



Examiners' Report
Principal Examiner Feedback
January 2025

Pearson Edexcel International Advanced
Level In History (WHI01 1C)
Option 1C: Germany, 1918–45

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2025

Publications Code WHI01_1C_2501_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Principal Examiner Report

Jan 2025

WHI01 1C : Germany: 1918-45

The entry for this paper was the largest of the four papers that make up WHI01 and saw an increase on previous series. Candidates chose two questions from four.

Question 1

This was a popular question and resulted in a range of answers that ranged from little understanding of the issue to very sophisticated understanding the issue. Weaker answers tended show little understanding of what actually constituted the revolutions from 'above' and 'below'. There were answers that also described the provisions of the Treaty of Versailles. The issue in the question was about the transformation to a Republic in 1918, and some candidates went beyond 1918 and into issues and events in 1919 and 1920. While in answers that did this there was some relevant and creditworthy material it limited the answer in relation to the mark scheme. However, candidates who clearly understand the issue were able to consider what drove the transition to becoming a Republic. Many saw the role of the end of the war and that of the German High Command as important in leading to change towards parliamentary government. There was also consideration of naval mutinies and the impact on the Kaiser.

Question 2

Some candidates who answered this question completely ignored the date range of the issue raised by the question and spend a considerable part of their answer on the Reichstag Fire, the Enabling Act, the Night of the Long Knives and the death of Hindenburg. Some candidates devoted a lot of their answer to generalised background about the Nazis in the early 1920s and confused the 1929 economic crisis with that of 1922-23 by suggesting that the Great Depression saw hyper-inflation in Germany. Those that considered the significance of the elections and considered other relevant factors within the time frame scored marks in the higher levels. Many candidates saw Nazi propaganda as a key factor, and while this is relevant and creditworthy, it was often treated in a very generalised way.

Question 3

This question was answered by some candidates. Some candidates knew little about the Nazi attempts to control the Christian Churches and preferred to describe aspects of the Nazi control like the Hitler Youth and education. The issue in the question was whether or not they were able to control religion and those candidates who understood that were able to produce knowledgeable and evaluative essays. Many candidates considered the Concordat, Nazi policies towards protestant churches and analysed the opposition and resistance that came from some within the churches.

Question 4

There were varied responses to this question. Some candidates described aspects of how Jewish people were treated both during the 1930s in Germany and during the war years. Those that focused, as the question did on 1939-45 and considered the issue, the role of Himmler, produced relevant and in some cases sophisticated answers. Himmler's role was general known, but some candidates gave a general overview rather than precise detailing precise responsibilities he had and action that he took. Some candidates were stronger on other reasons and considered the invasion of Poland and western Russia as the real driving force behind the evolution.

Points to consider:

- This is a 'Depth study with Interpretations' which means that knowledge on its own is not enough. Knowledge needs to be applied to the interpretation that is raised by the question and judgements made.
- The time allowed for this examination is sufficient to allow a small amount of planning time for each answer.
- When judgments are made they need to be supported with criteria – it is not sufficient to state that a factor or consequence/effect/impact is the most 'important' or 'significant' without explaining the basis upon which that judgment has been made.

