



General Certificate of Secondary Education

History 3041/6 *Specification A*

Paper 2 Option D Nazi Germany

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION A

A: *INTRODUCTION*

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **The Assessment Objectives**

The revised specifications have addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Move up or down from this mid-range mark by considering whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the “thought level” equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

Section A
Question 1

- (a) Read **Source A**. **4**
 What does **Source A** suggest about the Versailles Treaty and Germany?
- Target: Comprehension and inference from an historical source (A0 6.2)**
- Level 1: Answers that select details from the source** **1**
 e.g. Hitler wants to use the treaty.
- Level 2: Answers that draw a simple inference from the source** **2-3**
 e.g. Hitler does not like the treaty
- Level 3: Answers that develop a complex inference from the source** **4**
 e.g. the treaty is an asset to the politician because it can be used to unite all Germans in a sense of the injustice that was done to Germany in 1919.
- (b) Read **Sources A and B**. **6**
 What different view of the Versailles Treaty and Germany is suggested by **Source B**?
 Refer to both sources in your answer.
- Target: Comprehension and inference from two historical sources (A0 .6.2)**
- Level 1: Answers that select details from Source B** **1-2**
 e.g. Source B says that it might have been worse.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. in Source A the impression is one that the Versailles treaty is a bad thing. In Source B it is not so bad.
- OR**
- Answers that may use both sources but provide an inference from one**
 e.g. in Source B the writer is pleased that things have got better. In Source A, Hitler thinks Germans will be angry.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** **5-6**
 e.g. in A the idea that Versailles would make Germany pay and was harsh is behind Hitler's anger, whereas in B that desire for punishment 'has been conquered'. Now Germany is friends with everyone.

- (c) Why do you think **Sources A** and **B** give different views? **7**
Explain your answer using **Sources A** and **B** and **your own knowledge**.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1 & 6.2)**
- Level 1: Answers that select details from sources** **1-2**
- OR**
- Answers that say how the sources are different**
e.g. they are different because in Source A it says Versailles will make people angry but in B it has been alright.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**
e.g. Source B was written in 1929 by a Social Democrat but in A it is Hitler and he is in prison.
- Level 3: Answers based on developed reasoning based on differences in author, audience time or place** **6-7**
Answers will probably be based on how the authors acquired information or their intentions in writing
e.g. the sources differ because A was after his Putsch failed and Hitler fought in the war so he felt the disgrace keenly. Source B was written by a Social Democrat. His party was in power at the time and things have got better internationally for Germany and the Depression hasn't started yet.

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- (d) Study **Source C**. **8**
 How useful is **Source C** for understanding Nazi methods of gaining support?
 Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility (A0 6.1 & 6.2)**
- Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the methods of the Nazis** **1-2**
 Answers may select details from the sources to support the answer
 e.g. Source C is useful because it shows the Nazis and a dead person.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the methods of the Nazis** **3-5**
 e.g. Source C is useful it is by a Communist and they were opposed to the Nazis so what they will tell is the real truth.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to the methods of the Nazis**
 e.g. Source C is useful because it shows that the Nazis used violence to gain support. The body in the back had been beaten up by the SA man.
- Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its contents in relation to the methods of the Nazis** **6-8**
 e.g. Source C shows that the Nazi slogan 'Germany awake' means that Germany should wake up to the reality of the Nazis as violent thugs. The methods were well known and Hartfield is drawing attention to it. As a Communist he might have been beaten up. The SA was used to attack the Nazis' opponents. It shows that in 1931 when the Nazis were not in power their opponents were drawing attention to the Nazi methods.
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- (e) **Source D** is an interpretation of how Hitler became Chancellor. Do you agree with this interpretation? **8**
Explain your answer using **the sources** and **your own knowledge**.
- Target: An evaluation of an interpretation (AO 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. I agree because it says that Hitler was helped into power by von Papen and Hindenburg.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level
e.g. I disagree because Source D does not mention the failure of the Left to oppose the Nazis effectively. Hitler was clever enough to realise that the deal being offered was a good one and accepted it. Previously he had wanted complete power. Hitler also came to power because of the Depression and the violence.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**
e.g. Source D says that Hitler came to power because he had popular support. I agree but he used violence, simple ideas, propaganda and his personality to win popular support. It is possible that this alone could have brought him to power. It is hard to see who else could have been given power after Schleicher and von Papen had tried without him. However Hitler became Chancellor also because the army did not block it and Hindenburg liked von Papen. So the powerful establishment accepted that they needed Hitler and Hitler saw the slight fall in support in November 1932 to 196 seats as the time to accept. Hitler's skill was to take what was on offer. Of course it wouldn't have been possible without the Depression.
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- (f) Why was the Nazis party so successful in elections between September 1930 and December 1932? **12**
 Explain your answer using **the sources and your own knowledge**
- Target: An understanding and evaluation of causation (A0 6.1 & 6.2)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the Nazi electoral success** **1-2**
 e.g. the German people liked what Hitler had to say about Versailles and the Jews.
- Level 2: Answers that comment briefly on several factors, to do with the Nazi electoral success** **3-6**
 e.g. Hitler used violence to frighten people and destroy his enemies. He had excellent propaganda from Goebbels. The Depression made people anxious for some improvement. He had a dynamic personality and all the other politicians were boring. He did not have a strong united opposition. His ideas appealed.
- OR**
- Answers that identify and explain one factor, in depth to do with the Nazis electoral success**
 e.g. the propaganda that the Nazis used was distinctive and subtle. It was delivered in short bursts and repeated frequently. The messages were simple and easy to remember. Hitler was presented to different audiences in different ways. His ideas were appealing. Hitler knew the power of performance and speech.
- Level 3: Answers that recognise and explain several factors to do with electoral success in specific detail or provide details of the link between factors** **7-10**
 e.g. there were lots of reasons why people voted for Hitler. The first was that the Depression had hit Germany hard and made people willing to listen. Unemployment in Germany in 1932 was over 6 million. Hitler's message was simple and struck a chord in people's minds. He blamed the Communists and Jews for Versailles and Germany's troubles. His propaganda stood out from the other parties'. He had the use of the SA to create an impression of disorder that made the need for a strong man like Hitler even more necessary. The SA disrupted the meetings of his opponents so that their message did not get through. The opposition were not as organised....
- Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved.** **11-12**

Section B
Question 2

- (a) What was the White Rose Movement? **6**
- Target: Understanding of the key features of the period (A0 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-3**
 Answers will show simple recognition of White Rose Movement
 e.g. the White Rose Movement were students from Munich University who distributed leaflets against the Nazis.
- Level 2: Explanation shows understanding in a broader context of the period.** **4-6**
 Answers will show knowledge of White Rose Movement
 e.g. the White Rose organised protests against the Nazis and distributed leaflets. They were upset by the atrocities of the Nazis. One of them, Hans Scholl had served as a medical orderly on the Russian Front. They were arrested and executed in 1944. They show the opposition to the Nazis amongst educated young people.
- (b) Using **Source E** and your own knowledge, explain why some people disagreed with the Nazis after 1933. **9**
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes opposition groups and actions in simple terms** **1-3**
 e.g. the Communist disagreed with the Nazis. Many Jews left Germany when the Nazis came to power.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to reasons for opposition** **4-6**
 e.g. Stauffenberg thought that Hitler was leading Germany to ruin in the Second World War. This could be stopped if Hitler was killed. That is why he planted the bomb.
- Level 3: Explains more than one aspect related to reasons for opposition.** **7-9**
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the Social Democrats and Communists opposed and resisted Hitler but there was little they could do in Germany. They held different values and had different ideas, more left wing ideas than the right wing Nazis. Social Democrats had to leave Germany for Prague then London. Ordinary Germans had to be careful but they could keep their independence if they did not like the Nazis. They could listen to foreign radio stations which the Nazis would think was unpatriotic. Many Christians did not share the same ideas as the Nazis, they would respect other people. Women often did not like what was happening to their families or their own working lives.
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- (c) How important was the control of the press and radio in communicating Nazi ideas after 1933? **15**

Target: An understanding and evaluation of causation (A0 6.1 & 6.2)

Level 1: Answers that provide general statements, describe single factors or factual details of the press and radio **1-3**

e.g. the Nazis passed the 'Editors' Law' on 3 October 1933 which made the editors responsible for what went into the newspapers. By 1939 'Eher Verlag' their publishing house owned two thirds of all the newspapers.

Level 2: Answers that comment briefly on several factors, to do with the communication of Nazi ideas. **4-8**

Answers at this level are likely to assume the importance of factor.

e.g. the Nazis used the press and radio to get their message across. They also used the culture of the Third Reich to communicate their ideas. So sculpture and art and music all had to fit in with their thinking. The schools were made to teach subjects that were important to the Nazis.

OR

Answers that identify and explain one factor, in depth to do with the communication of Nazi ideas which may be the radio and press.

Answers at this level are likely to assume the importance of the factor

e.g. the radio was the most important new tool of the Nazis for getting their message across. The Nazis built factories to make cheap radios the 'Volksempfänger' which was only 35 RM and had a limited range. The brightest young Nazis worked on the radio broadcasts. By 1939 70% of all households had a radio. They put up speakers in factories and public places. So it was hard to avoid the messages and ideas that they broadcast. Some people would not read a newspaper.

Level 3: Answers that recognise and explain several factors to do with the communication of Nazi ideas people in specific detail or provide details of the links between factors. **9-12**

Answers at this level may begin to evaluate the importance of factor(s)

e.g. the Nazis used the arts and culture to communicate their ideas. Pictures and sculpture had fit in with the ideas that art had to be recognisable and understandable to the working man. They were heroic and inspiring. The music had to be martial and non Jewish. The Nazis spread their ideas through the young people in schools and Hitler Youth organisations. This was the way they moulded the minds of the next generation. They could also get the message into the homes of the young people. The newspapers were gradually brought under Nazi control. The passing of the 'Editor's Law' on 3 October 1933 made editors not proprietors responsible for the content of newspapers. The propaganda ministry told the editors how to present the news...

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved. **13-15**

Question 3

- (a) What was the SS? 6
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Explanation shows recognitions and simple understanding of the key features mentioned in the question.** 1-3
 Answers will show simple recognition of the SS.
 e.g. the SS were Hitler's bodyguard. They wore black uniforms. They were led by Heinrich Himmer.
- Level 2: Explanation shows understanding in a broader context of the period.** 4-6
 Answers will show knowledge of some distinctive features of the SS
 e.g. the SS was described as a state within a state. It controlled factories at the height of its power and used thousands of slave labourers. The SS had responsibility for policing the Reich. They were supposed to be pure Aryans and were usually well educated committed Nazis. The SS ran the concentration and death camps. The Waffen SS regiments were some of the best equipped and most experienced fighting units Germany had.
- (b) Using **Source F and your own knowledge**, explain why the Enabling Law helped the Nazis. 9
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes the Enabling Law in simple terms** 1-3
 e.g. the Enabling Act did away with the Reichstag.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the Enabling Law** 4-6
 e.g. by doing away with the Reichstag Hitler and the Nazis could pass any law that they wanted. The Reichstag became a ceremonial place where great speeches were delivered by Hitler.
- Level 3: Explain more than one aspect related to the Enabling Law.** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the Enabling Law allowed the Nazis to proceed with the process of Gleichschaltung. By this the Nazis could remove all potential opposition from other political parties and Trades Unions. The Reichstag had stopped being necessary to pass Laws. It made Hitler dictator.

(c) How important was the Night of the Long Knives in making Hitler dictator after 1933? 15

Target: An understanding and evaluation of causation (AO 6.1 & 6.2)

Level 1: Answers that provide general statements, describe single factors or factual details of the Night of Long Knives 1-3
e.g. in the Night of the Long Knives Hitler murdered Rohm and the leaders of the SA.

Level 2: Answers that comment briefly on several factors, to do with the making Hitler dictator after 1933. Answers at this level are likely to assume the importance of factor(s) 4-8
e.g. the Night of the Long Knives was important because it took away the only real threat to Hitler's power. The Reichstag Fire was equally important though more of an accident.

OR

Answers that identify and explain one factor, in depth to do with the making Hitler dictator after 1933 which may be the Night of the Long Knives. Answer at this level are likely to assume the importance of the factor
e.g. the Night of the Long Knives removed the threat to Hitler from inside the party. The size of the SA was a real threat. Hitler let himself be persuaded that not only did they threaten him as leader but also they damaged Hitler's relationship with the leadership of the army. The reaction of the SA to the event was proof that the message had got home. They obeyed Hitler's wishes afterwards.

Level 3: Answers that recognise and explain several factors to do with the making Hitler dictator after 1933 in specific detail or provide details of the links between factors. 9-12

Answers at this level may begin to evaluate the importance of factor(s)
e.g. the Night of the Long Knives was important in making Hitler dictator because it made the only organisation with the practical power to threaten him. The SA's 2 million men were unable and unwilling to respond after their leadership had been culled on 30 June 1934. As Rohm had been a close friend of Hitler it sent a message to everyone that no one could stand in his way. However the random event of the Reichstag Fire was the key to making Hitler dictator. It gave him the opportunity which he seized brilliantly, to gain more legal power. The Decree for the Protection of the German People effectively allowed him to remove his opponents in the country and stop them rallying to oppose him. It led to the Enabling Act which allowed him to make his own laws. Hindenburg's death was the final piece of the jigsaw. After 2 August 1934 the army swore allegiance to Hitler.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved. 13-15