



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International Advanced
Level in History (WHI01)
Paper 1: Depth Study with Interpretations
Option 1C: Germany, 1918-45

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 1

Targets: A01 (10 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A03 (15 marks): Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-6	• Simple or generalised statements are made about the view presented in the question. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. • Judgement on the view is assertive, with little supporting evidence.
2	7-12	• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. • Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question. • A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13-18	• Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. • Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth • Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19-25	• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. • Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. • Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether in the years 1919-23, the most damaging consequence of the Treaty of Versailles for Germany was territorial loss. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Germany lost territory of economic importance, e.g. losing 20% of coal production and 15% of agricultural resources, and this damaged their ability to rebuild economically after the war • All German colonies were to be handed over to the Allies and then organised by the League of Nations as mandates, which meant that Germany was no longer able to benefit economically from former colonies • Germany lost territory of symbolic importance, e.g. Alsace-Lorraine to France, and this damaged Germany in the eyes of its people • Germany lost land to Poland, meaning that large numbers of Germans now lived in Poland beyond the control of the German government. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany's ability to recover economically from the war • All of Germany's military capability was limited, e.g. army reduced to 100,000 men, no submarines and no air force, which meant that Germany would find it difficult to defend herself in the future • Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating 'war guilt', and this damaged German moral and international standing • The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France. It proved to be a bone of contention, e.g. Ruhr Occupation. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether in the years 1933-34, the main event in the establishment of the Nazi dictatorship was the Night of the Long Knives. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • It allowed Hitler to consolidate his power by eliminating the threat of the SA, and this was appealing to many middle class Germans • It allowed Hitler to consolidate his power by removing some awkward figures, e.g. Von Schleicher, Vice Chancellor Von Papen, and this enabled the establishment of the dictatorship • It provided the legal grounding for the Nazis to establish the dictatorship as the German courts and cabinet swept aside legal prohibitions against extrajudicial killing, e.g. Hitler was supreme administrator of justice • It strengthened the relationship between Hitler and military who had been wary of the SA and welcomed the purge. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The issue of the Emergency Degree (28 Feb 1933), which permitted the arrest and incarceration of political opponents without charge, was key to the establishment of the dictatorship • The Enabling Act ended participatory democracy in Germany and signalled the start of the dictatorship, e.g. Article 1 transferred legislative power from the Reichstag to the Cabinet • The Nazis' abolition of political parties and trade unions, in spring and summer 1933, heralded the beginning of the establishment of the dictatorship • The death of President Hindenburg allowed Hitler to abolish the position of President and declare himself Führer, and this marked the establishment of the dictatorship • The military oath of loyalty to the Führer, and the August 1934 plebiscite securing a 'yes' vote for Hitler as Führer, confirmed the establishment of the dictatorship. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether in the years 1933-39, education was the most significant feature in the creation of a <i>Volksgemeinschaft</i> in Germany. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Nazis used education to make young people loyal and obedient members of a <i>Volksgemeinschaft</i>; there was to be no room for the individual, but a focus on the collective • The teaching profession was brought into line with a purge in 1933, under the Law for the Restoration of a Professional Civil Service, which removed those of 'non-Aryan descent' • The Nazis introduced school textbooks glorifying nationalism and militarism, and stripped schools and libraries of 'degenerate' literature • In schools, the Nazis introduced new subjects and new approaches to the teaching of old subjects, e.g. 'Racial Theory', high emphasis placed on sport and physical education, to create a healthy German community. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The introduction of DAF, the provision of leisure opportunities through KdF and the promise of consumer goods, e.g. the <i>Volkswagen</i>, encouraged the belief in a 'workers community' • The <i>Kinder, Küche, Kirche</i> policy promoted the values of family life and female domestication, leading to an increase in the birth rate and fewer women in work • The Nazis introduced increasingly discriminatory policies and measures against Jewish people, other ethnic minorities, the mentally ill, 'asocials' and religious organisations • The Nazis used mass rallies and local community events to promote the idea of a classless and racially pure 'people's community', which were attended by many Germans. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether the Nazis were able to completely control the German civilian population in the years 1939-45. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Nazi officials, even at the local level, made regular checks on households to ensure that strict rationing was not being abused • The regime used increasing repression to control people, e.g. in 1944, 500,000 Germans were held in subsidiary camps compared with 100,000 in 1942 • Competing wartime demands on the use of the workforce meant a register of labour was used to direct labour to where it was most needed • The Ministry for National Enlightenment and Propaganda effectively controlled the civilian population using all aspects of the media • In the summer of 1944, the forced mobilisation of German society, <i>Volkssturm</i>, was introduced. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Increased absenteeism within the workforce was evidence of increasing lack of control • Opposition to the Nazis continued during the war years, e.g. the communist '<i>Rote Kappelle</i>' networked opposition, students continued to demonstrate openly up to 1943, the Kreisau Circle opposition up to 1944 • There was increasingly open criticism of the regime • An increasing lack of control was symbolised by the arbitrary acts of brutality carried out on behalf of the regime (1944-45). Other relevant material must be credited.

