



Examiners' Report

Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE

In History (1HIA)

Paper 1: Thematic study and historic  
environment (1HIA/10)

Option 10: Crime and punishment in  
Britain, c1000–present  
and

Whitechapel, c1870–c1900: crime, policing  
and the inner city

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## **Introduction**

The answers seen suggest that this paper was taken by students of the full range of ability.

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry, but it is nested within the context of the Thematic Study and therefore knowledge of the specific context is expected.

The Thematic Study focuses on change and continuity over time and, therefore, a good sense of chronology is vital. Candidates should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key themes and the factors involved in the Thematic Study, as identified in the specification.

In the extended answers, the stimulus points are usually intended to remind candidates to cover different aspects of content and the full timescale of the question. Candidates do not need to include these stimulus points in their answer, but they do need to cover three aspects of content in order to show breadth in their answer and to access the higher marks. They should also realise that stimulus points given in one question are unlikely to be relevant to another question and any attempt to use them in this way usually means that those sections of the answer are irrelevant and the answer lacks coherence.

## **Question 1**

This question always asks candidates to provide details about something named in the specification.

Most candidates were confident in their knowledge of lodging houses, noting the cheap and transitory nature of the accommodation.

Some students seemed unsure of the specific features of lodging houses instead describing conditions in rookeries or general problems of poverty and homelessness in Whitechapel.

## **Question 2a**

It was pleasing to see that many candidates offered good comments based on the content of the sources. However, a number failed to include any comments based on own knowledge or how the provenance of the source affected usefulness, often preventing the answer reaching Level 3.

There were also a number of answers which tended to dismiss a source as not being useful because of information it did not contain. Since the question asks candidates to evaluate the usefulness of a source, it can be valid to note the limitations of a source but these points need to be used in an evaluation of the usefulness of the source; an

answer which focuses on 'missing' information without looking at positive aspects of the source, is unlikely to score highly.

A small minority of answers failed to address the question and did not comment on the usefulness of the sources, instead stating what the source showed.

### **Question 2b**

Many answers forfeited marks because they did not complete each section of the answer properly. Some failed to identify a detail from the source in the first part of this answer, which meant that their proposed question did not follow up that detail and was therefore invalid.

It is important that the proposed question and follow-up work relate to the broad enquiry in the question, which in this case was the failure of the police to catch Jack the Ripper; follow up work asking about general policing or improvements in policing could not be rewarded.

Candidates should be as precise as possible when suggesting a source to help them carry out their enquiry and they should remember that this must be a contemporary source – suggestions of textbooks or the internet will not be rewarded. The explanation of how the suggested source would help to answer the proposed question should again be specific about the type of information the source could provide. Statements such as 'It would tell me what I want to know' or 'It would have the information to answer my question' will also not gain any marks.

When multiple suggestions had been given to a sub-question, it was usually counterproductive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

### **Question 3**

This question asked candidates to identify a difference between two periods and this then needed to be supported by details from each period. Many answers failed to score full marks because they either identified a general difference in the use of prisons as a punishment without providing details from each period or they juxtaposed details from each period, but the difference was left implicit.

Some answers did not focus on both time periods in the question instead explaining how the use of prison changed within one of the specified time periods.

#### **Question 4**

Some strong responses had good knowledge explaining the role technology has had in changing the crime of theft c1900 to the present day. Answers often focused on the stimulus points of credit cards and shoplifting along with various examples of cybercrime. Some answers also highlighted the role technology has played in making committing the crime of theft more challenging.

Some answers were not able to provide examples other than those provided in the stimulus points and some lacked a clear understanding that the question was focused on changes in crime instead focusing more on describing changes in general methods of detecting crime.

#### **Question 5**

The role of religion as the main reason for increased crimes against authority was a factor students seemed confident using in this question. A number of answers contained good knowledge about the role of religion with examples of the changes in the official religion of the country, increased accusations of heresy and treason all used as examples.

Some answers missed the focus of the question and described various crimes against authority rather than focusing on the reasons for increased crimes against authority in this period. Few answers covered examples from the Civil War period.

Most answers made use of the stimulus points and discussed an additional aspect of content. However, some answers did not evaluate the statement for example they failed to show crimes against authority increased for different reasons.

Some answers lacked a secure sense of chronology whereas high level answers discussed examples across the 200-year period specified.

## **Question 6**

Candidates made good general points in relation to developments in dealing with the crime of smuggling in the 20<sup>th</sup> and 21<sup>st</sup> Century but many did not include examples from the 18<sup>th</sup> or 19<sup>th</sup> Century and so struggled to analyse the extent to which there had been little progress dealing with the crime of smuggling. Candidates are reminded that questions will span at least 200 years and strong answers will demonstrate a range of examples covering the period in question.

Most answers weighed factors such as the support of the public and the organisation of smuggling gangs against developments in technology. A number of answers lacked precise knowledge of smuggling gangs in the earlier period with only a minority mentioning the Hawkhurst gang. Some knowledge of the crime of smuggling post 1900 was also very general and sometimes not related to this country. Examples not related to Britain cannot be rewarded.

## **Conclusion**

There were some impressive answers where candidates demonstrated excellent knowledge in well-structured responses. However, many answers lacked detailed knowledge or did not focus on the specific question.

The following points should be noted:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'
- Candidates need to understand the themes within the specification and the specialist terminology
- In questions involving extended writing, it is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content in their answer.
- While there was good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.

