



Examiners' Report

Principal Examiner Feedback

June 2017

**Pearson Edexcel International Advanced
Level in History (WHI01) Paper 1C**

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iA Level History (1C Germany)

WHI01: International Advanced Subsidiary

WHI01 is a new International Advanced Subsidiary examination that is part of the new iA Level History qualification, WHI01 (unit 1) is a Depth Study with Interpretations, and comprises four options; 1A France in Revolution 1774-99, 1B Russia in Revolution 1881-1917, 1C Germany 1918-45, and 1D Britain 1964-90. The assessment criteria for all the options, and questions are AO1 and AO3, and all the options and questions, are covered by a generic mark scheme, based on Level descriptors.

It is important that centres take on board some generic comments which are based on the marking of this summer's cohort, and consider and apply these when preparing candidates for future examinations in these options.

- WHI01 is both a study in depth and a study of interpretations, and it is necessary for candidates to do both, at all levels in the mark scheme, in order to score marks. Ignoring the stated view in the question, and merely writing information that may be relevant to the general focus of the question does not fully meet the criteria for Level 1, and consequently none of the other levels. Even at Level 1 the mark scheme expects simple or generalised consideration of the stated view in the question. Some candidates paid very little attention to the stated view (ignoring it completely or sometimes only referring to it in the conclusion) and narrated or described other information that was either relevant or not to the actual question.
- Across all of the options, in candidate responses, there was very little evidence seen of planning. As the examination is two hours long, implying that candidates might divide that time equally between the two essays they choose, it would seem sensible to devote some time (possibly no more than 10 minutes per question) to planning the structure of the answer to each question. That would hopefully ensure that when the answer is written the stated view is considered (Level 2, 3 and 4 all require, to varying degrees, understanding, analysis and exploration of the given view) and then other factors/views can follow, which will then allow the candidate to establish some criteria by which they are able to consider the importance, or not, of the given view and make some judgements. Those candidates who planned (this appeared on their examination script before they answered the question) invariably scored better than candidates who had not planned. Planned answers tended to score at the top of Level 3 and into, and including the top of Level 4, whereas unplanned answers meandered and judgements tended to be stated, rather than supported by valid criteria, and often achieved marks at the Level 2 and Level 3 boundary or below.
- The need to stress to candidates that in examination situations they must read the question carefully, and not take the question as an opportunity to write all they know about the topic, or answer a question they would have preferred that is near to the actual question, but not the actual question.
- There was some evidence of candidates running out of time, but they were very few. Impressing the need to plan essays in the examination is surely the remedy to this problem.

Option 1C Germany 1918-45

- This paper had the largest number of candidate entries across all four WHI01 papers.
- Question 1 proved to be the most popular, followed by question 2, question 3 and question 4.
- While question 1 was very popular it was answered in a variety of ways. Many candidates saw the question as an opportunity to write all they knew about the Treaty of Versailles and its many constraints on Germany, however, without considering the time frame of the questions, nor the issue stated within it. Other candidates described the territorial losses, and judged them against other damaging aspects, but again did not use the time frame of the question. The better responses saw that this was a question about 'damaging consequence', and discussed the effects of the different aspects of the Treaty on Germany in the time frame (1919-24), and judged them against territorial loss.
- The example below scored a mark in the middle of Level 2. There was some understanding of the stated view, some knowledge in depth of economic issues but a lack of range of other issues, and there were some attempts to make judgements.

(This page is for your first answer)

Historians believe that the damaging consequences of the Treaty of Versailles were the territory losses to a certain extent. The Treaty of Versailles was the punishment given to Germany for World War I. It concluded that the German needed to give up territory as well as pay reparations. This treaty was given to the Germans from the Allies. The treaty was signed in 1919 by the newly formed Weimar Republic.

The most damaging consequence of the Treaty of Versailles was the loss of territory. Basically Germany had to give back the territory that they had invaded. Therefore they lost a lot of factory sites and a lot of money. ~~The w~~ They also lost power in the world. They ~~the~~ Weimar Republic was ~~very~~ economically very weakened. Also a big impact on the Weimar stability had the French

(This page is for your first answer)

Occupation of the Ruhr in 1923. This had an impact on the employment rate in Germany. A lot of Germans lost their jobs, the loss of territory was very hard for the people since they no longer were in Germany, it changed for a lot of people. The loss of territory made the people in Germany very angry and bitter, and made them question the Weimar Republic. ~~Therefore~~

Historians also believe that the ~~most~~ ^{of the treaty of V} ~~damaging consequences~~ reparations had ~~damaging consequences~~ ^{of the treaty of V} for Germany. The treaty of Versailles was signed in 1919 with the agreement that Germany needed to pay reparations. The Weimar Republic during that time was facing chaos, since it was newly formed. However the biggest crisis began in 1923 when the Weimar Republic did not pay its reparations. This was followed with several problems like hyperinflation which basically was ~~the~~ a flood of paper money along with the general strike, which went

(This page is for your first answer) No products were produced, therefore there was too much money and hardly any goods. The hyperinflation was hard on the German people, they lost their savings and their pensions. Basically in the 1923 the currency had no longer any value. This was a risk for the Weimar Republic and caused the Weimar Republic to be on the border of collapse.

~~Moreover~~

Moreover, historians argue that ~~another~~ the revolts were a damaging consequence from the Treaty of Versailles for Germany. By the Weimar Republic signing ~~the~~ the Treaty of Versailles in 1919, it made the German people angry and bitter. They felt betrayed by their own government, their life quality ~~was~~ was miserable and the unemployment rate was ~~even~~ very high. This caused people to revolt against the government. In 1919 there ~~was~~ were a lot of communistic revolts including the Spartacist revolt, which basically was a group of communists wanting

(This page is for your first answer) to take over the Reichstag. The following year 1920 there was the Kapp Putsch, which was a revolt from the extreme right, again wanting to take over the government. The Kapp ^{Putsch} resulted in a general strike which made the government look very weak, especially since the army did not stand behind the government. These revolts made the Weimar Republic look weak and unproductive, making the German people lose faith in their own government.

However, historians also believe that ~~the~~ a damaging consequence of the Weimar Republic Treaty of Versailles was the proportional representation.

The Weimar Republic was formed to create a democratic state. Therefore it was made out of several parties which could vote, those votes then went on to the Reichstag and the president. However, ~~the~~ the problem was ~~no~~ there were a dozen of small parties and no major party, therefore ~~the~~ ~~rich~~ no laws could be handed over

(This page is for your first answer) to the Reichstag which created a sense of chaos in the democratic system of the Weimar Republic. The Treaty of Versailles created a lot of ~~the~~ hate and anger in the people of Germany towards the Weimar Republic, therefore they started voting for more extreme parties like Communism. However the Weimar Republic did not like the idea of Communism. This period is also called the November Criminals. The government ~~does~~ was in total chaos making Germany look weak and the people very unhappy.

In conclusion, the loss of territory had a big impact on Germany, mostly because a lot of job places were taken away from the German people but also because it made the people of Germany very unhappy causing the Weimar Republic a huge loss of support.

On the other hand the revolts ~~created~~ ~~were a big c~~ had a big damaging consequence ~~on the~~ ~~g~~ from the

(This page is for your first answer) Treaty of Versailles on ~~the~~ Germany because it no law ~~to~~ could pass to the Reichstag therefore no decisions could be made, again making the people of Germany very unhappy.

Moreover, I believe that the biggest damaging consequences of Treaty of Versailles had the reparations. During the 1919-1923 it created a huge rate of unemployment as well as the unhappiness of the German citizens. However in 1923 when Germany failed to pay the reparations it resulted in various problems like hyperinflation, French occupation of the Ruhr and several communist revolts as well as the Munich Putsch. Therefore all those events happened due to the reparations and the weakness of the Weimar Republic. Therefore this would be the most damaging consequence of the Treaty of Versailles.

- In question 2 some candidates took the question as an opportunity to describe or narrate the events surrounding the fire. Better responses consider the impact the fire had in relation to establishing a dictatorship, and the balanced it against other factors, before reaching a judgement.
- In question 3 some candidates described what the Nazi did in general to religion, without really getting to the heart of whether or not they controlled the Churches.
- Question 4 was not particularly well answered and raised a number of issues. While not many candidates answered the question, many of those that did used Nazi control methods used during the 1933-39, as their evidence for a question about 1939-45. There appeared to be very little knowledge and understanding of how the Nazi's controlled the civilian population during the war years. Some candidates focused on Jews and produced a 'holocaust' answer. This topic is clearly stated on the specification, and is a valid historical question that requires to be taught with relevant, precise, range and depth of knowledge, so that students can make informed judgements.