



Mark Scheme (Results)

Summer 2026

Pearson Edexcel

International Advanced Subsidiary Level in
History WH10/01

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:

AO1 (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.

AO3 (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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the most significant achievement of the Weimar Republic, in the years 1924-29, was cultural development.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The explosion in new cultural ideas saw an era of innovation in the arts, which rejected traditional and conventional styles, and put the Republic at the forefront of European cultural development • The development of mass culture was seen as a mirror image of the Republic's development of democracy, and part of its recovery and rehabilitation from the humiliation of the First World War and Versailles • Bauhaus saw innovation in industrial design, photography and commercial art that was reflected in the use of materials such as steel, concrete and glass, which was seen in towns and cities across the Republic • Popular culture flourished in the 1920s with the expansion of the press, radio, cinema and spectator sport. The Republic had more cinemas than all the other European countries put together. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Weimar Republic partially resolved the reparations issue through negotiation and the adoption of the Dawes Plan • The Weimar Republic introduced policies that resulted in social development, e.g. women's rights and education • The Weimar Republic introduced new welfare schemes that brought in a comprehensive unemployment insurance system, which protected workers and led to better medical provision • The Weimar Republic was able to maintain a functioning liberal democracy. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on whether, in the years 1932–34, the Reichstag Fire was the most significant event in the establishment of Nazi power.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to portray themselves as uniquely qualified to be the defenders of the Reich • The Fire enabled Hitler to get Hindenburg to sign the Emergency Decree for the Protection of People and State, which suspended democratic freedoms • The Fire enabled the Nazis to blame the Communists for planning a national coup and, as a consequence, Communists were arrested, which significantly weakened a key Nazi opponent • As a consequence of actions taken because of the Fire, the Nazis had a legal basis for persecution, terrorism and repression of all opposition, all of which allowed them to establish their power. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the July 1932 election to the Reichstag, the Nazis gained 37.3 per cent of the vote, which gave them 230 seats and made them the largest party in the Reichstag. This gave them the foundation to establish their power • Hitler was legally appointed Chancellor January 30, 1933, and this gave him the basis to begin the process of establishing Nazi power, e.g. making deals with the army and big business • The Day of Potsdam (21 March 1933), saw Goebbels' use of spectacle and propaganda in the grand opening of the new parliament as a coming together of the traditional and new forces • The Nazis' effective use of the Enabling Act meant they could rule without legal opposition, e.g. in May 1933 trade unions were banned; in July 1933, all political parties, except the NSDAP, were made illegal • The death of Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President, and enforce an oath of loyalty on the armed forces. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on whether, in the years 1933–39, Nazi economic policies did little to improve the standard of living for German people.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 'battle for production' to increase the production of grain, 1934–35, was not successful because of a lack of machinery and labour and did not improve living standards • Priority was increasingly given to the re-armament programme at the expense of consumption, e.g. 'guns or butter', and few Germans ever received their promised VW car • The abolition of the 8-hour day led to the exploitation of some workers and weakened trade union ability to protect workers • The policy of autarky (self-sufficiency) was not a complete success as it led to shortages in some foods and consumer goods. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Nazi economic policies led to wages increasing by 10% in the years 1933–39 • Work creation schemes and the re-armament programme significantly increased employment and aided in an increase in the standard of living • Improved working conditions and welfare benefits included paid holiday and trips organised by the KDF/DAF • The Reich Food Estate quickly grew and employed 20,000 full time workers, and improved living conditions in rural areas. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the impact of Germany's invasion of western Russia was the main reason for the evolution of the genocide of Jewish people in the years 1939–45.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It was the invasion and occupation of areas of western Russia that was behind the evolution of the policy of genocide, as the Germans now controlled a massive area with a significant Jewish population. • It was after the invasion of the USSR that the <i>Einsatzgruppen</i> began a programme of deliberate murder • The invasion strengthened the Nazi association of Jewish people with communism and this informed the evolution of the policy of genocide, e.g. the Nazi desire to rid occupied areas of Jewish people and communists. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Germany's conquest of Poland increased the Jewish population of the German Empire by 3,300,000 people and, as a consequence, a more radical solution to the 'Jewish problem' was sought • In January 1939, Himmler and his organisation were given responsibility for the 'Jewish Question', e.g. the Madagascar Plan in 1940 • The outbreak of war with the USA in December 1941, reinforced the Nazis' view of the war as a racial war in view of the perceived influence of Jewish people in the USA • Nazi officials often acted on their own initiative, e.g. Heydrich ordered Jews into ghettos, which eventually led to more radical policies, e.g. death camps were established in Poland • The evolution of genocide emerged from Herbert Backe's 'Hunger Plan', e.g. food shortages in Poland during 1941–42. <p>Other relevant material must be credited.</p>