sadat PLO expelled from Jordan (Nov) with many moving to Lebanon
early 1970s		Increased terrorist activities from Palestinian groups 1972 Black September attack on Israeli athletes at Munich Olympics (Sep) Growing tension between Egypt and Israel (see chronology above)
1973		Yom Kippur War – Arab–Israeli conflict (see chronology above)
1974		Yasser Arafat invited to speak to UN
1975		Civil war in Lebanon – Lebanese army attempts to regain control of south from Palestinian group results in war between Lebanese Christians and Muslims

1978		Israeli troops invade Lebanon in response to border tension Israel withdrawal under US pressure UN peace-keeping troops to border Camp David Agreement between Egypt and Israel brokered by US – Egypt 'recognises' Israel Increased civil disturbance in Iran
1979		Treaty of Washington ratifies Camp David Overthrow of 'modernising' Shah in Iran and Ayatollah Khomeini returns from exile to create Islamist state Soviet invasion of Afghanistan

Changing nature of Arab nationalism in the 1980s and 1990s

Year	Month	Event
1979		Treaty of Washington ratified Camp David Overthrow of 'modernising' Shah in Iran and Ayatollah Khomeini returns from exile to create Islamist state Hostage crisis – US embassy Tehran Soviet invasion of Afghanistan Saddam Hussein becomes leader of Iraq Increasing Iranian hostility towards Iraq
1980	September	Start of the Iran–Iraq War: Iraqi invasion of Iran – most Arab states 'support' Iraq
1982		Israel invades Lebanon (June) UN 'peace-keepers' unable to respond Advance on Beirut US brokers PLO withdrawal Sabra and Shatila refugee camp massacres
1985	January	Israel withdraws some troops from Lebanon leaving a 'security zone'
1986	April	US air strike on Libyan capital of Tripoli
1987	Dec	Outbreak of Palestinian *Intifada* in Israeli 'occupied territories' – spontaneous uprising in response to Palestinian deaths caused by an Israeli army vehicle Israel responds with use of force
1988	August	Ceasefire between Iran and Iraq accepted by Iran Iraqi attack on Kurds including chemical warfare
1988	Dec	US opens 'secret' talks with PLO
1989		Soviet Union withdraws from 10-year war against mujahideen (with covert US aid) including al-Qaida organised by Osama bin Laden Soviet Union and Eastern bloc collapse begins
1990		Oil prices drop
1990	Aug	Saddam Hussein orders Iraqi troops to invade Kuwait – UN trade sanctions
1991	Jan–Feb	Gulf War (1st): Iraqi occupation of Kuwait ended by US-led coalition including Arab forces Saudi Arabia used as 'base' for US troops
1991	March	Gulf War ceasefire agreed
1991	Oct	Madrid conference brings Israeli–PLO face-to-face talks

1992		Saudi government revokes Saudi nationality of increasingly critical Osama bin Laden Moderate government under Yitzhak Rabin elected in Israel
1993	September	Israel and PLO sign the Oslo Accords – timetable towards peace with no final settlement
1994		Israel–Jordan peace treaty – Jordan 'recognises' state of Israel
1995		Oslo Accord II: Palestinian self-rule established PLO majority but no final agreement
mid-1990s		Anti-Accord supporters on both sides increase tension Jewish settler action Growth of Hamas Palestinian Islamists launch suicide bombings against Israel Assassination of Rabin (Nov 1995) Growth of Jewish settlement building Increased attacks by Islamic militants in Egypt
1996		Osama bin Laden returns to Taliban-led Afghanistan and revives al-Qaida
1998		Al-Qaida call for attacks on US and allies in *'jihad'* in retaliation for US military presence in Gulf, attack on Iraq, support for Israel Attack on US embassies in Kenya and Tanzania
2000	July	Camp David discussions between President Clinton, PLO, new Israeli moderate government – agreements lack support on both sides
2000	Sep	Second *Intifada* – provoked by visit of Israeli Ariel Sharon to Temple Mount/Dome of the Rock in Jerusalem
2001	9 Sep	Al-Qaida launch attacks on New York and Washington – 9/11

Teaching Activities

1. Get students to research the origins of the Arab–Israeli wars (use the chronology as a starting point) and instruct them to present their findings in the form of a table as follows

ORIGINS	1948–49	1956	1967	1973
Long-term				
Short-term				
Trigger				
OUTCOMES	1948–49	1956	1967	1973
Ceasefire/peace treaty				
Gains/Losses of territory				
Short-term				
Long-term				

This should be followed up with a discussion about the most important/least important factors that led to each war/consequence of each war.

2. Using the table constructed in task 1 above ask students to identify patterns of similarity and difference between the causes/consequence of each war. This can then be followed up with a discussion about why there were three Arab–Israeli wars and why, more generally, history seems to repeat itself. This could lead to a wider debate about the use of history and the question of whether we can learn from 'mistakes' made in the past.

3. Research the rise of Arab nationalism 1945–1979 (use the chronology as a starting point). Make a list of the events/actions in which Arab states worked together and those when there was disunity. For each event determine a reason(s) why there was unity/disunity. This could lead to a wider debate as to whether Arab nationalism was ever likely to succeed as an objective.

4. From c.1979 the nature of 'Arab nationalism' and the response to the state of Israel began to change in complexity, in particular with the emergence of Islamist politics. Use the chronology as a starting point to research the modern forces of instability in the Middle East region. Make a note of the significance of the following factors:

    a) the continued 'Palestinian problem'
    b) the influence of Iran after the revolution
    c) Iran–Iraq conflict
    d) rule of Saddam Hussein
    e) development of Islamist politics
    f) religious divisions within Islam
    g) reaction to Israeli–PLO negotiations
    h) outside interference from the 'West'

    Discuss and try to draw a diagram/flow chart to show how all of these factors interact.

Additional Sample Question

1. How far do you agree that the most important consequence of the Israeli victory in the Six–Day War was the rise in Palestinian terrorist activity?

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