

# History

Answers and commentaries

**GCSE (8145)**

## **1BE Conflict and tension in the Gulf and Afghanistan, 1990 - 2009**

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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# Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resources is to be used alongside the GCSE History 1BE Conflict and tension in the Gulf and Afghanistan, 1990 - 2009 June 2022 Question paper and inserts.

## Question 1

**Source A** is critical of President Bush. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

**[4 marks]**

## Mark scheme

**Target**      **Analyse sources contemporary to the period (AO3a)**

**Level 2:**      **Developed analysis of source based on content and/or provenance**      **3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

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

**Level 1:**      **Simple analysis of source based on content and/or provenance**      **1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

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

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

## Student responses

### Response A

Source A is made to look critical of George Bush as it shows Barack Obama saying 'can you sign it' 'to barrack sorry about the mess I left you'. This shows an indirect dig at George bush's leadership and country managing skills. This is also backed up by the visual evidence known to man. The invasion of Iraq created many problems for Mr Bush and the American government. Creating many to hate on the US. This then lead to many terrorist attacks in response to the unrightfully tyranny.

#### This is a Level 1 response

The response shows a simple analysis of the source. Relevant features of the content are identified, and simple inferences are made. There is some attempt to support the analysis with contextual knowledge, but this is very generalised. The response is therefore credited at Level 1.

### Response B

In the text Obama asks Bush to write 'sorry about the mess I left you' referencing the multiple shortcomings of his presidency. Bush was criticised for a huge scandal in the days following 9/11 which planted false evidence that made it appear as Saddam Hussein. A forged dossier pointed to Saddam possessing nuclear weapons, which he'd agreed to not own in the 1991 peace treaty. Bush then used the forged evidence in his dossier to reignite conflict in Iraq. The conflict in Iraq. The public dossier was fake. The second Gulf War made many middle-eastern people very angry at the west, causing a sharp spike in the size of terrorist groups. Due to this, Obama was left a nation of angered people and a growing terrorist threat.

#### This is a Level 2 response

The response demonstrates developed analysis of the content of the source, which is supported with a range of detailed contextual knowledge. It is therefore credited at Level 2, at the top mark in the level.

## Question 2

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

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

**[12 marks]**

## Mark scheme

**Target**      **Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4:**      **Complex evaluation of both sources with sustained judgement**      **10–12**  
**based on content and provenance**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

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

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**Level 3:      Developed evaluation of sources based on the content and/or provenance      7-9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

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

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

**Level 2:      Simple evaluation of source(s) based on content and/or provenance      4-6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

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

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

**Level 1:      Basic analysis of sources(s)      1-3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that the US would now use its great power against terrorism.

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

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

## Student responses

### Response A

After the 9/11 attacks America sent thousand of soldiers into middle-eastern countries to try and eradicate terrorism, This sudden response was prompted by the 9/11 attacks. Sources A depicts a rat labelled as 'Terrorism' retreating from a large muscular figure in the hat often depicted on 'Uncle Sam', a figure used in many World War 2 posters. Uncle Sam is meant to represent America as a whole. Terrorists were often referred to as 'rats' by many people so the use of one makes terrorists seem weak and cowardly, a view shared by many at the time, Another common viewpoint to this day is that America is a giant, both economically and in in terms of military might. This personification of these views makes America look for stronger than terrorists, a common mindset of the people at the time. The cartoon would show a historian the American mindset at the time.

The speech by British Prime Minister, Tony Blair, is useful to historians as it shows British support of American and global due to the UN's new resolution. A global resolution against terrorism, created by the most powerful nations at the time showed how the world responded to terrorism with quick and decisive moves. The speech also strongly supports Bush as Blair claims that Bush is careful to 'not strike first', making it appear that America wasn't interested in conflict. This makes America look good as it implies they don't want a war where countless would die, allowing 100% of the blame to be place on terrorism. A historian would be able to understand that terrorism was recognised as a global threat that was being taken very seriously.

#### **This is a Level 3 response**

The response addresses both sources and shows developed explanation of the content of each. There are brief references to the provenance of each source, though these are not developed very far. It is credited at Level 3, at the middle mark in the level.

### Response B

Both sources are useful to a certain extent as they show that after 9/11 attacks, American foreign policy shifted slightly to the combatting of terrorism and revenge for this attack upon the American people.

The American cartoon presents the United States a big, muscly character, providing comfort to the American people that President Bush's government is willing to go to great lengths for revenge from the 9/11 attacks. Terrorism is presented as a rat which shows that it is feeble and able to be defeated by the American government. This is useful to a historian because it was published in September 2001 after the 9/11 attacks showing the plans for the 'war on terror' and how the United States are following the terrorism in Afghanistan where Al-Qaeda were believed to be rising.

Tony Blair's speech shows how it wasn't just America that was inciting revenge onto global terrorism. This was becoming a global crusade. The UN Security Council allowed America to use defence to protect and defend themselves after 9/11 attacks. This was followed by Operation Enduring Freedom which aimed to get revenge for the attacks. This is useful to a historian as it shows that the UK were supportive of whatever the US put out as their plan and aims to top the growth and development of the Taliban and Al-Qaeda 'training, funding and supply of weapons.'

Both sources are useful to a historian to a certain extent as it shows the preface and planning of the war on terror. It also shows that the public opinion was sympathetic towards America and many countries (such as the UK) supported Americas plans to invade Afghanistan after 9/11. It is also useful because it shows that the US and UK were willing to go to any lengths necessary to get revenge for the attacks and to reduce global terrorism around the globe by neutralising the threats posed by Al-Qaeda, the Taliban and other terrorist organisation.

#### **This is a Level 4 response**

The response addresses both sources, showing developed evaluation of content of source B supported with contextual knowledge, with some further reference to the provenance. The evaluation of source C is also well supported with contextual knowledge and understanding. There is an attempt to cross-reference the sources in the final paragraph, with some success. As a result, it is credited at Level 4 at the middle mark of the level.



### Question 3

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

[8 marks]

### Mark scheme

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex analysis of causation/consequence** **7-8**  
**Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

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



## Student responses

### Response A

During the Iran-Iraq War in 1980-88, Saddam Hussein committed many acts of cruel atrocities on the Kurdish and Shia civilians who were innocent. Saddam would frequent bomb and shell Kurds and also drop chemical bombs and biological weapons such as gas to kill the Kurdish and Shia people. This of course disgusted many countries in the gulf, especially Iran who had a large Shia population, but other countries as well who deemed Saddam's actions unacceptable. This led to the uprising and protests in many countries in the gulf, and Iraq and Saddam were viewed as a rogue nation.

After the Iran-Iraq War and gulf war, no fly zones were implemented over Iraq to try and prevent bombing of Kurds. However this didn't stop Saddam from forcing and isolating the Kurdish people and forcing them to flee their homes to find shelter. Where Iranian forced would attempt to kill the groups fleeing, before they could escape. This created unrest across the Arab world as Muslims were being slaughtered mercilessly, therefore many countries had an agenda against Iraq's government and Saddam and unrest in Iraq also became greater because Saddam's popularity decreased. Furthermore leading to Saddam and his government becoming more hostile to any opposers.

### This is a Level 3 response

The response shows developed analysis of the way in which the treatment of the Shia population caused tension and conflict with Iran. It is developed as the analysis is linked back to the question and substantiated with contextual knowledge and understanding (eg reference to Iran-Iraq war). A further point about the problems caused in the wider Arab world is addressed, but the link to the question requires further substantiation. The response is credited at Level 3, at the higher mark in the level.

### Response B

After the 1990 Gulf War and the liberation of Kuwait, Saddam Hussein was left in power as the US and UN believed that the Kurds and Shias would incite an uprising in Iraq and overthrow Saddam. America did not want to be involved in Iraq internal affairs so removed most of their troops. Many uprisings happened throughout 1991 and 1992 but they were all violently suppressed by Saddam's regime. Saddam used biological and chemical weapons to bomb Kurdish villages and he diverted waterways away from Shia marshes which led to famine and malnutrition. A UN resolution provided a 'safe heaven' for Kurds but there were still 1.4 million refugees.

There were still economic and trade sanctions placed on Iraq and the US set up an oil-for-food policy where if Iraq let America control their oil production they would be able to get food. Although, Saddam never let the food aid given by the UN get to the Kurds and the Shias which left millions of Iraqi civilians dying of starvation and with severe malnutrition. Other countries in the Gulf saw the treatment of the Kurds and Shias through WMD's. This led to a UN weapons inspector to be ordered to be let into the country. This led to all Saddam's chemical and biological weapons to be confiscated. They also had to let a weapons inspector come into the country which Saddam did not like and protested against. The UN made Saddam allow the weapons inspector in and he found a small amount of chemical ammunition but did not find any WMD's.

This was ignored by the US and UK which then led to the 2<sup>nd</sup> Gulf War. Saddam Hussein's treatment of the Kurds and Shia Muslims in Iraq was one of the major prefaces for the invasion of Iraq.

#### **This is a Level 4 response**

The response addresses more than one problem caused by Saddam's treatment of the Kurdish and Shia Muslim populations. Points are substantiated with contextual knowledge and understanding, and directly address the issue in the question. As more than one problem is addressed in a developed way, the response is credited at Level 4.

## Question 4

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

How far do you agree with this statement?

Explain your answer.

[16 marks]  
[SPaG 4 marks]

## Mark scheme

**Target** Explain and analyse historical events and periods studied using second order concepts (AO2:8)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

**Level 4:** Complex explanation of stated factor and other factor(s) leading to a sustained judgement 13–16  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

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

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**Level 3:            Developed explanation of the stated factor and other factor(s)            9–12**  
**Answer demonstrates a range of accurate knowledge and understanding**  
**that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.  
Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

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

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

**Level 2:            Simple explanation of stated factor or other factor(s)            5-8**  
**Answer demonstrates specific knowledge and understanding that is**  
**relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

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

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

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as Iran and Iraq would remain enemies because of religious differences between Sunnis and Shias.

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

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

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**Spelling, punctuation and grammar**

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



## Student responses

### Response A

The Iran Iraq War began in 1980 with an Iraq offensive on Iranian forces, this was because of trade, land and religious sectarian disputes between the two nations. However also because of the Iranian revolution in 1978 which was supported by Iranian leader Ayatollah Khomeini. He wanted the Shia belief to spread across the Arab world so he could have a larger theocracy. This revolution led to a threat of uprising for Saddam Hussein who was the Iraqi leader and a Sunni Muslim. Iraq was a largely Shia population as well. So, to prevent an attack on Iraq, Saddam decided to strike first on Iranian forces to show strength and unite his nation against a common cause.

The war lasted 8 years (1980-88) and many conflicts and disputes were inconclusive on resolving dilemmas over trade, oil and land control. Iraq suffered 5 hundred thousand casualties as a result of the war, and also was left in a debt of \$8 billion to several countries across the world. Iraq also had trade and military sanctions placed on them by the UN, meaning other countries were reluctant to trade and import goods to Iraq. This left Iraq in a state of bankruptcy and extreme poverty. Because not only was Iraq deprived of goods, but also not allowed to extract large amounts of oil. This resulted in losing more than 50% of its income. Therefore this created tension in the Gulf because Iraq were in turmoil and needed a way out which posed a threat to neighboring countries such as Kuwait who could not defend and Iraq invasion to steal resources like oil.

Iran suffered 1 million casualties and were on the verge of bankruptcy after 8 years of fighting, this meant that their country was now in deep poverty and dismay. Furthermore, there was unrest in the country because of the difficult period and lack of progress from the war, meaning there could have been an uprising at any moment. Many Iranian and Iraqi lives were lost over the Shatt-Al-Arab waterway (a thin strip of trade route bordering Iran and Iraq) yet the control over the area was still disputed by the two countries creating tension in the Gulf even after 8 years of fighting.

### This is a Level 2 response

This response demonstrates developed explanation of the given reason (the Iran-Iraq War). For example, in the 2<sup>nd</sup> paragraph it directly addresses the issue of tension in the Gulf by linking the conflict to the invasion of Kuwait. However, while the contextual knowledge and understanding shown is impressive and developed explanation is present, the response only addresses the given reason. As such, it remains in Level 2 though at the top of the level.

### Response B

I strongly agree with this statement as everything after the Iran-Iraq war was a knock-on effect from Saddam's failure. His economy was ruined by the war so he tried to get Kuwait to increase their oil prices so that he could then do the same, allowing for Iraq's economy to rebuild. Their refusal was what caused Saddam to annex them, causing the 1990 Gulf War. This war then caused religious massacres which caused a huge amount of tension among religious groups, many of whom were also angry at the West after their failure to kill or capture Saddam.

Furthermore, many nations were worried that Saddam would target them, particularly Saudi Arabia as they were world leaders in the Oil market. All neighboring countries were scared and with Iraq being landlocked, surrounded by nations whose economics were comprised of Oil trading, it led to unprecedented tension. Things only worsened after the 9/11 attacks, orchestrated by Osama Bin Laden who had previously supported America. His change in attitude towards west was likely due to Saddam not being punished over the war and genocides.

Osama then evaded US troops for a decade, causing America to ignite a second Gulf War which used a forged piece of evidence on Saddam breaking the peace treaty as a basis for the invasion. This angered Gulf citizens as the invasion was without justification. Even after Saddam was killed, America and other allied nations continued to occupy middle eastern nations, leading to constant battle and many defeats. Gulf citizens blamed the west due to the usage of fake evidence for the occupation.

In conclusion, the Iran-Iraq war led to a two-decade war, the largest terrorist attacks ever seen, multiple genocides, invasions and occupations and the biggest political scandal of the 21<sup>st</sup> century. The fact that all these atrocities stemmed from the embers of the Iran-Iraq war leads me to conclude that it was responsible for an overwhelming amount of tension in the Gulf.

#### **This is a Level 3 response**

The response addresses more than one reason for tension in the Gulf. It demonstrates developed explanation of the given reason, linking the economic consequences of the Iran-Iraq war to the decision to invade Kuwait in 1990. A further point about Iraq's relationship with countries in the Gulf is addressed, but it is only implicitly relevant to the question. There is also some material which is not relevant to the question. An imbalanced response which is credited at Level 3, towards the bottom of the level.

### Response C

I agree to a certain extent that the Iran-Iraq War was the main reason for tension in the Gulf in 1990, although a very important reason, it is a combination of multiple factors such as the Israeli Palestine conflict, Saddam Hussein wanting to develop a larger international reputation and American troops being stationed in Saudi Arabia.

One reason for the tension in the Gulf was the consequences of the Iran-Iraq War from 1980-1988. The war ended in a stalemate which means that neither side gained anything. Both sides lost millions of dollars of money and casualties. The issue hadn't been resolved which means the tension between the two was now at an all time high. The Iran-Iraq war also split the Arab countries public opinion with some countries supporting Iraq (US + western countries) and some supporting Iran (Pakistan). The US also played a big part in the Iran-Iraq War with supplying weapons to Iraq (publicly) and to Iran (privately) This means that both countries were weaker so America could maintain its global hold on the Middle East and its oil.

Although the Iran-Iraq War was a more important reason the continued Israeli-Palestine conflict was still dividing the Middle East's public opinion. After being established in the mid 1900's its existence was born challenged territorially (by Palestine because some of Palestine's land was taken away) and religiously because Israel is a Jewish country. There has been constant Israeli-Palestine conflict since its founding which means different countries in the Middle East have different opinions. Israel is supported by US + Western countries and Palestine being supported by Iraq + Pakistan. This tension was escalated by the continued unwanted influence of the US troops and government.

The main reason for tension in the Gulf in 1990 was Saddam Hussein (leader of Iraq) wanted to extend his global territory and wanted a better international relationship because he was seen as weak internationally after the Iran-Iraq War. This means that Saddam aimed to invade Kuwait. This was the pinnacle of tension in the Gulf. There was a UN coalition formed and Operation Desert Storm and Operation Desert Shield commenced in 1991. Saddam aimed to get rid of his debt and claimed that Kuwait was historically part of Iraq. This meant that another war had been broken out in an already fractured and crumbled Middle East. This was where the most tension came from.

In conclusion the main reason for tension and conflict in the Gulf in 1990 was Saddam's global policy of wanting to extend his power and reach and boost his reputation after the bad outcome of the Iran-Iraq war from 1980-1988. The Israeli-Palestine conflict contributed to this and America's constant influence on the region only heightened the already high tensions.

#### **This is a Level 4 response**

The response addresses the given reason and other reasons. Each reason is explained in a developed manner, directly addressing the issue in the question with support. It signals the judgement throughout the response, before providing some further reasoning and substantiation in the concluding paragraph.

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