



SAMPLE ASSESSMENT TASKS

MODERN HISTORY

ATAR YEAR 12

**Unit 4 – Elective 1: The changing European world since
1945**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Modern History – ATAR Year 12

Task 5 – Unit 4: The changing European world since 1945

Assessment type	Explanation
Conditions	Time for the task: 5 minutes planning time; 50 minutes working time under test conditions
Task weighting	10% of the total weighting for this pair of units

(30 marks)

Debate the following proposition:

- Ideology was more important than Stalin’s desire for security in shaping Europe after World War II.

Marking key for sample assessment

Task 5 – Unit 4: The changing European world since 1945

Description	Marks
Introduction	
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	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
Subtotal	/4
Narrative	
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
Subtotal	/5
Argument	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical and 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 suggests limited understanding of the topic	1–2
Subtotal	/8

Description	Marks
Supporting evidence	
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 and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	/10
Conclusion	
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
Subtotal	/3
Total	/30

Marker's notes

This question requires students to look at both ideology and Stalin's desire for security, and to weigh which was the larger motivating factor in the creation of the Soviet Bloc post-war.

Answers may include:

Ideology (this is not an exhaustive list)

- Underlying tension between capitalism and communism stemming from the 1917 October Revolution.
- Democracy in the West and one-party state in the Union of Soviet Socialist Republics (USSR).
- Ideological tension present in negotiations at Yalta and Potsdam – disagreements about what democracy would 'look like' in post-war Europe. Neither side willing to compromise, leading to increasing tensions and distrust.
- In 1946, Keenan's Long Telegram warned that Soviets were hostile towards the West, leading to the policy of containment with the Truman Doctrine (1947) and Marshall Aid Plan (1948).
- Stalin's Bolshoi speech, February 1946
 - Among usual communist rhetoric, Stalin stated that future capitalist/communist confrontation was inevitable.
 - Seen by many in the West as a Russian prediction for WWII against the West.
- 1946 Churchill's 'Sinews of Peace' – the 'Iron Curtain' speech divided Europe between the communist East and capitalist West.
- 1946 Novikov Telegram – Soviet Ambassador to the United States (US) warned of dollar imperialism by West. Increasing suspicion of each side.

Stalin's desire for security (this is not an exhaustive list)

- Stalin wanted to secure Soviet borders and gain reparations from the defeated powers.
- To gain security, Russia absorbed the eastern third of Poland, East Prussia, the Baltic States and Moldavia.
- Russia had been invaded several times (including WWI and WWII by Germany) through Eastern Europe, especially through Poland. Security had been a recurring theme for Russia, along with suspicion of the West.
- Stalin's idea was to ensure pro-Soviet governments in Eastern Europe and develop a buffer zone of land and pro-Soviet military allies.
- Stalin feared US economic domination of Eastern Europe (which would lead to capitalist regimes on the Soviet's doorstep and therefore undermine the USSR).

Sample assessment task

Modern History – ATAR Year 12

Task 6 – Unit 4: The changing European world since 1945

Assessment type	Historical inquiry
Conditions	<p>Part A: Three weeks, including class time for research. Students must use a research organiser which will be assessed for the inquiry process</p> <p>Part B: Time for the task: 5 minutes planning time; 45 minutes working time. Research notes must not be used</p>
Task weighting	10% of the total weighting for this pair of units

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

Conduct an historical inquiry on **one** significant leader in Europe during the period of study. Develop a plan and focus questions as the basis for your research. Follow the process outlined below to break down, summarise and present your research in a logical format.

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

Write an in-class validation essay to an unseen question examining the impact in Europe during the period of study of the leader you have researched.

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

- Investigate the role and impact of one significant leader in the changing European world during the period of study.
- You can choose from:
 - Stalin
 - Brezhnev
 - De Gaulle
 - Brandt
 - Gorbachev
 - Thatcher
 - Yeltsin
 - Kohl.
- Develop a plan and focus questions to assess the impact of your selected leader.
- Make use of appropriate note-taking frameworks to organise your notes on the focus questions.
- Locate at least six bibliographical references to support your findings (textbooks, websites, newspapers, articles etc).
- Include at least four historical sources (political cartoons, photographs, articles, speeches etc.).
- Ensure that all the sources you locate:
 - include primary and secondary material
 - reflect the topic of the focus question/s

- present different perspectives
- are correctly referenced in your annotated bibliography.
- You will need to compile a correctly structured, annotated bibliography of all the sources you have used in your inquiry research. Ensure that each reference contains:
 - a full citation (bibliographical reference) of the source
 - an annotation (short paragraph, approximately 100–150 words) that includes a summary of the source’s content, a brief statement of how the source was applied to your research process and whether it was a useful source for answering your focus questions.
- In your annotations, you may wish to include:
 - the author’s background
 - the content of the source
 - the main argument or message of the source
 - the intended audience
 - conclusions made by the author
 - the reliability of the source
 - the usefulness of the source to your research.

Sample assessment task

Modern History – ATAR Year 12

Task 6 – Unit 4: The changing European world since 1945

Part B: In-class validation

(30 marks)

Conditions

Time for the task: 5 minutes planning time; 45 minutes working time.
Research notes must not be used

Question

Assess the role and impact of **one** significant leader in shaping Europe during the period of study.

Marking key for sample assessment

Task 6 – Unit 4: The changing European world since 1945

Part A: Historical inquiry and research

Description	Marks
Inquiry questions and planning	
Historical questions and inquiry	
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
Subtotal	/3
Inquiry notes	
Chronology, terms and concepts	
Consistently uses appropriate historical terms and concepts throughout inquiry to demonstrate a well-developed historical knowledge and understanding, including identifying relevant links between events	3
Uses some relevant historical terms and concepts throughout inquiry to demonstrate a general historical knowledge and understanding, identifies minimal links between events	2
Uses minimal historical terms and concepts throughout inquiry demonstrating a limited historical knowledge and understanding, no identification of links between events	1
Subtotal	/3
Historical questions and inquiry	
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
Subtotal	/4

Description	Marks
Annotated bibliography (acknowledge and reference sources)	
Historical questions and inquiry	
Analysis and use of historical sources	
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
Subtotal	/5
Perspectives and interpretations	
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
Subtotal	/5
Part A Total	/20

Part B: In-class validation

Description	Marks
Introduction	
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	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
Subtotal	/4
Narrative	
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
Subtotal	/5
Argument	
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 and 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 suggests limited understanding of the topic	1–2
Subtotal	/8

Description	Marks
Supporting evidence	
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 and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	/10
Conclusion	
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
Subtotal	/3
Part B Total	/30

Marker's notes

Narrative, argument and supporting evidence all depend on which significant leader students have chosen to research and write about.

Sample assessment task

Modern History – ATAR Year 12

Task 7 – Unit 4: The changing European world since 1945

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

Source analysis

(20 marks)

Source 1

Information from a conversation between West German Chancellor Helmut Kohl and Polish Solidarity Leader Lech Walesa in Warsaw on 9 November 1989.

Each day, between 10,000 and 15,000 individuals flee the German Democratic Republic (GDR). Krenz, the leader of the GDR, informed the Chancellor over the telephone of his intention to continue with reforms, but in alignment with the Moscow model, rather than the approaches seen in Warsaw or Budapest. It is no longer feasible to rely on police forces and military tanks to control such large-scale movements of people. Gorbachev, too, recognises this reality. Consequently, the success of reforms in Poland has become a matter of considerable importance. Such success would constitute a significant event for Europe as a whole. The Chancellor has expressed his determination to contribute fully to this outcome. Effective political strategies will be required from both sides.

It is essential to remember the historical context of the Iron Curtain that once separated the two states. Even in the present, the persistent fear of German aggression – embodied by the spectre of German tanks – remains influential. Walesa perceives the developments in the GDR as highly perilous, believing that efforts must be made to slow them. Previously, he remarked that it would be preferable if the GDR were positioned in the fifth or sixth place among reforming states. In his view, it would have been ideal for reforms to proceed in a structured order, with Poland and Hungary leading the way.

Bold, innovative solutions are necessary – such as a complete opening of borders, permitting individuals to move freely to destinations of their choosing. However, no one is prepared to implement such sweeping changes. In the GDR, responses tend to be reactive and short-term, with decisions often made too late. A large number of individuals continue to migrate westward, and soon, there may be no one left to “turn out the lights.” This raises the question of whether the Federal Republic of Germany would intervene to halt the influx. Absent the reforms occurring in Warsaw, the developments in the GDR would not be taking place. Conversely, should the reforms in Warsaw fail, progress in the GDR would likely come to a halt as well.

While Walesa acknowledged the logical coherence of this reasoning, he emphasized that developments in the GDR are unfolding rapidly. He raised the question: what would occur if the GDR were to fully open its borders and dismantle the Berlin Wall? Would the Federal Republic of Germany then be tasked with the responsibility of reconstructing East Germany? The Chancellor further noted that if the number of refugees seeking asylum increased dramatically once more, it could lead to the collapse of the GDR.

Information from: Kohl, H., & Walesa, L. (November 9, 1989). *Talks of Chancellor Kohl with the President of the "Solidarity" Trade Union, Walesa; Warsaw, 9 November 1989* (C. Nielsen, Trans.). Retrieved April, 2025, from <https://digitalarchive.wilsoncenter.org/document/conversation-between-chancellor-helmut-kohl-and-solidarity-leader-lech-walesa>

Source 2

Photograph of East and West Germans celebrating the lifting of travel restrictions on East Germans on a graffiti covered section of the Berlin Wall in front of the Brandenburg Gate, November 1989.

For copyright reasons this photograph cannot be reproduced in the online version of this document but may be viewed at the following link <https://www.iwm.org.uk/collections/item/object/205191556>

Information from: Imperial War Museum. (n.d.). *The Berlin Wall, 9–10 November 1989*. Retrieved April, 2025, from <https://www.iwm.org.uk/collections/item/object/205191556>

The Berlin Wall, 9–10 November 1989. [Photograph]. (1989). Retrieved April, 2025, from <https://www.iwm.org.uk/collections/item/object/205191556>

© Crown copyright reproduced under delegated authority from The Keeper of Public Records. Image: IWM (HU 73009).

Source 3

An extract from the US Department of State Archive: "2+4" Talks and the Reunification of Germany, 1990.

In 1989, an impetus for reform swept across Eastern Europe and fed new hopes within Germany for an end to the divided state. After Soviet leader Mikhail Gorbachev made it clear that his government would not intervene to prevent the loss of communist governments in the satellite states of Eastern Europe, reforms swept through Hungary and Poland ...

The question that remained after the destruction of the Berlin Wall was if and when the two Germanys should reunite. Forces within both German societies were pushing for unity ... In March of 1990, the German Democratic Republic held widespread elections which overwhelmingly supported West German leader Helmut Kohl and parties affiliated with Western counterparts such as the Christian Democrats and the Social Democrats. This set the stage for the dissolution of the East German government and the incorporation of the state into West Germany under the Federal German Republic's existing constitutional structure.

Although the German people pushed for immediate reunification, other governments expressed deep concern about the security implications of a return of a strong, unified German Republic to Europe. The four powers that had engaged in the postwar occupation of Germany expressed varying degrees of apprehension, although the United States was relatively quick to overcome its objections and support the Bonn Government. For Great Britain, France, and the Soviet Union, however, the wounds inflicted on their countries by the First and Second World Wars were not so easily forgotten, and all three states required reassurances that a reunited and remilitarized Germany would not pose a threat. The collapse of the Warsaw Pact in Eastern Europe also meant that at the same time that the German question reemerged, the balance of power in Europe underwent a massive change ...

U.S. Department of State. (n.d.). *"2+4" Talks and the Reunification of Germany, 1990*. Retrieved December, 2024, from <https://2001-2009.state.gov/r/pa/ho/time/pcw/108224.htm#>

Answer **Questions 1(a) to (c)** using the **three (3)** sources provided in the source booklet.

(a) Identify and explain the purpose of **Source 1**.

(3 marks)

Marking key for sample assessment

Task 7 – Unit 4: The changing European world since 1945

Question 1

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

Description	Marks
Explains the purpose of Source 1 by providing detailed, accurate and relevant evidence	3
Outlines the purpose of Source 1 by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of Source 1	1
Total	/3

Markers' notes

This question asks students to explain 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. 'Explain' requires students to provide the why and/or how; in this context, why the source was produced.

Answers may include:

- Purpose is to highlight the political uncertainty among European leaders regarding a potential German reunification and the ongoing fear of German aggression.
- Conversation between Federal German Republic Chancellor, Helmut Kohl, and leader of the Polish Solidarity movement, Lech Walesa, on the 9 November 1989, the day the Berlin Wall fell, gives a clear indication of the large movement of East Germans out of the DDR.
- Walesa is trying to convince Kohl to slow the changes occurring in the DDR, with other former Eastern Bloc countries taking the lead. Reinforces the fear in former Eastern Bloc countries of a powerful reunified Germany.

- (b) Discuss the usefulness of **Source 2** and **Source 3** as representations of political change during the period of study. (7 marks)

Description	Marks
Identification of the usefulness of Source 2 and Source 3	
Identifies the usefulness of Source 2	1
Identifies the usefulness of Source 3	1
Subtotal	/2
Discussion of the usefulness of Source 2 and Source 3	
Discusses the usefulness of both sources as representations of political change, supported by detailed, accurate and relevant evidence	5
Explains the usefulness of both sources as representations of political change, supported by mostly accurate and relevant evidence	4
Describes the usefulness of both sources as representations of political change, supported by some evidence, which is mostly accurate and relevant	3
Describes the usefulness of one source as a representation of political change, supported by some evidence, which is mostly accurate and/or relevant	2
Provides a general comment about the usefulness of one or both sources as representations of political change, supported by limited evidence	1
Subtotal	/5
Total	/7

Marker's notes

'Discuss' requires students to identify issues and provide points for and/or against. 'Usefulness' refers to the quality and quantity of information which comes from the source, and the strengths and weaknesses of the source as a representation of the past.

In answering this question, students need to:

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

Answers may include:

Source 2

- Is useful in understanding that the events surrounding the collapse of the Berlin Wall, which unified the divided Berlin, were popular in nature and peaceful.
- Useful in seeing that the wall was a clear demarcation within Berlin, even through central locations, such as the Brandenburg Gate. The Berlin Wall, erected in 1961, divided the city for 28 years. The Western side of the wall was heavily graffitied whilst the Eastern side was heavily fortified to prevent those in the east from going West.
- Limited in the fact that the source omits the reasons for the lifting of travel restrictions and for the events that culminated on the nights of 9 and 10 November 1989.

Source 3

- Useful in understanding the reasons for political change in Eastern Europe in the late 1980s as a consequence of Gorbachev's policies of glasnost and perestroika and the abandonment of the Brezhnev Doctrine.
- Useful in understanding the concerns of the four occupying powers in the reunification of Germany and the ongoing concern of leaders about the potential threat of a strong unified Germany.
- Limited in that the source omits the financial impact of reunification on the FDR and the weakening of that economy. The source, as a US State Department document, contains a potential bias regarding the US position by placing the emphasis for concern on the USSR, France and UK.

- (c) Using your knowledge of the whole period of study, evaluate the significance of the political changes represented in **Sources 1, 2 and 3**. (10 marks)

Description	Marks
Evaluates clearly the significance of the political changes represented in all three sources, by providing detailed, accurate and relevant evidence to reference aspects, such as consequences, extent, duration and/or relevance within the whole period of study, including omissions from the sources	9–10
Discusses the significance of the political changes represented in all three sources, by providing accurate and relevant evidence to reference aspects, such as consequences, extent, duration and/or relevance within the whole period of study, which may include some omissions from the sources	7–8
Explains the significance of the political changes represented in at least two of the sources, by providing some accurate and relevant evidence to reference aspects, such as consequences, extent, duration and/or relevance within the whole period of study	5–6
Outlines the significance of some of the political changes represented in at least one of the sources by providing some relevant evidence to reference aspects, such as consequences, extent and/or duration	3–4
Identifies or provides a general comment on some of the political changes represented in one or more of the sources supported by limited evidence	1–2
Total	/10

Markers' notes

This question does not require reiteration of the messages in the sources. Students need to evaluate the importance of the political changes represented in the sources. Students should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions (particularly of other political changes) will not suffice for higher marks. Specific marks are not allocated for omissions from the source set.

Answers may include:

- Clearly identifying that the source set is referring to the reunification of Germany following the fall of the Berlin Wall in November 1989.
- Source 1 refers to the political changes that were occurring throughout the Soviet bloc in 1989, which occurred as a result of Gorbachev's policies of perestroika and glasnost. These policies were significant in encouraging political discord in the USSR and its satellite states, which is reflected in Source 1 and Source 3. However, Source 2 reflects the popular nature of the political change and the optimism in Germany in late 1989.
- Source 2 and Source 3 reflect the significant political shift that occurred as result of German reunification and the change in international geopolitics. This was significant in the shift from a bipolar Europe to one that was more unified.
- Source 1 and Source 3 reflect the ongoing fear and suspicion of a unified Germany, which underpinned the occupation of Germany post-World War II by France, the USA, UK and USSR, and the conditions placed on Germany as a consequence of the Two Plus Four Treaty in 1990.
- Students need to note that the reunification was significant, as it was a reflection of the easing of Cold War tensions and the dissolution of the post-war boundaries imposed on Germany. Students may refer to Germany taking an important role in the European Union post 1992.