



Examiners' Report
Principal Examiner Feedback
June 2025

Pearson Edexcel International Advanced
Subsidiary In History (WHI01/1C)

Paper 1: Depth Study with Interpretations
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

June 2025

Publications Code WHI01_1C_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

WHI01 1C : Germany: 1918-45

The entry for this paper was the largest of the four papers that make up WHI01. Candidates chose any two questions from four.

Question 1

This was a well answered question. Candidates were very knowledgeable in regard to the Treaty of Versailles and its consequences. The focus of territorial loss was considered by many candidates both in terms of territory in Europe and German colonies. A limited number of candidates simply described the areas lost, but many considered the damaging impact of these territorial losses in terms of economic importance, benefit to countries they has previously been fighting, symbolic importance and the impact of German nationals now living in other countries. Key counter arguments focused on the economic damage of reparations, Germany's weakened military capacity and the issue of 'war guilt'. Many concluded with a considered judgement that the economic damage caused by the Treaty was the most damaging consequence.

Question 2

This question was answered by many candidates. Candidates were very knowledgeable about the events of the years 1933-34 and considered the issue raised by the question first. Many candidates argued that the Night of Long Knives established the dictatorship because it eliminated key opposition, e.g. the SA, other key players. It was also suggested that it provided some legal basis for extreme measures to be justified. The counter arguments tended to focus on what followed after the Reichstag Fire, the Enabling Act and the death of Hindenberg. Judgements varied in terms of a conclusion, but those who supported it with criteria scored in the highest mark level. It should be noted that this questions was clearly focused on 'events' in the years 1933-34 and some candidates discussed the general use of propaganda in the period, which is not an 'event'.

Question 3

This question was answered by many candidates. There was good and extensive coverage of education under the Nazis, though at times it was unfocused and unrelated to the issue raised by the question. Candidates who focused on its role in creation of a *Volksgemeinschaft* were able to then counter that with other features. Many saw *DAF* and *KdF* as more significant, and many focused on policies towards females and families as significant features. There was also some consideration of discriminatory policies that were aimed at securing a 'pure German' community as significant.

Question 4

There were varied responses to this question. Some candidates described aspects of Germany at war 1939-45, and while some might be relevant to the question, that was not always made explicit. Many candidates used control methods from the 1930s and just assumed that they were still relevant to the 1939-45 period, and while some were, others were not. They was some consideration of lack of control, particularly based around young people, communists and open criticism of the regime.

Points to consider:

- This is a 'Depth study with Interpretations' which means that knowledge on it 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.