



SAMPLE ASSESSMENT TASKS

MODERN HISTORY

ATAR YEAR 11

Acknowledgement of Country

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Sample assessment task

Modern History – ATAR Year 11

Task 5 – Unit 2 – Elective 6: Nazism in Germany

Assessment type:	Explanation
Conditions:	Time allowed for the task: 50 minutes
Task weighting:	12.5% of the school mark for this pair of units

Assess the impact of the First World War on the creation of the Weimar State to December 1924.

(30 marks)

Marking key for sample assessment task 5 – Unit 2

Guide to marking responses	Marks
Thesis introductory paragraph	
Provides an introductory paragraph that develops a sophisticated thesis statement, demonstrating understanding of the area/topic of the question, and proposes a logical structure for the essay	4
Provides an introductory paragraph that is clearly related to the area/topic of the question, demonstrating understanding of focus and key terms of the question, and gives a clear sense of the direction of the essay	3
Provides an introductory paragraph that gives a general indication that the topic is understood and includes a simple proposition	2
Provides an introductory paragraph that consists of a sentence or two outlining the 'who' or 'what' to be discussed in the essay	1
Subtotal	/4
Synthesised narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and the impact of forces, including people, events, ideas and structures, on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and the relationship between events, people, ideas and structures and their significance for continuity and change	4
Demonstrates a simple understanding of some of the major features of the historical narrative; for example, that there are relationships between events, people, ideas and structures, and/or continuity and change	3
Demonstrates limited understanding of the major chronological features of the historical narrative, with some identification of relationships between people, events, ideas and structures and/or continuity and change	2
Demonstrates limited understanding through a very simple narrative, with limited use of correct chronology, and minimal reference to people, events, ideas and/or structures	1
Subtotal	/5
Argument	
Develops a sophisticated argument that consistently shows a depth of analysis, is logical and coherent, and demonstrates an understanding of the complexity of the topic	8
Develops a sustained argument that shows depth of critical analysis, is logical and coherent, and reflects the complexity of the topic	7
Develops an argument that is analytical, logical and coherent, and shows a clear understanding of the interconnectedness of the historical narrative	6
Develops an argument that is logical and coherent, and shows some understanding of the interconnectedness of the historical narrative	5
Develops a somewhat logically-structured argument that responds to aspects of the question	4
Develops a basic argument with some appropriate language of history	3
Develops a response to the question containing generalisations and statements with limited accuracy	2

Develops a response that is disjointed and suggests minimal understanding of the topic	1
Subtotal	/8
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence to assist critical analysis and evaluation. Where appropriate, uses evidence to argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	10
Uses detailed, accurate and relevant evidence to assist analysis and evaluation and, where appropriate, to argue for and against a view/proposition Draws on different perspectives and interpretations of history to develop and strengthen arguments	9
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Refers to perspectives and interpretations of history to strengthen arguments	8
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Begins to refer to perspectives and interpretations of history to support arguments	7
Uses some accurate and relevant evidence to support analysis, including a range of historical examples, quotations and sources	6
Uses some accurate and relevant evidence to support response, which may include historical examples, quotations and sources	5
Uses some accurate and relevant evidence to support response, which may include historical examples, quotations or sources	4
Uses some relevant evidence to support response	3
Provides a response with limited evidence	2
Includes minimal evidence in response	1
Subtotal	/10
Conclusion	
Provides a concluding paragraph that effectively draws the essay's argument or point of view together	3
Provides a concluding paragraph that summarises the essay's point of view	2
Provides a concluding paragraph that generally reiterates the essay's thesis and key arguments	1
Subtotal	/3
Total	/30
Answers could include:	
Political	
Short-term impacts	
<ul style="list-style-type: none"> • From 1916, Germany was in a phase of 'military dictatorship' – no strong tradition of democracy in Germany • Allied nations required Germany to become more democratic for acceptance of armistice – Germany implemented, believing negotiations of peace would be based on Wilson's Fourteen Points – it was not • November Revolution and the abdication of the Kaiser; Kiel Mutiny leading to nation-wide strikes 	

- Signing of the Armistice; ‘November Criminals’ (students may allude to the fact that Hitler on the surrender of France in 1940 used the same railway carriage that was used for the signing of the 1918 Armistice)
- ‘Stab-in-the-back myth’ – returned servicemen’s belief that the war could still be won; formation of the *Freikorps* in late 1918 and early 1919
- Uprisings in late 1918 and early 1919: Bavarian Republic and Spartacist Uprising – use of the newly created *Freikorps* to suppress uprisings from the right – lack of credibility of the Ebert government
- Signing of the Treaty of Versailles – Article 231, the ‘War Guilt Clause’ – Diktat and feeling of humiliation amongst the German people, distrust in the politicians who signed, significant loss of land and German people – Germany in no position to restart the war and had no option but to accept
- Article 48, Weimar Constitution: power to suppress civil liberties and to govern without the *Reichstag* in emergency situations – utilised by Ebert 46 times

Long-term impacts

- Left and right wing used the signing of the Treaty of Versailles for political purposes to highlight the ineptness of the Weimar system, most notably those from the far right including the Nazis (e.g. the Munich Putsch)
- Ebert’s use of the *Freikorps* to suppress political opposition on the left in areas such as Bavaria
- 356 political murders between 1920 and 1923, including Rathenau and Erzberger who were signatories of the Treaty of Versailles – weakened the strength and the legitimacy of the Weimar Government
- Kapp Putsch: attempted overthrow from the right – included Walther von Luttwitz, Army General and *Freikorps* leader, and Wolfgang Kapp, leader of the Fatherland Party. Army refused to fire on the participants
- Occupation of the Rhur in 1923 – Stresemann ordered passive resistance and continued to pay German workers’ wages – increasing problems of hyperinflation

Social

Short-term impacts

- Lack of food and fuel as a result of supply lines being diminished; mass starvation and deaths, fuelling popular discontent towards the Kaiser in the latter stages of the war
- Blockading continued after the war, maintaining poverty, food shortages and starvation of the German people
- Decrease in manual labour from pre-war to post-war Germany; increased urbanisation in the post-war period

Long-term impacts

- Those with a stable income and money in the bank lost their wealth as a result of hyperinflation; by 1923 all levels of society were affected
- Bauhaus and other art movements of the 1920s – reflection of modern German life – poetry, architecture, music, some very dark and reflective of the brutality of war
- Increase in urban middle classes, although majority still lived in small rural areas; they remained largely conservative and rejected the liberal values and beliefs in the cities

Economic

Short-term impacts

- High expenditure and low taxation during the war left the Weimar government in a situation of high budget deficits
- Coal resources in the Saar ceded to France as a term of the Treaty of Versailles

Long-term impacts

- Reparations set out in the Treaty of Versailles set at £6.6 billion to be paid in gold and other goods; Weimar Government policy of fulfillment prior to 1923
- German Government unable to meet December 1922 deadline leading to the French and Belgian occupation of the Ruhr 1923 and hyperinflation of 1923
- Government inflationary policy of printing more money and supporting striking workers
- Value of the Deutschmark plummeted monthly in 1923, increasing political discontent

Notes:

Students need to make a clear judgement on the short- and long-term impacts of the First World War on the Weimar State. Students should be looking at this in a holistic manner, considering the social, political and economic impact of the war on Germany in the period between November 1918 to December 1924.

Sample assessment task

Modern History – ATAR Year 11

Task 6 – Unit 2 – Elective 6: Nazism in Germany

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 (3) sources which have been selected by the teacher
Task weighting:	15% of the school mark for this pair of units

SOURCE BOOKLET

Source 1

(An extract from an online encyclopaedia, the page is titled 'The Origins of the Fall of the Weimar Republic' and it was last updated in 2023.)

In the Weimar Republic, the political system was organised in such a way that the President was elected by direct universal suffrage for a seven-year term. The President's role was primarily representative, but he also had significant powers under Article 48 of the Weimar Constitution, which allowed him to govern by decree in the event of a national emergency ...

The need for the Chancellor to have the support of a majority in the Reichstag led to governments that were often unstable and short-lived, as it was difficult to maintain a coherent majority among the many political parties in the Reichstag.

The Weimar Republic was marked by great political instability, with twenty separate governments in its fourteen years of existence, from 1919 to 1933 ... As laid down in the Weimar Constitution, the proportional representation system resulted in a fragmented political landscape, with many political parties and no single party capable of securing a clear majority.

This made it difficult to form stable and lasting coalition governments ... These factors weakened the Weimar Republic and ultimately contributed to the rise of the Nazi Party and Adolf Hitler, who was able to exploit public frustrations and political divisions to consolidate his power.

Source 2

(A letter to Hindenburg signed by German Industrialists, November 1932. The Industrielleneingabe or Industrial Petition was signed by 19 representatives of industry, finance, and agriculture on 19 November 1932 requesting to make Hitler Chancellor of Germany.)

Your Excellency! Like you we are filled with an impassioned love of the German people and the Fatherland ... together with your Excellency, we agree that it is necessary to create a government independent of the parliamentary parties ...

We declare ourselves to be free from any specific party-political interests. But we recognise in the nationalist movement, which is sweeping through our people, the auspicious beginning of an era of rebirth for the German economy which can only be achieved by the surmounting of class conflict. We know that the rebirth will demand great sacrifices. We believe that these sacrifices will only be made willingly when the greater part of this nationalist movement plays a leading role in the government.

The transfer of responsibility for leading a Presidential cabinet to the leader of the largest nationalist group would remove the waste and slag that inevitably clings to any mass movement. As a result, millions of people who at present still stand on the sidelines would be swept into active participation.

Fully trusting in Your Excellency's wisdom and Your Excellency's feeling for the unity of his people,
We greet Your Excellency with the greatest respect,

Bosch Schacht, Thyssen Krupp (and other industrialists)

SEE THE NEXT PAGE

Source 3

For copyright reasons this image cannot be reproduced in the online version of this document but may be viewed at <http://mideastcartoonhistory.com/1933.html#events>

END OF SOURCE BOOKLET

ACKNOWLEDGEMENTS**Task 6 – Unit 2 – Elective 6**

- Source 1:** Baripedia. (n.d.). *The Origins of the Fall of the Weimar Republic*. Retrieved September, 2023, from https://baripedia.org/wiki/The_origins_of_the_fall_of_the_Weimar_Republic
Used under [Creative Commons Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\) licence](https://creativecommons.org/licenses/by-sa/4.0/).
- Source 2:** Hite, J., Hinton C. (2000). *Weimar & Nazi Germany: Source 8.13 Industrialists' Letter to Hindenburg, November 1932*. Retrieved November, 2023, from <https://archive.org/details/weimarnazigerman0000hite/page/n1/mode/2up?q=143>
- Source 3:** Temple, K. (1933, February 4). *Just in Case he Goosesteps too Much!* [Cartoon]. Retrieved September, 2023, from <http://mideastcartoonhistory.com/1933.html#events>

Sample assessment task

Modern History – ATAR Year 11

Task 6 – Unit 2 – Elective 6: Nazism in Germany

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 (3) sources which have been selected by the teacher

Task weighting: 15% of the school mark for this pair of units

Answer the questions (a) to (c) using the three (3) sources that have been provided. **(15 marks)**

(a) Identify and explain the purpose of Source 1. **(4 marks)**

(b) Compare and contrast the perspectives of Source 2 and Source 3.

(5 marks)

(c) Using your knowledge of the whole period of study, evaluate the significance of the changing political situation represented in the three sources. (6 marks)

Marking key for sample assessment task 6 – Unit 2 – Elective 6

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

Description	Marks
Identifies the purpose of the source	1
Explains the purpose of the source	3
Outlines the purpose of the source	2
Gives a limited explanation of the source with some errors in understanding	1
Total	/4
<p>Note: The purpose of Source 1 is to inform people of the ineffectiveness of the Weimar Constitution in providing a stable government, which led to fragmentation of the existing political parties. The extract is written to explain the political background or the weaknesses of the political system that allowed for manipulation by the Nazi Party. The source allows the reader to understand that there were multiple political factors which led to Hitler becoming Führer.</p>	

(b) Compare and contrast the perspectives of source 2 and 3.

Description	Marks
Articulates the perspective of Source 2	1
Articulates the perspective of Source 3	1
Clearly compares and contrasts the perspectives with reference to the source	3
Makes points of comparison and contrast in perspectives with limited references to the sources	2
Either compares or contrasts the perspectives in the sources	1
Total	/5
<p>Note: Perspective of Source 2: the political and economic situation of Germany will improve with the appointment of the Nazi Party to the government and Adolf Hitler to Chancellor, leading to 'rebirth' for the German economy. Perspective of Source 3: the German Government believes that Hitler's political aspirations can be tempered by the checks and balances within the Constitution. The perspectives are similar as they both represent Hitler as an influential member of the German Government. Both sources show the perspective that Hitler's radicalism could be tempered through gaining power. Source 2 makes reference to the line 'As a result, millions of people who at present still stand on the sidelines would be swept into active participation' The perspectives contrast as Source 3 implies that the government believes that Hitler will not become leader as there are checks and balances in place, while the perspective of Source 2 proclaims that political success for Hitler is necessary for Germany's success.</p>	

- (c) Using your knowledge of the whole period of study, evaluate the importance of the changing political situation represented in the three sources.

Description	Marks
Identifies the changing political situation represented in the sources	1
Provides a clear evaluation of the importance of the changing political situation	2
Clearly explains the changing political situation with detailed reference to the three sources	3
Explains the changing political situation with some reference to the sources	2
Attempts to explain the changing political situation, displaying some errors in interpreting the source	1
Total	/6
<p>Note: The changing political situation represented in the three sources is the failure of the Weimar Government under successive chancellors (Von Schleicher, Von Papen etc), leading to the appointment of Hitler and the Nazi party under the misguided belief that Hitler's political aspirations could be tempered by the old guard. This is significant, as it directly led to the collapse of democracy in Germany and the dictatorship of the Nazis under the Führer, Adolf Hitler.</p> <p>The Weimar Government was very weak following the Great Depression and a period of Presidential dictatorship. The Reichstag was full of extremist parties, many of whom wanted the overthrow of the Weimar Government (e.g. Communists, Nazis). Successive Chancellors failed to pass laws, as it was difficult to get a majority to enact any government policies (Source 1). This led to leaders such as Paul von Papen and industrialists pushing for the appointment of Hitler as Chancellor.</p> <p>Germany was pushing for the appointment of the Nazi party, who were increasing their numbers in the Reichstag and were gaining the support of many leading industrialists (Source 2). The increase in popularity of the Nazis and Hitler led to the German Government trying to contain Hitler's popularity, but they struggled to do so (Source 3).</p> <p>The changing political situation from the democratic Weimar Government to the appointment of Hitler and the Nazis was highly significant, as it allowed Hitler to achieve his goal of governing Germany, and to introduce his other policies which would allow democracy to be ended in Germany within three months.</p>	

Sample assessment task

Modern History – ATAR Year 11

Task 7 – Unit 2 – Elective 6: Nazism in Germany

Assessment type:	Historical inquiry
Conditions:	Time allowed for the task: Two weeks, including class time for research; 35 minutes for the source analysis to be written in class Students must use a research organiser, which will be assessed for the inquiry process. Students are to select and annotate three (3) sources relevant to the topic.
Task weighting:	Part A: Inquiry and research 5% Part B: Validation 5%
Total:	10% of the school mark for this pair of units

Historical knowledge and understanding

Investigate the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror from 1933 to 1945, including the methods and strategies used to maintain the state and the impacts these had on different groups.

Part A: Historical Inquiry Planning (5%)

(30 marks)

1. Develop inquiry questions to guide your research.
2. Locate and record information from a variety of reliable and useful sources. You need a minimum of three sources.

Topics for research consideration

- Force used to suppress opposition, including persuasion and pressure, and terror and repression (i.e. propaganda and the role of institutions like the *Schutzstaffel* [SS]; examples of where force was used, especially the Night of the Long Knives)
- Life in Nazi Germany (social, cultural and economic life)
- Racial policy, especially anti-Semitism and the treatment of Jews

Ensure that the sources:

- include primary and secondary material
- reflect the topic in the focus question
- present different perspectives
- are correctly referenced in a bibliography.

Ensure that the sources are annotated explaining their use:

- Origin
- Historical context
- Message

- Purpose
- Points of historical interpretation
- Perspective

The following will need to be submitted:

- Hypothesis (thesis statement), brainstorm, research questions
- Note-taking for each question
- Analysis of sources for each question
- Reference list/bibliography

Part B

(15 marks)

Students are to complete an in-class source analysis under test conditions using the sources collected in Part A.

Students need to submit a completed Part A at the same time as the source analysis (Part B) is completed.

Sample assessment task

Modern History – ATAR Year 11

Task 7– Unit 2 – Elective 6: Nazism in Germany

Assessment type:	Historical inquiry – in-class validation essay
Conditions:	Time allowed for the task: 35 minutes for the source analysis to be written in class Students are to select and annotate three sources relevant to the topic.
Task weighting:	Part A: Inquiry and research 5% Part B: Validation 5%
Total:	10% of the school mark for this pair of units

INSTRUCTIONS

Select and annotate three sources relevant to the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups.

Answer **all** questions using the three (3) sources that you have selected. **(15 marks)**

(a) Outline the origin and explain the purpose of **Source 1**. **(4 marks)**

(b) Account for how useful **Sources 2 and 3** are to a historian as evidence of the impacts that the Nazi state had on different groups in Nazi Germany. (5 marks)

Marking key for sample assessment task 7 – Unit 2 – Elective 6

Part A: Historical Inquiry Marking Key

Description	Marks
Chronology, terms and concepts	
<ul style="list-style-type: none"> Identifies relationships in comprehensive notes, in relation to the following criteria: <ul style="list-style-type: none"> nature and causes of change continuity and change impacts of change on different groups Uses appropriate historical terms and concepts Evaluates the extent to which different forces created continuity and/or change Explains, using examples, why and how changing values and attitudes impacted the experiences of different individuals and/or groups in the defined time period 	5–6
<ul style="list-style-type: none"> Identifies relationships in notes, in relation to most of the following criteria: <ul style="list-style-type: none"> nature and causes of social change or continuity and change impacts of change on different groups Mostly uses appropriate historical terms and concepts Describes the extent to which the different forces created continuity and/or change Attempts to explain, using examples, how changing values and attitudes impacted the experiences of different individuals and/or groups in the defined time period 	3–4
<ul style="list-style-type: none"> Identifies relationships in notes to a limited degree, in relation to at least some of the following criteria: <ul style="list-style-type: none"> nature and causes of social change or continuity and change impacts of change on different groups Displays a limited use of historical terms and concepts Attempts to outline the extent of social continuity and/or change Attempts to outline some of the changing values and attitudes for different individuals or groups in the defined time period 	1–2
Subtotal	/6
Historical questions and inquiry	
<ul style="list-style-type: none"> Identifies, lists and describes areas of investigation in a well-developed note-taking framework Formulates, tests and modifies a proposition in order to investigate the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups Develops and frames sophisticated focus questions Identifies, locates and organises information in notes from a variety of sources Applies appropriate referencing techniques accurately and consistently, including in-text referencing throughout notes Develops a comprehensive bibliography with an excellent range of sources and reference types 	3–4

<ul style="list-style-type: none"> • Practises ethical scholarship throughout research process 	
<ul style="list-style-type: none"> • Identifies, lists and outlines areas of investigation in a developed note-taking framework • Formulates and makes attempts to modify a proposition, in order to investigate the nature and key aspects of the effects that the Nazi state had on German society during Hitler's reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups • Develops and frames some focus questions for inquiry • Uses, or cites in notes, a limited number of sources • Attempts appropriate referencing techniques, but makes a limited attempt at in-text referencing within notes • Attempts to develop a bibliography, but it is limited in range and types of sources • Attempts to practise ethical scholarship throughout research process 	1–2
Subtotal	/4
Analysis and use of historical sources	
<ul style="list-style-type: none"> • Identifies, selects and organises a comprehensive range of sources that offer accurate insight into the topic • Provides a comprehensive analysis of sources using sophisticated terms and concepts to illustrate the relevance of the sources to the topic • Critically analyses where appropriate: <ul style="list-style-type: none"> ▪ message ▪ origin, purpose and context ▪ reliability and usefulness ▪ perspectives and interpretations 	9–10
<ul style="list-style-type: none"> • Identifies, selects and organises a range and varying types of sources that offer mostly accurate insight into the topic • Provides an analysis of sources using well-developed terms and concepts to illustrate the relevance of the sources to the topic • Analyses where appropriate: <ul style="list-style-type: none"> ▪ message ▪ origin, purpose and context ▪ reliability and usefulness ▪ perspectives and interpretations 	7–8
<ul style="list-style-type: none"> • Identifies and selects some sources that offer some accurate insight into the topic • Applies some analysis of sources, using simple terms and concepts, that identifies simple relationships in the sources to the topic • Begins to analyse where appropriate: <ul style="list-style-type: none"> ▪ message ▪ origin, purpose and context ▪ perspectives • Where relevant, begins to identify some historical interpretations 	5–6
<ul style="list-style-type: none"> • Identifies and selects minimal and/or inaccurate sources to analyse that offer limited insight into the topic • Makes an attempt to analyse sources with minimal detail, using inaccurate terms and concepts, displaying limited relevance to the topic • Provides a limited analysis of: <ul style="list-style-type: none"> ▪ message 	3–4

<ul style="list-style-type: none"> ▪ origin, purpose and context 	
<ul style="list-style-type: none"> • Selects a source • Provides a limited attempt to analyse the origin and/or message of the source 	1–2
Subtotal	/10
Perspectives and interpretations	Marks
<ul style="list-style-type: none"> • Analyses and accounts for different perspectives of the time period in relation to the experiences of individual and/or groups • Explains the significance of the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups 	4–5
<ul style="list-style-type: none"> • Attempts to briefly analyse, or recounts, some of the different perspectives of the time period in relation to the experiences of individual and/or groups • Attempts to describe the significance of the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups 	2–3
<ul style="list-style-type: none"> • Briefly mentions the different perspectives of the time period in relation to the experiences of individuals and/or groups • Limited or lacks understanding of the significance of the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s reign of terror, particularly the methods and strategies used to maintain the state and the impacts these had on different groups 	1
Subtotal	/5
Explanation and communication	Marks
<ul style="list-style-type: none"> • Uses detailed and comprehensive annotations to explain the relevant event/ideas/people • Explains why and/or how the historical perspective and/or interpretation present in the source/s links to the topic • Provides evidence and an excellent level of detail in a revised hypothesis to support a review of the original thesis statement 	4–5
<ul style="list-style-type: none"> • Uses somewhat detailed annotations to describe the relevant event/ideas/people • Describes how the historical perspective present in the source/s links to the topic • Makes an attempt to use evidence and provides some level of detail in a revised hypothesis to the original thesis statement 	3
<ul style="list-style-type: none"> • Provides limited annotations and links to events/ideas/people • Provides limited links to historical perspectives present in the source • Makes a limited attempt to revise original hypothesis 	1–2
Subtotal	/5
Total	/30

Part B: Validation source analysis

(a) Outline the origin and explain the purpose of **Source 1**. (4 marks)

Description	Marks
Outlines the origin of Source 1	1
Explains the purpose of Source 1	2
Outlines the purpose of Source 1	1
Subtotal	/3
Identifies the elements of the source that support its purpose	1
Total	/4

(b) Account for how useful **Sources 2 and 3** are to a historian as evidence of the impacts that the key aspects of the Nazi state had on different groups in Nazi Germany. (5 marks)

Description	Marks
Identifies the usefulness of Source 2	1
Identifies the usefulness of Source 3	1
Accounts for (gives reasons for) the usefulness of the sources	1–3
Total	/5

(c) Using **Sources 1, 2 and 3** assess the impacts that key aspects of the Nazi reign of terror had on different groups in Nazi Germany. (6 marks)

Description	Marks
Describes the key aspects of Nazi reign in terror in each source	1–2
Assesses the impacts the key aspects had on different groups in Nazi Germany	1–2
Identifies the elements of the source that support their assessment	1–2
Total	/6