



Examiners' Report

Principal Examiner Feedback

January 2017

**Pearson Edexcel International Advanced
Level in History (WHI01)**

Paper 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

Introduction

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

- Question 1 proved to be the most popular, followed by question 2, question 3 and question 4.
- Question 1 was answered knowledgeably by many candidates, but some misunderstood 'Weimar culture' and took it as an opportunity to write about the economic and political threats to the Weimar, as well as the domestic and international work of Stresemann.
- The example below scored a the highest mark in Level 4. There was clear evidence of planning (not a requirement of the mark scheme – but it demonstrated the candidate had clearly thought about the question before answering). The key is explored, and analysed, valid criteria are established and there is a range and depth in the knowledge used. The overall judgement is supported throughout the answer.

Plan

1920s

Otto Dix expressionism

Development of the Republic.

Weimar culture

more open
women's rights suffrage.
Cabaret

Gustav
Stresemann

Positive: stable

more open

Discussed problems.

Night clubs.

Theatric works.

Berlin only next to France cultural centre

More open, enjoyed peace

Freedom of Expression.

Bauhaus movement minimalism.

Helped keep moderates in power.

- ① Art was used as a medium to express viewpoints.
- ② Instead of Germany first, began to work with other countries.
- ③ Traditional right-wing saw as "degenerate" left wing against capitalism.

Development of Weimar Republic

Essay started on
next page →

(This page is for your first answer) It is hard to define Weimar culture as a whole as there are too many aspects to it. However, I believe that that is one of the most important ^{characteristic} ~~part~~ of Weimar culture; that it was not dominated by one thing, but rather took in different cultures. Compared to the culture of the previous Second Reich, Weimar culture could be described as less militaristic, more feminine (from modern viewpoint), and more open, both culturally and ideologically. ~~Although~~ I believe that this "Weimar Culture" did more good than bad for ~~the~~ Weimar the young and transforming nation of Weimar Germany. Of course this view is stemming from a modern viewpoint, ~~and~~ which favors democracy, freedom of expression and speech, and human rights. From this view Weimar Germany was ahead of many other countries of the time.

First of all, the ^{aspect} Weimar culture that played the most important role in development of Weimar Republic was the freedom of expression. ~~and~~ In 1920s, Germany, ~~was~~, ~~a~~ ~~center~~ especially Berlin, was a brewing pot of many different cultures, evident ~~as~~ from Berlin being called ~~a~~ the most cultural city, only second to Paris. It was in Berlin that many artistic movements occurred, mainly the Bauhaus movement and Expressionism. Both are characterized in that ~~a~~ they have moved away from traditional ~~ideologies~~ ideologies; on art and design. These

This page is for your first answer) movements called for development of new ideas and innovating the old. In more detail, ~~expressionism~~ followers of expressionism believed that art was not only for the elite and to be beautiful. Instead art was to ~~be understood by everyone~~ have a purpose, a meaning, and was to be understood by every one. This is evident from the works of Otto Dix, who painted social issues that he thought should be addressed. In addition Bauhaus movement also represented the move from the old to the new by moving away from intricate decorative designs of ~~the past~~ ^{of the past} for architecture and preferring a more ^{modern} minimalist approach. These ~~cultural~~ Weimar culture for art and architecture helped the Weimar Republic ~~forget~~ ^{move on from} the past monarchy and the "noble" society. Moreover, it brought people to express themselves and to face social problems through public discussions. ~~Undoubtedly~~ ~~the~~ ~~to~~ Accordingly, ~~the~~ through such expression of viewpoints ~~the~~ is ~~the~~ Weimar ~~the~~ Republic's democracy thrived.

Another major ~~a~~ culture of Weimar is the role of women in society. As with many ~~the~~ ~~other~~ things in Weimar Germany, the culture for women changed drastically from ~~the~~ ~~that~~ ~~was~~ ~~seen~~ ~~as~~ traditional culture of being a housewife, working ~~for~~ for the family. ~~the~~ Effectively influenced by ~~the~~ ~~now~~ ~~women~~ ~~also~~ ~~work~~ increase of female workforce during World War I (WWI), Weimar Germany saw a

(This page is for your first answer) rise in numbers of ~~men~~ working women, even after the age where women were expected to stop working to have a family and raise children. Additionally Weimar Germany had universal suffrage, which gave them more status in society. As a result of these changes Weimar ^{Republic} ~~Germany~~ moved towards a ~~more~~ more of a true democracy, where both men and women were taken care of, comparative to the past monarchy, and even of other democratic countries of the time, where ~~there was no~~ universal suffrage was not granted.

~~On the other side, Weimar culture did have some downsides. Some people, mainly the ~~old generation~~ people with traditional views, viewed Weimar culture as vulgar and for degenerates. This was mainly due to the ~~rise of~~ the rising popularity of nightclubs, sexual openness, and~~

However, Weimar Culture can also be seen as providing reasons for disunity within the Republic. This is as there were little restrictions, ~~on night culture, mainly by~~ some parts of the ~~culture went too far~~ of Weimar culture attracted opposition from both the right and the left. ~~The~~ Right winged people held more traditional stances. As such, they viewed the night life of Weimar, ~~the~~ the ^{popularity} ~~affair~~ of nightclubs, ~~and~~ cabarets, etc., as ~~the~~ vulgar and for degenerates. The left saw Weimar culture as too capitalistic where

(This page is for your first answer) people could indulge in pleasure through money. Although these opinions were mainly silent during the so-called 'Golden Years' (1924-1929) of Weimar Republic, they ^{have a negative influence as they} did provide some reasons for the fall of moderates and rise of extremists with more traditional and communist ideologies.

In summary, I believe that Weimar culture had a more positive influence than a negative one for the development of Weimar Republic. Through Expressionism and Bauhaus movement, they signified a move from monarch to a Republic. Added on with musicals and plays at the time, they used art to portray social issues, pressuring the government to act. Moreover, the ~~role of women~~ increased role of women in society signified a more equal Republic. Although some parts of Weimar culture was considered undermining the people and the country, those issues ~~hardly~~ were barely evident in the good times and surfaced only after the Great Depression at the end of 1920s. Weimar culture was that of freedom and equality, ~~which all democratic republics also and provided and~~ as such, ~~helped~~ influenced Weimar Republic to be a more equal and free republic/democracy.

- In question 2 some candidates took the question as an opportunity to discuss the 1922/3 economic situation (at length) before considering the 1929-32 economic situation as the question required. There was also a tendency with some candidates to go beyond 1932 in search of factors that led to the collapse of the Weimar, e.g. the Enabling Law and the death of Hindenburg. Candidates who focused on the question invariably did well.
- The example before scored a mark just into Level 2. It exemplifies some of the issues stated above.

I disagree not only economic crisis ~~was~~ that made Weimar Republic collapsing there are other reason why ~~the~~ the Weimar Republic is collapsing like they don't have a strong ~~to~~ government and not a strong leader after Stresemann died. There is also the Wall Street Crash all the bank were closed and no one was employed in the ~~US~~ America. The American have to ask Germany to pay back the loans that they gave them. Also there ~~are~~ is the Hyperinflation the prices went up ~~and~~ rapidly every second.

(This page is for your first answer) of the day. People in Germany are starving to death and they don't have enough money to buy the food. ~~Germany was in a mess~~ In Germany four million were unemployed no one has jobs ~~to~~ so no money to buy food. ~~German people~~ ^{The Peasant} were protesting to find a strong leader and a strong government so Germany would not be in crisis. The Weimar ~~will be strong~~ Republic will be strong and the peasants will not get angry and starting to protest on the street making the country in a mess. ~~After~~ ~~America did not lend money~~ After the Germany was in a mess like Wall Street crash happen, Germany have give all the money back to America, Also the Hyperinflation everybody in Germany is starving and no jobs for them. Everybody like ~~zombie~~ ~~straw~~ ~~straw~~ walking around looking for ~~the~~ food.

In conclusion there are loads of reason why the Weimar Republic is

(This page is for your first answer) Collapsing not only economic crisis, there were government problem and ~~people~~ there was peasants protesting so that why the Weimar Republic is collapsing.

- In question 3 some candidates described the means by which the Nazis were able to influence the attitudes of German youth, e.g. via the Hitler Youth and education. Those candidates who took on the question were able to make judgements based on how the Nazis were able to gain support, with many suggesting that they did not gain the support of all.
- The example below scored the highest mark in Level 3. There is understanding of the issue supported by knowledge, but does lack some range and depth. However, there are attempts to create criteria to support the overall judgement, but weakly substantiated.

(This page is for your second answer)

To assess the view, we must analyse what the Nazi Party has done in an attempt to achieve it.

Adolf Hitler knew that controlling the youth was key to securing the future of his regime. In 1922, the ~~Hitler~~ Hitler Jugend (Hitler Youth) was established under the leadership of Albert von Shirach. Prior to 1933, membership was merely in the few hundreds. But after 1933, membership skyrocketed to nearly encompass ~~to~~ all of Germany's 4.6 million youths. Later, the Hitler Maidens (the Hitler Youth's female branch) was established.

~~Let us analyse how~~

The first step to attempt the indoctrination begins at school. The curriculum was modified to better serve the views of the Nazis. History became emphasised so that students shall learn about the glorious millenia-old past of Germany and the humiliation that was the Treaty of Versailles. Biology was also given new importance so that ~~may~~ children may learn about the wonders of 'scientific racism', where they shall learn the defining defining traits of the Nordic - Aryan, Semite, Slav, ~~Mediterranean~~ Dravidian, Mongoloid, Negroid and ~~Mediterranean~~ Mediterranean races. Mathematics was used as propaganda ("A town has 5000 people, 2000 of which are Jews. ~~How~~ How many humans does the town have?"). Physical education took center stage, taking up one-third

(This page is for your second answer)

of a ~~students~~ student's timetable. German lessons were given importance so as to encourage a sense of Pan-German nationalism. Female students were given housework lessons so as to prepare them for their enforced roles as mothers and wives of the Reich. Philosophy and a select few subjects were banned as 'useless'. All students must swear ~~and~~ an oath of ~~the~~ ^{loyalty} allegiance to Hitler before class starts and 'Mein Kampf' is required reading.

At the Hitler Youth, all boys from age 9 to 18 were required to join. All other youth groups were banned or Nazified. The boys were taught the core values of the party and had to swear ~~and~~ an oath of loyalty to Hitler (again). Physical education took up half the ~~scheddule~~ schedule (including military ~~n~~ training), with preparation for becoming the workforce of the Reich taking up the other half of the time. This also applied to the Hitler Maidens, with 'housework training' replacing 'workforce training'. Propaganda was everywhere and indoctrination was all in a youth's life.

But how successful were the Nazis at seducing the German youth? Well, while many were seduced by such propoganda, there was some opposition. Parents disliked the fact that their children had to swear ^{loyalty} ~~loyalty~~ to Hitler first before their own parents. Many youths disliked the constant exercises, which they found to be too regimental. Many girls resented the designated roles and restrictions placed upon them. There was plenty of silent opposition.

The presence of youth resistance groups merely highlighted the Nazis' relative failure at their attempts. The Swingjugend (Swing Youth) embraced

(This page is for your second answer)

the youth cultures of the US and UK, swing dance, night clubs, jazz (which had been ~~tabbed~~ labeled as 'degenerate music') and romance. The White Rose non-violently resisted the propaganda by spreading anti-Nazi pamphlets at universities and other academic institutions. The Edelweiss Pirates were a more violent resistance group that would later go on in successfully killing several key Nazi government officials. And let us not forget the attempted resistance of the Jewish youth. Anne Frank should come to mind. And also the Catholic youth groups.

~~So, in conclusion, while the Nazis~~

So, in conclusion, while the Nazis did indeed ~~succeed~~^{succeed} in gaining the support of the majority of German youth, there was enough active resistance to pose a credible internal threat. Plus, there is always some silent resistance from ~~it~~ within the majority.

- Question 4 was answered, in the main, by candidates who considered the stated factor and then offered other reasons. It is important to stress here that valid criteria for judgement need to be established when reaching an overall judgement. Having stated that Allied bombing caused damage, many candidates selected another factor as the main one for German defeat without stating why it was more important than the bombing.

