



SAMPLE ASSESSMENT TASKS

MODERN HISTORY

ATAR YEAR 11

Unit 2 – Elective 6: Nazism in Germany

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 – Elective 6

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

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
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 <i>Freikorps</i> in late 1918 and early 1919 Uprisings in late 1918 and early 1919: Bavarian Republic and Spartacist Uprising – use of the newly created <i>Freikorps</i> 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 <i>Reichstag</i> in emergency situations – utilised by Ebert 46 times 	
Long-term impacts	
<ul style="list-style-type: none"> 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 <i>Freikorps</i> 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 sources which have been selected by the teacher
Task weighting	15% of the school mark for this pair of units

SOURCE BOOKLET

Source 1

The following is 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

The following is 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)

Source 3

A political cartoon by Keith Temple, entitled 'Just in case he Goosesteps too much!', published in *The Times-Picayune*, New Orleans, February 4, 1933.

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 sources

- 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](#).
- 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>

(c) Using your knowledge of the whole period of study, evaluate the significance of the changing political situation as a result of the fall of the Weimar Republic as represented in **Source 1**, **Source 2** and **Source 3**. (10 marks)

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

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

Description	Marks
Identifies the purpose of Source 1	1
Subtotal	/1
Explains the purpose of the source by providing detailed, accurate and relevant evidence	2
Outlines the purpose of the source by providing accurate and relevant evidence	1
Subtotal	/2
Total	/3
<p>Answers may include: 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 **Source 3**. (7 marks)

Description	Marks
Identifies the perspective of Source 2	1
Identifies the perspective of Source 3	1
Subtotal	/2
Discusses the points of comparison and contrast between the perspectives of Source 2 and Source 3, supported by detailed, accurate and relevant evidence	5
Explains the points of comparison and contrast between the perspectives of Source 2 and 3, supported by mostly accurate and relevant evidence	4
Describes some points of comparison and contrast between the perspectives of Sources 2 and 3, supported by some evidence	3
Describes a point of comparison or contrast of the perspectives of Sources 2 and 3, supported by mostly accurate and relevant evidence	2
Provides a general comment about the perspectives of Sources 2 and 3, supported by limited evidence	1
Subtotal	/5
Total	/7
<p>Answers may include: 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.</p>	

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.

- (c) Using your knowledge of the whole period of study, evaluate the significance of the changing political situation as a result of the fall of the Weimar Republic as represented in **Source 1**, **Source 2** and **Source 3**. (10 marks)

Description	Marks
Evaluates clearly the importance of the changing political situation 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 importance of the changing political situation 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 importance of the changing political situation 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 importance of some of the changing political situation in at least one of the sources by providing some relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study	3–4
Identifies or provides a general comment on the changing political situation as represented in one or more of the sources supported by limited evidence	1–2
Subtotal	/10

Answers may include:

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.

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.

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).

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.

Sample assessment task

Modern History – ATAR Year 11

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

Assessment type	Historical inquiry
Conditions	Part A: Historical questions and inquiry Time for the task: Four weeks, including class time for research Part B: In-class validation source analysis Time for the task: 35 minutes to be written under test conditions
Task weighting	10% of the school mark for this pair of units

Historical knowledge and understanding

Assess the nature and key aspects of the Nazi state and the impact they had on German society during Hitler’s dictatorship from 1933 to 1945.

Part A: Historical questions and inquiry

(20 marks)

Follow the historical inquiry process as outlined below.

- Choose **one** case study to lead your inquiry. These include:
 - Gleichschaltung* (Coordination)
 - Volkgemeinschaft* (People’s Community)
 - Herrenvolk* (Master race)
 - Develop an inquiry plan to assess the nature and key aspects of the effects that the Nazi state had on German society during Hitler’s dictatorship from 1933 to 1945, including the methods and strategies used to maintain the state and the impacts these had on different groups.
 - Develop inquiry questions to examine the chosen aspect of the Nazi state.
 - Select a variety of note-taking templates to gather your supporting evidence. You should use one note-taking template per inquiry question.
 - Find supporting evidence – identify, locate and organise relevant information for each inquiry question, (you must make use of at least six different bibliographical references (e.g. textbooks, websites, newspapers, articles etc.) using at least three historical sources. Ensure the information in your note-taking frameworks:
 - is from a range of primary and secondary material
 - presents different perspectives
 - is correctly referenced in a bibliography
 - Annotate your three historical sources.
 - Compile your bibliography.
-

Part B

(20 marks)

Students are to complete an in-class source analysis (Part B) under test conditions using the sources collected in Part A. Upon completion of the in-class validation, students are to submit their Part A.

Part A – Historical questions and inquiry**(20 marks)**

1. Case study selection

Select **one** case study from the list below to assess the nature and key aspects of the Nazi state and the impact they had on German society during Hitler’s dictatorship from 1933 to 1945.

- *Gleichschaltung* (Coordination)
- *Volksgemeinschaft* (People’s Community)
- *Herrenvolk* (Master race)

2. Inquiry planning

Use the template below to plan your historical inquiry process. Be as specific with your time management as possible.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson 5	Lesson 6	Lesson 7	Lesson 8

3. Inquiry questions

Develop inquiry questions for your chosen case-study using the 5 Ws charts below.

Who	What	When	Where	Why	How

4. Select a variety of note-taking frameworks. Each page of notes should include at least one primary source.

Some suggestions are:

- Cornell notes
- Structured overview
- Mind maps
- Fishbone

5. Find supporting evidence —identify, locate and organise relevant information for each inquiry question, (you must make use of at least six different bibliographical references (e.g. textbooks, websites, newspapers, articles etc.) including at least three historical sources.

Ensure the information in your note-taking frameworks:

- includes range of primary and secondary material
- reflects the topic in the inquiry question
- presents different perspectives
- is correctly referenced and in a bibliography

6. Source annotation

Ensure that each of your three historical sources are annotated with the following.

- Origin
- Historical context
- Message
- Purpose
- Points of historical interpretation
- Perspective

7. Bibliography

Write a list of all references as you use them in your historical inquiry process, using your school's preferred format.

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

Assessment type	Historical inquiry – in-class validation source analysis
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	10% of the school mark for this pair of units

Part B: In-class validation source analysis (20 marks)

You will complete a source analysis with unseen questions, in class, under test conditions.

Select and annotate three sources relevant to the nature and key aspects of the Nazi state and the impact they had on German society during Hitler’s dictatorship from 1933 to 1945.

Question 1 (20 marks)

Answer all questions using the three sources that you have selected.

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

(b) Account for how useful **Source 2** and **Source 3** are to a historian as evidence of the impacts that the Nazi state had on different groups in Nazi Germany. (6 marks)

(c) Using **Source 1**, **Source 2** and **Source 3**, assess the impacts that key aspects of the Nazi dictatorship had on different groups in German society. (10 marks)

Marking key for sample assessment task 7 – Unit 2 – Elective 6: Historical Inquiry Marking Key

Part A: Historical questions and inquiry

(20 marks)

Description	Marks
Inquiry planning	
Historical questions and inquiry	
Develops a coherent and detailed research plan and brainstorm 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 brainstorm and frames a relevant set of questions that address the focus of the inquiry topic.	2
Develops a structured research plan, shows evidence of some brainstorming 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, minimal links between events identified.	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	
Presents 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
Presents 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
Presents general notes making use of a range of mostly relevant primary and secondary sources. Some evidence is incorporated from the sources, organised with some structure within a note-taking framework	2
Presents minimal notes making use of some relevant primary and/or secondary sources. Limited evidence from the sources is incorporated in brief notes that show minimal structure	1
Subtotal	/4

Description	Marks
Bibliography	
Historical questions and inquiry	
Follows correct acknowledgment and reference of sources according to school protocols	2
Compiles a list of the sources used	1
Subtotal	/2
Source annotation	
Analysis and use of historical sources	
Provides a comprehensive analysis and interpretation of all sources, including detailed annotations addressing the historical skills. Includes an accurate evaluation of the reliability and usefulness of the sources.	4
Provides a detailed analysis and interpretation of all sources, including annotations addressing the historical skills. Includes an evaluation of the reliability and usefulness of the sources	3
Provides a general interpretation of some sources, including annotations addressing most of the historical skills. Includes some analysis of the reliability and usefulness of the sources	2
Provides minimal interpretation of historical sources. Brief annotations addressing some of the historical skills that attempt analysis of some of the sources	1
Subtotal	/4
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	4
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	3
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.	2
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.	1
Subtotal	/4
Part A Total	/20

Part B: In-class validation source analysis**(20 marks)**(a) Outline the origin and explain the purpose of **Source 1**.

(4 marks)

Description	Marks
Origin	
Outlines the origin of Source 1	1
Subtotal	/1
Purpose	
Explains the purpose of Source 1 by providing detailed, accurate and relevant evidence	3
Outlines the purpose of the source by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of the source	1
Subtotal	/3
Total	/4

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

(6 marks)

Description	Marks
Identifies the usefulness of Source 2	1
Identifies the usefulness of Source 3	1
Subtotal	/2
Discusses how useful both sources are as evidence of the impacts that the key aspects of the Nazi state had on different groups in Nazi Germany	4
Explains how useful both sources are as evidence of the impacts that the key aspects of the Nazi state had on different groups in Nazi Germany	3
Describes how useful both sources are as evidence of the impacts that the key aspects of the Nazi state had on different groups in Nazi Germany	2
Provides a general comment about how useful both sources are as evidence of the impacts that the key aspects of the Nazi state had on different groups in Nazi Germany	1
Subtotal	/4
Total	/6

- (c) Using **Source 1**, **Source 2** and **Source 3**, assess the impacts that key aspects of the Nazi dictatorship had on different groups in German society. (10 marks)

Description	Marks
Assesses clearly the impacts that key aspects of the Nazi dictatorship had on different groups in German society 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
Assesses the impacts that key aspects of the Nazi dictatorship had on different groups in German society 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 omissions from the sources	7–8
Explains the impacts that key aspects of the Nazi dictatorship had on different groups in German society represented in at least two of the sources, by providing some accurate and relevant evidence to reference aspects such as consequences, extent, duration	5–6
Outlines some of the impacts that key aspects of the Nazi dictatorship had on different groups in German society represented in at least one 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	3–4
Identifies or provides a general comment on some of the impacts that key aspects of the Nazi dictatorship had on different groups in German society represented in at least one of the sources supported by limited evidence	1–2
Subtotal	/10
Part B Total	/20

Acknowledgements

Sample assessment 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
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- 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>