



## **SAMPLE ASSESSMENT TASKS**

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**MODERN HISTORY**

**ATAR YEAR 12**

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**Unit 4 – Elective 3: The struggle for peace in the Middle  
East since 1945**

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## Sample assessment task

### Modern History – ATAR Year 12

#### Task 5 – Unit 4: The struggle for peace in the Middle East since 1945

<b>Assessment type</b>	Source analysis
<b>Conditions</b>	Time allowed for the task: 10 minutes reading time; 35 minutes working time under test conditions  Provided: a source booklet, consisting of three sources selected by the teacher and an answer booklet for students to write their responses in
<b>Task weighting</b>	10% of the school mark for this pair of units

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#### Source analysis

(20 marks)

##### Source 1

A photograph of Israeli paratroopers standing in front of the Western Wall in Jerusalem shortly after its capture on 7 June 1967. The photograph was taken by Israeli national David Rubinger who, in exchange for frontline access, allowed the Knesset to widely distribute his images.

For copyright reasons this image cannot be reproduced in the online version of this document but may be viewed online at the following link [https://commons.wikimedia.org/w/index.php?title=File:A0%D7%97%D7%A0%D7%99%D%207%9D\\_%D7%91%D7%9B%D7%95%D7%AA%D7%9C\\_%D7%94%D7%9E%D7%A2%D7%A8%D7%91%D7%9%209.jpg&oldid=1014825940](https://commons.wikimedia.org/w/index.php?title=File:A0%D7%97%D7%A0%D7%99%D%207%9D_%D7%91%D7%9B%D7%95%D7%AA%D7%9C_%D7%94%D7%9E%D7%A2%D7%A8%D7%91%D7%9%209.jpg&oldid=1014825940)

**Source 2**

The third and fifth paragraph from the Khartoum Resolution, adopted on 1 September 1967. The Khartoum Resolution was the outcome of the Fourth Arab League Summit held in Sudan's capital, Khartoum, following the Six-Day War.

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3. The Arab Heads of State have agreed to unite their political efforts at the international and diplomatic level to eliminate the effects of the aggression and to ensure the withdrawal of the aggressive Israeli forces from the Arab lands which have been occupied since the aggression of June 5. This will be done within the framework of the main principles by which the Arab States abide, namely, no peace with Israel, no recognition of Israel, no negotiations with it, and insistence on the rights of the Palestinian people in their own country.

5. The participants in the conference have approved the plan proposed by Kuwait to set up an Arab Economic and Social Development Fund on the basis of the recommendation of the Baghdad conference of Arab Ministers of Finance, Economy and Oil.

**Source 3**

Benny Morris, an Israeli historian and visiting professor of Israel studies at Georgetown University (USA), commenting on the complexity of the consequences of the Six-Day War. Extract from a Guardian article entitled '*The six-day war: why Israel is still divided over its legacy 50 years on*', May 2017.

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The ultimate consequence is that, paradoxically, the war both contributed to advancing towards peace with the Arabs as well as undermining the peace between Israel and the Arabs. On the one hand it contributed to peace because it was so decisive that it persuaded the Arab regimes that Israel couldn't be beaten militarily. [...] On the other hand it gave rise in Israel to a messianic rightwing [sic] expansionism and ideology that had not really existed before 1967. Once Israel took over the West Bank and more and more settlements were built, these became a major obstacle that worked against peace.







## Marking key for sample assessment

### Task 5 – Unit 4: The struggle for peace in the Middle East since 1945

#### Question 1

(a) Identify the message and outline the purpose of **Source 1**. (3 marks)

Description	Marks
<b>Message</b>	
Identifies the message of <b>Source 1</b>	1
<b>Purpose</b>	
Outlines the purpose of <b>Source 1</b> by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of <b>Source 1</b>	1
<b>Total</b>	<b>/3</b>

#### Markers' notes

This question asks students to outline the purpose of Source 1 (therefore only one); however, there are a range of potential purposes that a source may have, depending on the author, audience, time and place of publication. Students who identify a legitimate purpose not referenced in the notes should be rewarded based on the quality of their response.

#### Answers may include:

- The photograph conveys a powerful message of national triumph and religious significance. The Israeli paratroopers appear to stand in awe and solemnity in front of the Western Wall, a site sacred to Jewish people.
- The original purpose of the photograph was to document a significant moment in the Six-Day War, when the IDF captured the Old City of Jerusalem, included the Kotel (Western Wall), a deeply significant site in Judaism.
- The photograph quickly became a powerful symbol of Israeli nationalism and, from an Israeli perspective, historical justice. It provided evidence of Israel's military success and territorial gains.

- (b) Discuss the reliability of **Source 2** and **Source 3** as representations of the consequences of the Six-Day War (1967). (7 marks)

Description	Marks
<b>Identification of the reliability of Source 2 and Source 3</b>	
Identifies the reliability of <b>Source 2</b>	1
Identifies the reliability of <b>Source 3</b>	1
<b>Subtotal</b>	<b>/2</b>
<b>Discussion of the reliability of Source 2 and Source 3</b>	
Discusses the reliability of both sources in relation to the consequences of the Six-Day War, supported by detailed, accurate and relevant evidence	5
Explains the reliability of both sources in relation to the consequences of the Six-Day War, supported by mostly accurate and relevant evidence	4
Describes the reliability of both sources in relation to the consequences of the Six-Day War, supported by some evidence, which is mostly accurate and relevant	3
Describes the reliability of one source in relation to the consequences of the Six-Day War, supported by some evidence, which is mostly accurate and/or relevant	2
Provides a general comment about the reliability of one or both sources in relation to the consequences of the Six-Day War, supported by limited evidence	1
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/7</b>

### Markers' notes

'Discuss' requires students to identify issues and provide points for and/or against. 'Reliability' refers to the accuracy of a source, and the extent to which it is trustworthy in relation to its topic.

In answering this question, students need to:

- Make a statement about the accuracy/reliability of each source.
- Make points for and/or against the reliability of each source, using the sources as evidence to support their reasoning. This may include discussion of author, motive, bias, time, place and purpose.

### Answers may include:

#### Source 2

- It is a reliable representation of the Arab political reaction to the Six-Day War, particularly the refusal to accept the legitimacy of Israel's gains and the desire to reverse them. However, its reliability is limited by bias, narrow perspective and a lack of broader context.
- As a formal declaration by Arab heads of state shortly after the war, it accurately reflects the collective Arab political stance at the time. It highlights the major consequences of the war for the Arab states, including the loss of territory, and the hardening of Arab resistance as an immediate consequence. However, the source is politically charged and reflects an immediate consequence, not longer-term consequences.

### Source 3

- It is a highly reliable representation of the longer-term consequences of the Six-Day War, particularly in highlighting the contradictory legacy of Israel's territorial conquests. Its credibility is strengthened by historical distance and the author's academic background.
- In addition, the source represents historical complexity as the author notes that the Six-Day War both encouraged and obstructed peace attempts. However, while the author refers to Arab responses to the Six-Day War, his focus is on social and political consequences for Israel.
- Students could refer to bias but must discuss **how** this bias impacts upon the reliability of each source and avoid making assumptions about the author. For example, the author of Source 3 is an Israeli historian; however, his work frequently criticises Zionist narratives.

(c) Identify the authors' perspectives and account for the historical interpretations of the consequences of the Six-Day War as represented in **Source 1**, **Source 2** and **Source 3**. (10 marks)

Description	Marks
<b>Perspective</b>	
Identification of the authors' perspectives in all three sources	3
Identification of the authors' perspectives in two sources	2
Identification of the author's perspective in one source	1
<b>Subtotal</b>	<b>/3</b>
Accounts for the historical interpretations represented in all three sources, by providing detailed, accurate and relevant evidence to reference motive, purpose, bias, time, place and/or reliability	6–7
Explains the historical interpretations represented in at least two of the sources, by providing accurate and relevant evidence to reference motive, purpose, bias, time, place and/or reliability	4–5
Outlines the historical interpretations represented in at least one of the sources by providing some relevant evidence to reference motive, purpose, bias, time, place or reliability	2–3
Identifies or provides a general comment on the historical interpretation of the consequences of the Six-Day War as represented in one of the sources, supported by limited evidence	1
<b>Subtotal</b>	<b>/7</b>
<b>Total</b>	<b>/10</b>

### Markers' notes

'Identify' means that the students have articulated what the author's perspective is, but they do not need to provide reasons as to why.

'Account for' requires students to state the reasons for something. In this context, students need to state the possible reasons for the different historical interpretations shown in the sources.

**Answers may include:****Historical interpretations presented in the sources**

Collectively, these sources show the complex nature of historical evidence in the following way:

- Source 1 provides visual evidence of Israel's perspective on the Six-Day War, primarily that the war was not only a military victory but a spiritual and historical homecoming for the Jewish people. The image presents an emotionally charged interpretation of the capture of Jerusalem, specifically the sacred Western Wall site, offering a sense of victory and redemption.
- Source 2 offers an excerpt from the Khartoum Resolution, specifically the third point which reflects the Arab nationalist interpretation of the Six-Day War as an act of Israeli aggression and frames the Arab response as one of resistance and rejection. The authors of the source represent a collective Arab commitment to reverse the consequences of the war.
- Source 3 presents a two-sided interpretation of the legacy of the conflict. The author argues that the war had both positive and negative long-term consequences – Israel's victory forced Arab nations to consider peace deals rather than the use of military force; however, peace was undermined by settlement in occupied territories within Israel. The author's interpretation offers a critical analysis of the long-term consequences.

**Accounting for the historical interpretations and source evidence**

- Students could identify that contemporary documents, such as Source 1 and Source 2, reflect immediate political needs while historical interpretations, such as Source 3, reflect longer-term analysis.
- In 1967, Israel had just won a swift and overwhelming victory in a war it saw as defensive. The capture of East Jerusalem – and especially the Western Wall – was seen as a moment of divine and historical vindication, reinforcing Zionist ideologies of return and survival. The author of Source 1 was thus motivated to reflect Israeli national pride and religious significance. Its reliability lies in its authenticity as a historical photograph, though it presents a limited perspective, focusing solely on the Israeli experience and omitting broader regional consequences. The source fits within the dominant Israeli narrative of 1967, which framed the war as a defensive and miraculous victory. This interpretation was widely accepted in Israel at the time and shaped public perception for decades, especially given the existential threat felt before the war.
- At the time of the conflict, many Arab leaders – including Egypt's Nasser – were influenced by Pan-Arab ideology. The refusal to negotiate with Israel (as expressed in Source 2) stemmed from both ideological opposition to Zionism and the political need to save face after defeat. Arab governments also faced internal political pressure due to domestic unrest and humiliation. In issuing the Khartoum Resolution, Arab leaders aimed to assert unity and resistance against Israeli occupation. The motive was political – to reject any recognition of Israel and to reaffirm support for Palestinian rights after a significant military defeat. Its reliability as a source for understanding Arab political positions at the time is strong, but it presents a biased and one-sided interpretation, omitting any reference to internal divisions or Israel's perspective.
- During the 1980s–1990s, the New Historians movement emerged in Israel after the opening of Israel state archives. This school of thought challenged traditional Zionist historiography by critically examining Israeli military and political decisions. The purpose of Source 3 is to provide a reflective and analytical interpretation of the long-term consequences of the Six-Day War. The

author's motive is to explore the war's dual legacy – how it both enabled peace efforts and fuelled ideological expansionism that hindered peace. Written 50 years after the war and published in the left-of-centre, more progressive publication, *The Guardian*, the time and place of the source allow for a retrospective view shaped by decades of historical research. Its reliability is strong due to Morris's expertise and access to archival sources, though his interpretation is influenced by his position as a 'New Historian', offering a critical but well-informed Israeli perspective.

- Both Source 1 and Source 2 were created in the context of the Cold War, during a time when Israel was aligning with the West (particularly the United States) and Arab nations aligned with the USSR. Both sources were also created in the context of opposing ideologies – Zionism and Arab nationalism.
- Source 3 was published during the 50th anniversary of the war, amid rising international criticism of Israeli settlements in the West Bank. The author's interpretation challenges traditional Zionist interpretations (as captured in Source 1) by acknowledging the complexity of the conflict and its consequences.

## Sample assessment task

### Modern History – ATAR Year 12

#### Task 6 – Unit 4: The struggle for peace in the Middle East since 1945

<b>Assessment type</b>	Explanation
<b>Conditions</b>	Time for the task: 5 minutes planning time; 55 minutes working time under test conditions
<b>Task weighting</b>	10% of the school mark for this pair of units

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#### **Explanation** **(30 marks)**

Choose **one** of the following questions and write an essay response.

##### **Question 1**

- Outline the reasons for and assess the consequences of the Iranian Revolution (1979).

##### **Question 2**

- ‘The Iranian Revolution (1979) marked a major turning point in the struggle for peace in the Middle East.’ Discuss.

## Marking key for sample assessment

### Task 6 – Unit 4: The struggle for peace in the Middle East since 1945

Description	Marks
<b>Introduction</b>	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction of the response	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
<b>Subtotal</b>	<b>/4</b>
<b>Narrative</b>	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures, and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
<b>Subtotal</b>	<b>/5</b>
<b>Argument</b>	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical, coherent and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggest limited understanding of the topic	1–2
<b>Subtotal</b>	<b>/8</b>

Description	Marks
<b>Supporting evidence</b>	
Consistently uses detailed, accurate and relevant evidence, including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to assist analysis Incorporates perspectives and interpretations of history to strengthen arguments	7–8
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis Begins to refer to perspectives and interpretations of history to support arguments	5–6
Uses some accurate and relevant evidence which may include historical examples, quotations, statistics and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Conclusion</b>	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the essay's point of view	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/30</b>

**Markers' notes:****Question 1**

This question asks students to briefly outline the key causes of the Iranian Revolution and make a judgement on its outcomes. Higher marks should be awarded to students who dedicate most of their essay to a critical assessment of the revolution's consequences.

Students should note that the Iranian Revolution (1979) was caused by a combination of political, economic and social factors that existed under the Shah's regime. They could outline the short-term causes, such as growing public anger over the Shah's authoritarian rule, economic hardship caused by inflation and rising unemployment in the 1970s, and mass protests triggered by the killing of demonstrators and religious leaders. They could also refer to some long-term causes, such as widespread opposition to the Shah's secular reforms, which alienated traditional segments of society.

Students should acknowledge that the consequences of the Iranian Revolution were far-reaching and deeply transformative. Domestically, it replaced a secular autocracy with a theocratic regime, significantly restricting civil liberties and reshaping Iranian society along strict Islamic lines. Regionally, it destabilised the balance of power, heightened sectarian tensions and provoked conflict, most notably the Iran–Iraq War. Globally, it marked a decisive rupture with the West, particularly the United States, and fuelled the rise of political Islam, making Iran a central and enduring force in Middle Eastern geopolitics.

When assessing the consequences of the Iranian Revolution students may refer to the following.

- Domestic consequences may include the establishment of the Islamic Republic (overthrow of the monarchy, introduction of theocracy) with Ayatollah Khomeini as Supreme Leader; the implementation of Sharia law leading to the loss of secular rights and a continuation of the suppression of political opposition and media freedom; a range of cultural and gender impacts including reduced rights and visibility of women in public/professional life; continued repression, with use of the paramilitary Basij.
- Regional and global consequences may include the rise of political Islam, which inspired similar movements in the Middle East and beyond; Sunni Arab regimes, such as Saudi Arabia, were alarmed; relations between the US and Iran deteriorated (could reference the US Embassy hostage crisis of 1979–81, which led to long-lasting enmity); economic sanctions from the West; Iran moved away from the West and became closer to countries such as Syria and (later) the Soviet Union; contributed to the Iran–Iraq War (1980–88) as Sunni Saddam Hussein was fearful of a Shia revolution spreading into Iraq.

### Question 2

Students should argue that the Iranian Revolution was indeed a major turning point in the regional struggle for peace because it reshaped the political and ideological landscape of the Middle East, introducing political Islam as a powerful force and disrupting existing peace processes. Higher marks should be awarded to students who acknowledge counterpoints, such as the role of Arab leadership decisions, or that peace efforts did continue in parallel, such as the Camp David Accords.

Answers could include reference to:

- Establishment of the Islamic Republic: The Iranian Revolution (1979) was a major turning point, because it was the first successful establishment of an Islamic theocracy in the modern era, directly linking political power with Islamic fundamentalist ideology.
- Rejection of Western influence: The revolution was strongly anti-Western, especially anti-American, as shown by events like the 1979 US Embassy hostage crisis. This stance alienated Iran from its former Western allies, including the United States. Iran also withdrew from regional peace efforts led or influenced by Western powers and openly opposed the 1979 Egypt–Israel Peace Treaty, which made achieving peace in the Middle East more difficult.
- Denouncement of Israel: After the revolution, Iran declared Israel an illegitimate ‘Zionist regime’ and opposed its right to exist – a sharp contrast to the Shah’s more pragmatic and cooperative stance toward Israel. The new regime became a strong supporter of Palestinian resistance movements and provided backing to militant groups like Hezbollah. This support for armed struggle against Israel undermined moderate Arab leaders and made peace efforts in the region more difficult.
- Changing regional dynamics: Iran’s new revolutionary ideology divided the Middle East, with some countries supporting the Islamic Republic and others opposing it. Many Arab states, especially in the Gulf, viewed Iran with suspicion and moved closer to the United States, and increasingly, to Israel. The revolution also intensified sectarian tensions, particularly with Sunni-led Iraq under Saddam Hussein. These tensions led to Iraq’s invasion of Iran in 1980, sparking an eight-year war. This conflict diverted attention and resources away from Arab–Israeli peace efforts and deepened regional hostility.

- Counterpoints may include other events, such as the Camp David Accords (1978), which had more immediate implications for regional diplomacy and conflict.
- The Arab–Israeli conflict remained largely unaffected by the revolution, suggesting that it did not significantly alter the broader trajectory of peace efforts in the Middle East.

## Sample assessment task

### Modern History – ATAR Year 12

#### Task 7 – Unit 4: The struggle for peace in the Middle East since 1945

<b>Assessment type</b>	Historical inquiry
<b>Conditions</b>	<p><b>Part A:</b> Two weeks, including class time for research. Students must use a research organiser, which will be assessed for the inquiry process</p> <p><b>Part B:</b> Time for the task: 5 minutes planning time, 50 minutes working time under test conditions. Research notes must <b>not</b> be used</p>
<b>Task weighting</b>	10% of the school mark for this pair of units

#### **Part A: Historical inquiry and research** (20 marks)

Conduct a historical inquiry on **two** attempts to settle conflicts between Arabs and Israelis during the period of study. Develop a plan and focus questions for your research. Follow the process outlined below to break down, summarise and present your research in a logical format. Use **four** sources to support your findings.

#### **Part B: In-class validation** (30 marks)

Write an in-class validation essay to an unseen question examining the attempts to settle conflicts between Arabs and Israelis during the period of study.

#### **Part A: Historical inquiry and research** (20 marks)

- Investigate **two** attempts to settle conflicts between Arabs and Israelis during the period of study.
- Develop a plan for your inquiry process (when and how you will conduct your research).
- Conduct a preliminary investigation into the topic and develop focus questions related to **two** attempts to settle conflicts between Arabs and Israelis during the period of study.
- Conduct research into your focus questions and make use of appropriate note-taking frameworks to organise your notes.
- Locate at least **four** useful primary or secondary sources that reflect different perspectives/interpretations of history.
- Ensure that all the sources you locate:
  - include primary and secondary material
  - reflect the topic of the focus question(s)
  - present different perspectives/interpretations of history
  - are correctly referenced in your bibliography.
- You will be given two class sessions to annotate your sources. You will have access to all your notes to assist in the annotation of your sources. Your annotations need to include:
  - origin and purpose
  - historical context and message
  - perspective/interpretation of history, usefulness and reliability.

## Sample assessment task

### Modern History – ATAR Year 12

#### Task 7 – Unit 4: The struggle for peace in the Middle East since 1945

##### Part B: In-class validation

(30 marks)

##### Conditions

Time for the task: 5 minutes planning time; 50 minutes working time.  
Research notes must **not** be used

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##### Question

With reference to two conflicts, debate the proposition:

Attempts to settle conflicts between Arabs and Israelis have always ended in failure.

## Marking key for sample assessment

### Task 7 – Unit 4: The struggle for peace in the Middle East since 1945

#### Part A: Historical inquiry and research

Description	Marks
<b>Inquiry questions and planning</b>	
<b>Historical questions and inquiry</b>	
Develops a coherent and detailed research plan and frames a comprehensive set of sophisticated questions that clearly address the focus of the inquiry topic	3
Develops a clear and logical research plan and frames a relevant set of questions that address the focus of the inquiry topic	2
Develops a structured research plan and frames a set of general questions that address the general nature of the inquiry topic	1
<b>Subtotal</b>	<b>/3</b>
<b>Inquiry notes</b>	
<b>Chronology, terms and concepts</b>	
Consistently uses appropriate historical terms and concepts throughout inquiry, demonstrating well-developed historical knowledge and understanding Identifies relevant links between events	3
Uses some relevant historical terms and concepts throughout inquiry, demonstrating general historical knowledge and understanding Identifies minimal links between events	2
Uses minimal historical terms and concepts throughout inquiry, demonstrating limited historical knowledge and understanding No identification of links between events	1
<b>Subtotal</b>	<b>/3</b>
<b>Historical questions and inquiry</b>	
Develops a comprehensive set of notes, making use of a wide range of relevant primary and secondary sources Incorporates a range of synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks	4
Develops a detailed set of notes, making use of a range of relevant primary and secondary sources Incorporates synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks	3
Develops general notes, making use of a range of mostly relevant primary and secondary sources Incorporates some evidence from the sources, organised with some structure within a note-taking framework	2
Develops minimal notes, making use of some relevant primary and/or secondary sources Incorporates limited evidence from the sources, in brief notes that show minimal structure	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Bibliography (acknowledge and reference sources)</b>	
<b>Historical questions and inquiry</b>	
<b>Analysis and use of historical sources</b>	
Provides a comprehensive list of bibliographical sources (including those not used in notes), accurately following the required format Provides annotations that are of an appropriate length and include the content of the sources, and a comprehensive analysis of the reliability and usefulness of the selected sources	5
Provides a comprehensive list of bibliographical sources that is mostly accurate in following the required format Provides annotations that are of an appropriate length and include the content of the sources, and a well-developed analysis of the reliability and usefulness of the selected sources	4
Provides a sufficient list of bibliographical sources, with some level of accuracy in following the required format Provides brief annotations that include the content of the sources and some general analysis of the reliability and usefulness of the selected sources	3
Provides a brief list of bibliographical sources, mostly following the required format Provides brief annotations that include the general content of the sources used	2
Compiles a brief list of the sources used Provides no annotations	1
<b>Subtotal</b>	<b>/5</b>
<b>Perspectives and interpretations</b>	
Demonstrates a comprehensive understanding of different perspectives and interpretations of history, demonstrated by a detailed analysis and discussion of the different perspectives of individuals and/or groups in the past Includes evaluation of the significance of ideas, events and people	5
Demonstrates a well-developed understanding of different perspectives and interpretations of history, demonstrated by analysis and explanation of the different perspectives of individuals and/or groups in the past Includes some evaluation of the significance of ideas, events and people	4
Demonstrates a general understanding of different perspectives and/or interpretations of history, demonstrated by some explanation of some of the different perspectives of individuals and/or groups in the past	3
Demonstrates minimal understanding of different perspectives and/or interpretations of history, demonstrated by a brief explanation of some of the different perspectives of individuals and/or groups in the past	2
Demonstrates limited understanding of different perspectives and/or interpretations of history, demonstrated by different perspectives evident in historical sources selected, but not supported by any explanation of the different perspectives presented	1
<b>Subtotal</b>	<b>/5</b>
<b>Part A Total</b>	<b>/20</b>

**Part B: In-class validation**

Description	Marks
<b>Introduction</b>	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction of the response	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
<b>Subtotal</b>	<b>/4</b>
<b>Narrative</b>	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures, and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
<b>Subtotal</b>	<b>/5</b>
<b>Argument</b>	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical, coherent and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggest limited understanding of the topic	1–2
<b>Subtotal</b>	<b>/8</b>

Description	Marks
<b>Supporting evidence</b>	
Consistently uses detailed, accurate and relevant evidence, including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to assist analysis Incorporates perspectives and interpretations of history to strengthen arguments	7–8
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis Begins to refer to perspectives and interpretations of history to support arguments	5–6
Uses some accurate and relevant evidence which may include historical examples, quotations, statistics and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Conclusion</b>	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the essay's point of view	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B Total</b>	<b>/30</b>

### Markers' notes

In responding to this question, students should adopt a balanced and evaluative approach, engaging with both successful and unsuccessful aspects of various peace initiatives connected to two conflicts. The term 'always ended in failure' invites debate and requires students to critically examine the extent to which this proposition holds true. Students should also define what constitutes 'failure', considering, for example, short-term versus long-term peace resolutions, mutual agreements, a reduction in violence etc.

Students should refer to two of the following attempts:

#### The 1949 Armistice

These agreements ended the first Arab–Israeli war and established armistice lines, providing a temporary halt to open conflict. However, they failed to achieve a lasting peace or address key issues like Palestinian statehood and refugee resettlement.

- They ended open fighting from the 1948 Arab–Israeli conflict but did not lead to long-term peace.
- They established borders; however, these remained contested, particularly by Arab states.
- Arab states did not recognise Israel; Palestinian refugees were not resettled.
- Unresolved political and territorial issues set the stage for future conflicts.

### **UN Security Council Resolution 242 (1967)**

Resolution 242 provided a diplomatic framework for peace based on land-for-peace principles. Its vague language and differing interpretations by Israel and Arab states limited its effectiveness in resolving the conflict.

- It aimed to promote peace after the Six-Day War by calling for Israeli withdrawal from occupied territories and recognition of all states.
- Ambiguity in its language limited enforceability and allowed for different interpretations, which led to decades of diplomatic stalling.
- It became a foundation for future negotiations, but not a resolution in itself.

### **Camp David Accords (1978)**

The Accords were a breakthrough in Arab–Israeli diplomacy, leading to Egypt becoming the first Arab country to recognise Israel and securing Israeli withdrawal from Sinai. However, they sidelined the Palestinian issue, which remained unresolved.

- The Accords led to the 1979 Egypt–Israel Peace Treaty – a rare case of success.
- Egypt became the first Arab country to recognise Israel; Israel withdrew from Sinai.
- They improved bilateral relations, but isolated Egypt from other Arab states at the time.
- They did not resolve the Palestinian issue, limiting broader regional impact.

### **The 1979 Peace Treaty**

A major success, this treaty ended decades of hostility between Egypt and Israel and has remained in place since. Nonetheless, it was criticised for failing to bring wider regional peace or address Palestinian concerns.

- It marked a major diplomatic success, ending hostilities and leading to full diplomatic recognition.
- Israel gained a secure southern border; Egypt regained the Sinai Peninsula.
- Peace between Egypt and Israel has held, but it did not inspire broader regional peace.
- It was seen as a separate peace by Arab states, who criticised it for abandoning the Palestinian cause.

### **The Oslo Accords (1993)**

The agreements made in Oslo marked a historic moment of mutual recognition between Israel and the Palestine Liberation Organisation (PLO) and initiated Palestinian self-rule. Despite initial optimism, the accords failed to resolve final status issues and ultimately collapsed amid violence and political shifts.

- The Oslo Accords led to historic mutual recognition between Israel and the PLO.
- They established Palestinian self-rule in parts of the West Bank and Gaza.
- They failed to resolve core issues: Jerusalem, borders, refugees and settlements.
- A collapse of trust, violence (e.g. Second Intifada) and political shifts led to breakdown of the Oslo Accords.

**The Camp David Summit (2000)**

The summit offered a chance to finalise peace negotiations, with significant concessions from Israel. Its failure deepened mistrust and contributed to the outbreak of the Second Intifada, marking a major setback in the peace process.

- The summit aimed to finalise peace based on the framework established in Oslo but ended in failure.
- Israel offered significant concessions; Palestinians rejected the terms.
- It triggered the Second Intifada, leading to renewed violence and a hardening of positions.
- It was seen as a missed opportunity and a major setback for the peace process.

**The role of the United Nations**

The United Nations (UN) has played an ongoing role in proposing resolutions and providing humanitarian aid, particularly for Palestinian refugees. However, it has struggled to enforce peace or gain consistent cooperation from both sides, often facing criticism over perceived bias.

- The UN provided frameworks and resolutions (e.g. UNSC 242 and 338) but lacked enforcement power.
- The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) supported Palestinian refugees, but long-term solutions were not achieved.
- It has often been perceived as biased by one side or the other, limiting legitimacy.
- It played a facilitating role but could not compel peace without cooperation from parties.

## Acknowledgements

### Source 1

Rubinger, D. (1967). *Six day war. Israeli Paratroopers Stand in Front of the Western Wall in Jerusalem* [Photograph]. Retrieved May, 2025, from <https://gpophotoeng.gov.il/fotoweb/Grid.fwx?search=D327-047.jpg#Preview1>

### Source 2

Quote from: Khartoum Resolution. (2024, August 30). In *Wikipedia*. Retrieved October, 2024, from [https://en.wikipedia.org/w/index.php?title=Khartoum\\_Resolution&oldid=1243107973](https://en.wikipedia.org/w/index.php?title=Khartoum_Resolution&oldid=1243107973)

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### Source 3

Adapted from: Beaumont, P. (2017, May 21). The six-day war: Why Israel is Still Divided Over its Legacy 50 Years on. *The Guardian*. Retrieved June, 2025, from <https://www.theguardian.com/commentisfree/2017/may/20/six-day-war-israel-still-divided-over-legacy-50-years-on>