

## GERMANY & THE COLD WAR

### ASSESSMENT DETAILS

You will have 2 hours for this exam. It is divided into 2 parts. Part 1 (source analysis) and part 2 (essay). You will be assessed on:

- Criteria A for part 1;
- Criteria D for part 2;

All the information for each question can be found in the relevant sections. Please read the rubric carefully.

### COMMAND TERMS:

<b>Analyse</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Document</b>	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Synthesize</b>	Combine different ideas in order to create new understanding.

### ASSESSMENT GRADE:

Criteria A (Part 1)	Criteria D (Part 2)
Overall Grade:	

**PART 1: Source Analysis**  
**CRITERION A: Knowing and understanding**

Level	Descriptor	Task-Specific Clarifications (=What does this mean in practice?)
0	The student does not reach a standard described by any of the descriptors below.	You do not meet any of the criteria in the descriptors below.
1-2	The student:  ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or <b>examples</b> .	You only describe what you see in the cartoon but do not demonstrate your own knowledge. You state key features of the cartoon origin, purpose, message, values and limitations in a very general way.
3-4	The student:  ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and <b>examples</b> .	You describe what you see in the cartoon and demonstrate your own knowledge to a limited extent. You describe key features of the cartoon (you include at least 3 features from origin, purpose, message, values and limitations).
5-6	The student:  ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and <b>examples</b> .	You describe what you see in the cartoon and link it to your own knowledge. You explain key features of the cartoon (you include 3-4 features from origin, purpose, message, values and limitations).
7-8	The student:  ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and <b>examples</b> .	You analyse key features of the cartoon origin, purpose, message, values and limitations, linking examples from your own knowledge with accurate facts and explanations.

**PART 1 - SOURCE ANALYSIS (Use the rubric on the previous page):**

**How useful is the source below for understanding what happened in East Germany in the 1950'?**



*Cartoon by Victor Vashi an Hungarian painter, animator and comic artist, 1967.*

Your goal is to write a paragraph analysing the cartoon below. The product you will create is a paragraph. You will be assessed on criterion A.

Remember to:

- include the message of the source (= What does it say?);
- compare this to your own knowledge (= Is it accurate?);
- explain the origins of the source (= Who? Where? When?);
- analyse the purpose of the source (= Why was it made?);

Sentence starters:

- *The message of this source indicates...*
- *The source is from/by...*
- *The purpose of this source is...*
- *The value of this source is...*
- *This is accurate/inaccurate because I know that...*
- *However, a limitation of this source may be...*
- *The source suggests / indicates / highlights / implies...*

**PART 2 - Essay**

**CRITERION D: Thinking Critically**

Level	Descriptor	Task-Specific Clarifications (=What does this mean in practice?)
0	The student does not reach a standard described by any of the descriptors below.	You do not meet any of the criteria in the descriptors below.
1-2	The student: i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations iv. identifies different perspectives and minimal implications.	You mainly summarized information and provided a limited analysis.
3-4	The student: i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations iv. interprets different perspectives and some of their implications.	You summarized information, provided a limited analysis and offered some evaluation.
5-6	The student: i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations iv. interprets different perspectives and their implications.	You have provided a discussion about the main concepts, shown your own opinion and have also justified it to a certain extent.
7-8	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories	You have provided a detailed discussion about the main concepts, shown your own opinion and have also justified it thoroughly.

<p>ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. thoroughly interprets a range of different perspectives and their implications.</p>	
---	--

**PART 2 - ESSAY (Use the rubric above):**

**Which reason do you think was most important in causing the protests in East Germany in 1988?**

Gorbachev's reforms (Glasnost, Perestroika)

Tensions within the GDR

OR Pressure from the West

Write a short essay (no longer than two pages). Use roughly 50 minutes.

Remember to:

- Start with an introduction that clearly gives a bit of background to the question.  
Say what the essay will be arguing and what it is about.

*There were many reasons for the protests in East Germany in 1988 such as...  
This essay will be arguing that...*

- Have one or two main body paragraphs with facts and your analysis.  
Follow a Point, Example, Explain, Analyse structure in your paragraphs.

*One reason for the protests in 1988 was...  
For example, ...  
This weakened East Germany further because...  
Therefore...  
Another reason why people protested was...*

- Have a clear conclusion that sums up all your arguments;  
Decide which of the two bullet points was the more important reason and

explain why. This should reflect the points that you have already made throughout the answer.

*Ultimately...*

*In conclusion...*

*Overall...*

**Use the paper provided to answer. Do not forget to put your name on each sheet you write on.**