



Modern History 2025 v1.2

IA1: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Comprehending	5	
Analysing	5	
Evaluating	5	
Synthesising	5	
Communicating	5	
Overall	25	

Conditions

Technique	Examination — extended response
Unit	Unit 3: National experiences in the Modern World
Topic/s	Topic 5: Germany since 1914 (World War I begins)
Time	Planning time: 15 minutes Working time: 120 minutes
Seen / Unseen	Unseen question 3–5 unseen sources 6–7 seen sources provided one week before the examination
Other	Students must not take notes into the examination. The teacher provides: <ul style="list-style-type: none">• the seen sources one week before the examination. The teacher does not help students to interrogate the seen sources• a clean copy of the stimulus at the start of the examination.

Instructions

Respond using blue or black pen on the lined paper provided.

Task

The degree to which the National Socialist Party wanted German women, particularly women of 'Aryan' descent, to become mothers during the Third Reich is contested. Using the sources provided and your own historical knowledge and understanding of the Third Reich in Germany, create an essay in response to the following question:

To what extent did the National Socialist Party want German women to become mothers during the Third Reich?

Your essay will include the following features:

- an introduction (which sets context and includes a hypothesis and outline of the historical argument)
- body paragraphs with topic sentences
- a conclusion (which draws together the main ideas and the historical argument)
- ethical scholarship in the form of noting, e.g. the source number, author, title and/or a combination of these.

Instrument-specific marking guide (IA1): Examination (25%)

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and mostly accurate use of terms in historical context informed understanding of concepts related to the unseen question detailed explanation of issues related to the unseen question 	4–5
<ul style="list-style-type: none"> appropriate use of terms in historical context reasonable understanding of concepts related to the unseen question adequate explanation of issues related to the unseen question 	2–3
<ul style="list-style-type: none"> partial and/or inaccurate use of terms superficial understanding of concepts. 	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning selection and detailed examination of features of evidence from historical sources 	5
<ul style="list-style-type: none"> effective examination of features of evidence from historical sources 	4
<ul style="list-style-type: none"> adequate examination of features of evidence from historical sources 	3
<ul style="list-style-type: none"> identification of features of evidence from historical sources 	2
<ul style="list-style-type: none"> identification of a feature of evidence from historical sources. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning and well-reasoned judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus 	5
<ul style="list-style-type: none"> effective judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus 	4
<ul style="list-style-type: none"> adequate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus 	3
<ul style="list-style-type: none"> superficial judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus 	2
<ul style="list-style-type: none"> irrelevant or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus. 	1
The student response does not satisfy any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> sophisticated historical argument that skilfully combines evidence from a range of historical sources to justify decisions 	5
<ul style="list-style-type: none"> effective historical argument that combines evidence from a range of historical sources to justify decisions 	4
<ul style="list-style-type: none"> basic historical argument that combines evidence from historical sources to support decisions 	3
<ul style="list-style-type: none"> superficial historical argument that combines evidence from historical sources 	2
<ul style="list-style-type: none"> superficial historical argument or non-historical argument that refers to evidence from sources. 	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> conveys ideas related to the unseen question clearly and purposefully all features of an essay in response to historical sources are consistently applied minimal errors in spelling, grammar and punctuation 	4–5
<ul style="list-style-type: none"> conveys ideas related to the unseen question purposefully most features of an essay in response to historical sources are applied some errors in spelling, grammar and punctuation 	2–3
<ul style="list-style-type: none"> conveys idea/s related to the unseen question superficially features of an essay in response to historical sources are inconsistently applied frequent errors in spelling, grammar and punctuation impede the communication of ideas. 	1
The student response does not satisfy any of the descriptors above.	0

Stimulus

Seen sources

Source 1 (seen)

Excerpt from Joseph Goebbels' 'Speech on the role of women in Germany' (transcript)

... At the risk of sounding reactionary and outdated, let me say this clearly: The first, best, and most suitable place for the women [sic] is in the family, and her most glorious duty is to give children to her people and nation, children who can continue the line of generations and who guarantee the immortality of the nation. The woman is the teacher of the youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is its core and centre. The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

This is her highest mission. That does not mean that those women who are employed or who have no children have no role in the motherhood of the German people. They use their strength, their abilities, their sense of responsibility for the nation in other ways. We are convinced, however, that the first task of a socially reformed nation must be to again give the woman the possibility to fulfil her real task, her mission in the family and as a mother.

Reference: Goebbels, J (1933, 18 March) *German women* [speech transcript], translated by Randall Bytwerk in German Propaganda Archive, Calvin University <https://research.calvin.edu/german-propaganda-archive/goeb55.htm>.

Context statement

Joseph Goebbels, Minister for Propaganda of the Third Reich, made this speech at the opening of a 'New Woman' exhibition in Munich on 18 March 1933.

Source 2 (seen)

Excerpt from Adolf Hitler's 'Speech on the role of Women in Germany' (transcript)

The slogan 'emancipation of women' was invented by Jewish intellectuals. If the man's world is said to be the State, his struggle, his readiness to devote his powers to the service of the community, then it may perhaps be said that the woman's is a smaller world. For her world is her husband, her family, her children, and her home. But what would become of the greater world if there were no one to tend and care for the smaller one? The great world cannot survive if the smaller world is not stable. We do not consider it correct for the women to interfere in the world of the man. We consider it natural if these two worlds remain distinct.

Reference: Hitler, A (1934, 8 September) Speech to the Nationalist Socialist Women's League [speech transcript], in German History in Documents and Images, https://ghdi.ghi-dc.org/docpage.cfm?docpage_id=2330.

Context statement

Adolf Hitler, Fuhrer of the Third Reich, made this speech at a meeting of the NSDAP Women's Organisation on 8 September 1934.

Source 3 (seen)

Front cover of the magazine 'Frauen Warte: Die einzige parteiamtliche frauenzeitschrift' (Women Wait: The Official Nazi Party Magazine for Women)



Reference: National Socialist Women's League, 1938, Front cover of *Frauen Warte*, Germany, <https://research.calvin.edu/german-propaganda-archive/images/fw/fw6-20.jpg>.

Context statement

The magazine that included this image on its front cover emphasised women's contributions to the economy, society and culture in Nazi Germany.

Source 4 (seen)

Photo of the Cross of Honour of the German Mother



Reference: Cross of Honour of the German Mother, (2025), [www.warrelrics.eu](https://www.warrelrics.eu/forum/orders-decorations-third-reich/ehrenkreuz-der-deutschen-mutter-cross-honour-german-mother-118702/). <https://www.warrelrics.eu/forum/orders-decorations-third-reich/ehrenkreuz-der-deutschen-mutter-cross-honour-german-mother-118702/>.

Context statement

The front of the medal includes the words 'Der Deutsch Mutter', which translates as 'The German Mother'. The back of the medal includes the words 'Das Kind adelt die Mutter', which translates as 'The Child ennoble the Mother'.

Source 5 (seen)

Excerpt from the 'Protocol of a meeting concerning equal pay for women' convened on 25 April 1944

[Robert Ley suggests that in] ... order to increase the work performance of women and thereby to enhance overall efficiency... it is necessary to equalize the wages of women with those of men on the principle of equal pay for equal work and equal results ...

[Adolf Hitler responded to Ley's idea by saying] ... 'equal pay for equal work' is wrong. For, during the war, there is no basis of comparison for stating that the work performance of women is the same as that of men. The work performance of a woman cannot now be tested in relationship to a healthy man of average age working in peacetime, but only in relationship to the men currently working with women, namely the older men who are no longer fully capable and to the younger men whose performance is also less since they are not yet fit for combat.

Reference: Lammer, H, 1944, Protocol of a meeting concerning Equal Pay for Women convened on 25 April 1944, German History in Documents and Images, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1563.

Context statement

Hans-Heinrich Lammer, the Chief of the Reich Chancellery, wrote the above record to describe the discussion regarding women's wages that took place on 25 April 1944. High-ranking Nazi officials who spoke at this meeting included Adolf Hitler and Robert Ley, the leader of the German Labour Front (the Nazi Trade Union).

Source 6 (seen)

Picture of members of the German women Luftwaffe



Reference: Anonymous (1944), Picture of members of the German women Luftwaffe, History in Images, <https://historyimages.blogspot.com.au/2012/10/women-during-world-war-two.html>.

Context statement

In this picture, women are seen in training exercises while working for the Luftwaffe (aerial branch of the combined German defence force) in 1944.

Source 7 (seen)

Excerpt from 'Mothers of the nation: Women, families and nationalism in twentieth-century Europe'

By 1936 Germany had experienced an economic upswing, and in 1937 Hitler reversed his policy on women and unemployment, in preparation for the upcoming war. He called on women to become mothers *and* factory workers, although he did so with some hesitation, since he preferred to have women committed to motherhood above all else. When the decision was made that women were needed as labourers, Hitler also announced that, as compensation, they would never have to work in factories again once the war was over ...

Reference: Albanese, P 2006, *Mothers of the nation: Women, families and nationalism in twentieth-century Europe*, University of Toronto Press, Toronto, p. 39.

Context statement

Patrizia Albanese, a Professor of Sociology at Ryerson University, stated in this publication that one of its main aims was to determine whether 'nationalist governments' sought to 'modernise' or encourage a return to traditional gender and family relations (2006, p. 7).

Unseen sources

Source 8 (unseen)

Excerpt from 'Women in Nazi Germany: Victims, perpetrators, and the abandonment of a paradigm'

Almost immediately after taking control in 1933, National Socialist policymakers went to great lengths to define and legitimise the status of single 'Aryan' women in Nazi society. In 1934 the Nazis established the *Pflichtjahr*, or 'year of duty' and (forcefully) removed single, 'Aryan' girls and women aged 17 to 25 from their homes and relocated them to farms and factories throughout the country. In February 1938, the *Pflichtjahr* was institutionalised by the Third Reich, and women seeking paid employment in any industry were required by law to first complete their unpaid 'year of duty'. After the onset of war and subsequent depopulation of men to the front, Nationalist Socialist policymakers expanded the *Pflichtjahr* requirements and attached an additional six-month Auxiliary War Service to the civic duties of single 'Aryan' women. The Auxiliary War Service brought women into direct contact with the war effort and by 1944 some women were even operating anti-aircraft guns and searchlights during Allied air raids.

Reference: Guba, D 2009, 'Women in Nazi Germany: Victims, perpetrators, and the abandonment of a paradigm', in *Concept: An Interdisciplinary Journal of Graduate Studies*, vol. 33, n. p., <https://concept.journals.villanova.edu/article/viewFile/327/290>.

Context statement

David A. Guba is a lecturer in history at Temple University, Pennsylvania.

Source 9 (unseen)

Excerpt from 'Republic to Reich: A history of Germany 1918–1945'

Married women were discriminated against in the workforce in favour of men and 800,000 left the labour market between 1933 and 1935. Single women were allowed to work, but there was a deliberate policy to force married women out of the workforce and into the home. Particular professions were closed to women. They were forbidden to practise law, and the admission of women to universities was drastically cut, from over 18,000 in 1933 to 5,000 by 1939. Only unmarried women over thirty-five could hold permanent positions in the civil service, and women were not permitted to serve on juries because it was believed that their reasoning was based on emotions.

Reference: Mason, K, (2003), *Republic to Reich: A history of Germany 1918–1945*, 2nd ed., McGraw-Hill, Sydney, pp. 132–133.

Context statement

Mason has authored many books about modern history over the last forty years.

Source 10 (unseen)

Excerpt from 'The Third Reich in power'

The new regime also acted quickly to take people out of the labour market as well, thereby reducing the number of economically active persons against whom the proportion of unemployed were measured. The most notable scheme in this area was the issuing of marriage loans, begun as part of the Law on the Reduction of Unemployment issued on 1 June 1933 ... Young couples intending to get married could apply in advance for an interest-free loan of up to 1,000 Reichsmarks ... Crucially, she had to give up her job by the time of the wedding and undertake not to enter the labour market again until the loan was paid off ... However, the loans were made more attractive, and given an additional slant, by a supplementary decree issued on 20 June 1933 reducing the amount to be repaid by a quarter for each child born to the couple in question. With four children, therefore, couples would not have to repay anything.

Reference: Evans, R, (2005), *The Third Reich in Power*, Penguin, New York, p. 331.

Context statement

Richard Evans is a Professor of Modern History at Cambridge University. Several of his publications focus on Adolf Hitler and other key aspects of German history during the time of the Third Reich.

Source 11 (unseen)

Excerpt from 'From adventure and advancement to derailment and demotion: Effects of Nazi gender policy on women's careers and lives'

... Adolf Hitler promised that in the Third Reich every woman would be able to marry and answer her calling to bear children. These promises were backed by National Socialist policies that restricted women's roles in public and supported them at home. The twin aims of eliminating male unemployment and creating an Aryan nation, dictated motherhood and domesticity for all 'racially pure' women. Doing so slammed shut many educational and professional doors newly opened to women after the First World War.

Reference: Mouton, M, (2010), 'From adventure and advancement to derailment and demotion: Effects of Nazi gender policy on women's careers and lives', *Journal of Social Society*, vol. 43, p. 945.

Context statement

Michelle Mouton, a Professor of History at the University of Wisconsin, wrote this article about three years after publishing a book titled *From nurturing the nation to purifying the Volk: Weimar and Nazi family policy, 1918–1945*.

Source 12 (unseen)

Excerpt from 'Subservient wombs for the Führer: The role of women in Nazi Germany'

More German babies were central to realising Hitler's dream of *Volksgemeinschaft*, a racially pure and homogenous society. One means to this end was the radical *Lebensborn*, or 'Fountain of Life' program, which was implemented in 1936. Under the program, each member of the SS would produce four children, either in or outside of marriage ... *Lebensborn* homes ... were essentially baby factories ... Another measure to make Germany more fertile took the shape of a Nazi medal that was awarded by Hitler to women who gave birth to at least 8 children ...

Reference: Land, G. (2015), Subservient wombs for the Führer: The role of women in Nazi Germany, *History Hit*, <https://www.historyhit.com/the-role-of-women-in-nazi-germany/>.

Context statement

Graham Land is a London-based writer from Washington, DC who also contributes environmental news articles to websites such as *Asian Correspondent*.



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1. Goebbels, J. (1933, 18 March) German women [speech transcript], translated by Randall Bytwerk in *German Propaganda Archive*, Calvin University <https://research.calvin.edu/german-propaganda-archive/goeb55.htm>.
2. Hitler, A. (1934, 8 September) Speech to the Nationalist Socialist Women's League [speech transcript], in *German History in Documents and Images*, https://ghdi.ghi-dc.org/docpage.cfm?docpage_id=2330.
3. National Socialist Women's League, 1938, *Frauen Warte* [front cover], Issue Date: #20 1937/38 (Volume 6), Germany, <https://research.calvin.edu/german-propaganda-archive/images/fw/fw6-20.jpg>.
4. Cross of Honour of the German Mother, (2025), *Warrelics.edu*. <https://www.warrelics.eu/forum/orders-decorations-third-reich/ehrenkreuz-der-deutschen-mutter-cross-honour-german-mother-118702/>.
5. Lammer, H. Protocol of a Meeting during which Hitler, Bormann, and Others Rejected Equal Pay for Women (April 25, 1944), *German History in Documents and Images*, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1563.
6. Picture of members of the German women Luftwaffe taken in November, 1944, by *History in Images*, <https://historyimages.blogspot.com.au/2012/10/women-during-world-war-two.html>.
7. Albanese, P. (2006), *Mothers of the nation: Women, families and nationalism in twentieth-century Europe*, University of Toronto Press, Toronto, p. 39.
8. Guba, D. (2009), 'Women in Nazi Germany: Victims, perpetrators, and the abandonment of a paradigm', *Concept: An Interdisciplinary Journal of Graduate Studies*, vol. 33, n. p., <https://concept.journals.villanova.edu/article/viewFile/327/290>.
9. Mason, K. (2003), *Republic to Reich: A history of Germany 1918–1945*, 2nd ed., McGraw-Hill, Sydney, pp. 132–133.
10. Evans, R. (2005), *The Third Reich in Power*, Penguin, New York, p. 331.
11. Mouton, M. (2010), From adventure and advancement to derailment and demotion: Effects of Nazi gender policy on women's careers and lives, *Journal of Social Society*, vol. 43, p. 945.
12. Land, G. (2015), Subservient wombs for the Führer: The role of women in Nazi Germany, *History Hit*, <https://www.historyhit.com/the-role-of-women-in-nazi-germany/>.