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Examiners' Report June 2010

GCSE History 5HB01 1B

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Introduction

Examiners felt that the standard of answers in this, the first examination of this unit, was generally good. The full spectrum of answers was seen, suggesting that the examination differentiated appropriately between students of different ability. The level of detail and familiarity with the material was good in many cases and problems with timing did not appear to be an issue. In some cases candidates did not have the skill to adapt their knowledge to suit the question and were not always able to consider both sides of the issue in the 16 mark question, but there were also good examples of planning in the extended answer which were clearly focused on evaluation and usually produced high scoring answers; examiners noted that answers which reached Level 4 were usually excellent.

As a study in development, chronology is central to this unit. Students need to be confident in their terminology, for example 'the Tudor period' or 'nineteenth century', and also their understanding of the sequence of events. Too many answers lost marks because they wrote about events that were outside the period in question or because they could not place something in an overall context.

Other key concepts likely to feature in questions on this paper are analysis of change - why something happened / why it happened then / what factors were involved; analysis of continuity - why something did not change; and evaluation - what factor was most important / how much did something change / was change or continuity more important?

Minor details that would help centres to prepare candidates for future examinations include, a reminder that the space provided for each answer is more than it is anticipated students would need; they do not need to fill each page and question 1, in particular, should be a short answer. In question 5 and 6, the spaces for parts a and b are clearly designated.

Where stimulus material is provided in questions 3 and 4 and part b of questions 5 and 6, students are not obliged to use it and could be advised to ignore it if they cannot see its relevance to the question. An example of this is question 6b where some candidates were distracted from a focus on the decline in witchcraft trials in their attempt to use the bullet point about the Civil War period. The stimulus material is intended to remind students of the context or that they should consider both sides of an issue but full marks are possible using alternative own knowledge. On the other hand, answers which simply repeat the stimulus material will score no marks. Candidates should be encouraged to see the stimulus simply as a starting point and to draw on additional own knowledge to explain its significance, or to add further evidence for the point they are making in their answer.

Centres are also reminded that while the stimulus material in 5b and 6b will always be in the form of 3 bullet points, in questions 3 and 4 it can take the form of text or a visual image.

Students should be aware of the relationship between the extension studies and the core - while material from the extension study will not be covered in questions 1 - 4, the extension study questions may require candidates to draw on their knowledge of the core, for example to place an event in context or to make comparisons. They should also be aware that parts a and b are not necessarily linked and the bullet points in b will not help them to answer part a.

Question 1

Generally this question was well answered but a number of candidates lost marks here because they did not respond appropriately to this question. There were three common problems:

Candidates made inferences about changes in the policing of riots but did not explicitly show how that inference was based on the sources.

Candidates made inferences about something else, most commonly the changing role of the police or the nature of protest.

Candidates used their own knowledge to talk about riots or changes in policing, most commonly writing about events at Peterloo or the work of Robert Peel.

Another problem was that candidates wrote too much; those who had used extra sheets of paper frequently did so on question 1 but in most cases this was wasted time and effort because they had either scored the full 4 marks within half a page or they were not answering the question and therefore did not score full marks despite writing at length.

This paper is a development study and question one focuses on change between two periods. This means that an answer should use the sources in combination to make an inference about change rather than writing about, or making inferences from the sources separately. An in-depth analysis of each source is not necessary, nor is an evaluation of the sources or the inclusion of additional information. In this case, both sources related to dealing with a problem in law and order and valid inferences about change were that responsibility for dealing with riots shifted from the army to an individual police force, that the army's aim was to defend property and suppress the riot whereas the police had a less aggressive approach, or that the army were not equipped for this role while the police were trained for it for it and had specific clothes and equipment. Any of these, supported by explicit reference to each source, would have scored the full 4 marks.


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Examiner Comments

The inference about change in clearly stated - by the twentieth century 'more thought, effort and money has been put into tackling riots effectively'. This is supported with details from both sources showing that training and equipment had changed and also that there was a shift from an aggressive response by the army to the police's aim to control the riot.

- 1 What can you learn from Sources A and B about changes in riot control in the period from the eighteenth century to the end of the twentieth century?

Explain your answer, using these sources.

(4)

Source A states that military force will be used, but Source B shows specialist riot police with specialist equipment. This suggests that more thought, effort and money has been put into tackling riots effectively. The police are all standing in the same way and are in a formation, which suggests that they have been trained to deal with riots. Source A describes 'military force' which could suggest deadly weapons and deadly force, whereas the police in Source B are equipped to control the riots and ~~protect~~ protect themselves and others not to attack the ~~to~~ rioters.

(Total for Question 1 = 4 marks)



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Examiner Comments

This answer identifies key points from both sources - the use of the army in Source A because there was no professional police force and the group in B who are fully equipped and specially trained. However, the comparison and inference about change are never stated explicitly, so this answer has to remain in Level 1.

1 What can you learn from Sources A and B about changes in riot control in the period from the eighteenth century to the end of the twentieth century?

Explain your answer, using these sources.

(4)

In the 1700's, source A shows that there was no professional police force, and that the army was used to control riots.

Source B shows that in the late 20th century, there is a fully paid police but there is also specialist training and weapons for different types of policing.

(Total for Question 1 = 4 marks)



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Examiner Tip

Don't leave it to the examiner to work out what you mean - state your answer to the question explicitly and then support it with details.

Question 2

Most candidates were comfortable with the format of this question, (a question with an internal choice of focus), but some students did try to include both examples and a few made comparisons between them.

As was demonstrated in the Sample Assessment Material, this question focuses on key ideas and specific examples. In this case, the over-arching theme was about the end of capital punishment. Students who knew their material and recognised this focus easily reached Level 3 but many answers remained at level 2 because they provided descriptive or narrative details about the death penalty or because they provided a rehearsed answer about the end of the Bloody Code.

The ending of capital punishment in the twentieth century was a popular choice and many answers provided full details of the case of Derek Bentley, often also explaining the cases of Timothy Evans and Ruth Ellis. However, the link to the question was frequently left implicit or it was stated very briefly that popular attitudes then led to the end of the death penalty. Few candidates were able to place these cases in the context of an existing debate over capital punishment but some mistakenly linked these cases to nineteenth century reformers and the decline of the Bloody Code.

The move from public execution to execution inside a prison was less popular but presented a similar standard of answers. The issues surrounding public execution were well known but many candidates who talked about a change in attitudes, suggested that the death penalty ended completely or gave reasons for the end of the Bloody Code.

2 The boxes below show two important changes in punishments.

Choose **one** of these changes and explain why it happened at that time.

(9)

The change from public execution to execution inside the prison in the nineteenth century. ✓

The ending of the death penalty in the twentieth century.

public executions started to be held in private as using them as a deterrent wasn't working. People would flock streets to witness an execution which made crime levels rise. As everyone was gathered in one area it meant homes were empty and so the perfect opportunity to ~~rob~~ commit a robbery was open to anyone who wished to. People overcrowding areas led to pick pockets finding easy targets, and could then go onto selling the stolen goods to make a profit for themselves. People would hear abuse at criminals in public which could lead to fights breaking out between people who believed the accused was innocent or guilty. If parties were happening then people would be getting drunk which could cause more crime, such as fighting, abuse in the home, or even death. People were using the executions as a celebration and this is not what the government wanted to happen. Seeing people being hung, drawn and quartered plus other executions were suitable for young children who may be watching. This opportunity gave beggars the chance to be hidden.

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Examiner Comments

This is a good explanation of the various problems associated with public hangings rather than opposition to execution, and therefore it reaches Level 3.

in with the crowd and then couldn't be seen by the
authorities, when they were begging.

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Examiner Tip

To gain the full 9 marks, the point made that using executions as a deterrent wasn't working and that executions were a celebration which was 'not what the government wanted' could have been developed more clearly.

2 The boxes below show two important changes in punishments.

Choose **one** of these changes and explain why it happened at that time.

(9)

The change from public execution to execution inside the prison in the nineteenth century.

The ending of the death penalty in the twentieth century.

The ending of the death penalty in the twentieth century was influenced by many things that changed people's views of the death penalty and eventually got it abolished. For example, the three incidents that really convinced people that capital punishment was a bad idea like the execution of Derek Bentley that was with another person that was only 16 when the other boy shot a policeman dead. Derek Bentley was later accused of telling the 16 year old boy to "give it to him" that could mean many things. He was later hospitalized even though he had the mental age of eleven and did not even kill the police officers. Another incident was the murder of Ruth Ellis's husband and Ruth was accused of murdering her husband and was found guilty and

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Examiner Comments

This answer has good knowledge of the three cases it cites here but the only link to the question is the vague comment that these cases convinced everyone that capital punishment was a bad idea.

was hanged it was discovered that she had taken years of physical abuse from her husband and had had just snapped one day and killed him. The third incident was Timothy Evans who was hanged because he had been accused of murdering his wife and child. After his hanging it was later discovered that it was not him who had killed his wife and child. It was a serial killer that had been committing many murders. All this eventually led to the abolishment of capital punishment in 1968.

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Examiner Tip

Make sure that the reason why you are providing information is clear. Examiners look first to see if there is analysis to decide whether an answer is Level 3 and then they look at the detail to see how well that analysis is supported. Detailed information by itself is not likely to reach level 3.

Question 3

This was a popular choice but some candidates failed to go beyond brief comments based on the bullet points. This was particularly true if the answer was agreeing that 'new' crimes are simply 'old' crimes in a different format. Many noted that stealing a car or a mobile phone was still theft, or that smuggling existed in both the eighteenth and twentieth centuries. However, Level 3 answers need to support their analysis with accurate contextual details so these comments should have been backed up by specific references, showing that the nature of the crime was still the same even if the good stolen or smuggled had changed. While some candidates explored the nature of theft, seeing continuities in pickpocketing, robbery and burglary, or looking at the different type of goods stolen, and other candidates suggested a change in the motive for theft from necessity to want, many simply stated that theft was an ongoing crime. It was perhaps more natural for candidates who were challenging the question to provide details to show how the 'new' crime was different from the 'old' one but candidates need to understand that stating something is not the same as demonstrating it - specific supporting details are always needed at Level 3.

The example of smuggling was perhaps the one where candidates were most secure. Whether they were arguing for continuity or change, they usually provided examples of the goods smuggled and the methods used in both the eighteenth and twentieth centuries. Interesting points made were that in the eighteenth century luxury goods such as tea, brandy or silk were smuggled by organised groups to avoid paying duty and that this was socially acceptable; similarities were identified with modern organised smugglers or individual people smuggling cigarettes or alcohol but also differences were highlighted, for example that drug smuggling or people smuggling is socially unacceptable.

Terrorism was also identified as an example of continuity, with Guy Fawkes being compared to the July bombs in London. When students offered car crime as a 'new' crime they were often able to explain the new aspects of speeding, driving without a licence or drink-driving but the comparison offered by some that car theft was the same as highway robbery is not really valid. Computer crime was also well discussed, with answers focusing on the use of computers for theft, fraud and illegal downloads.

The strongest candidates considered both sides of the issue, providing accurate detail from a range of examples, not simply those in the bullet points, but they also made explicit the rationale for their views.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

There are many new crimes can be linked to old crimes. For example, in the 17th century smuggling was very common because there was no police force and there were taxes on many goods. Today smuggling still takes place on an international scale. However, different items are smuggled in such as drugs, ^{and} cigarettes instead of tea and brandy in the 17th century. So, this could be described as an old crime via new form.

Today some people still poach, however not as many people as centuries ago because today we have a police force and there is more wealth in the country.

Computer crimes and crimes to do with technology are not necessarily old crimes in new forms because most technology is relatively modern. For example by 1996 there were over 1.3 million ^{motor} crimes in Britain in a year and years ago, motor crimes would not have taken place because there were no cars. Computers are also new technology and many new crimes have come with them such as hacking and phishing for people's information. However it could be argued that in the past people have tried to steal other people's information. Another technology crime

is mobile phones. However, theft of mobile phones, even though it can be described as a new crime, theft has been a large proportion of crime for centuries so theft is definitely ~~an~~ an old crime.

Terrorism could be described as an old crime because even though the 20th century has seen ~~the~~ terrorist groups like the IRA and Al Qaeda, there are many events in history which could be compared to terrorism, for example Guy Fawkes and the Gunpowder Plot and Bonaparte's rebellion.

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Examiner Comments

This answer identifies both continuity and change in smuggling, computer crime and theft and also offers terrorism as a further example of continuity. There is a clear sense of the candidate attempting to weigh up the evidence in order to reach a judgement.

To conclude, ~~I~~ I agree to a reasonably great extent that new crimes are based on old crimes for example, theft, and smuggling, but with the introduction of technology like computers, mobile phones and cars, have seen the birth of new crimes such as car theft and hacking.


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Examiner Comments

The candidate makes a number of good points here but fails to support them with contextual detail.

The emphasis on whether a crime is 'punishable' is based on the understanding that in some cases the 'criminal' behaviour existed before it was legally a crime. This is supported by the comment that road 'crimes' existed before the twentieth century but no examples are given.

The comment about smuggling is again a valid one but the supporting detail offered, that bread and low priced items were smuggled during the seventeenth century, is invalid.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

'New' crimes in Britain are simply old crimes in a new format. This states that crimes that are now punishable, for example road crime, used to occur but wasn't recognised as a crime before the 20th century.

By 1996 there was over 1.3 million motor crimes in a year. This tells us that the number of motor crimes is increasing by a huge amount. This may not be the case though, as motor crimes happened before the 20th century, but was just not recognised as a 'punishable' crime.

In 2000 it was claimed that one third of cigarettes in Britain had been smuggled into ~~Britain~~ the country. But we know that smuggling was very common in the Seventeenth century as people used to smuggle things ~~like~~ like bread and low priced items into the country.


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Examiner Tip

Make sure that you revise thoroughly so that you have accurate details to back up your comments.

Question 4

Candidates were knowledgeable about punishments and the Bloody Code but they did not often focus on the reasons for changing attitudes. This could have been approached through an explanation of the upper classes concern about the apparent rise of crime which led to an increase in the number of capital crimes at the start of the period, or through an explanation of the growing feeling that the death penalty was too harsh for many crimes and the consequent move towards reform at the end of it. It was surprising that few answers, even from able students, discussed the role of reformers such as John Howard and Elizabeth Fry.

Many answers discussed the reasons for the different types of punishment used, in particular the harsh treatment of vagabonds in the Tudor period. The idea of harsh punishment as a deterrent was well understood but candidates often could not explain the context of the introduction of the Black Act. Even when answers showed an understanding that the punishments tended to reflect the attitudes of the upper classes, they did not focus on changes in attitudes. There were also some comments based on faulty chronology which could not be rewarded.

Although questions 3 and 4 seemed equally popular and the level of knowledge seemed comparable, the answers to question 4 seemed more likely to remain descriptive whereas in question 3 able students seemed more ready to analyse the nature of crime and justify their judgements.



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Examiner Comments

The opening sentence gives a clear indication that an argument is being presented here. That sense of argument is repeated at the top of the second page where the candidate identifies the attitude of the ruling class as the key reason for increasingly harsh punishments. There is also some explanation offered for the shift away from the death penalty.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

The attitudes towards punishment completely depended on the authority and who was in power at the time. For instance, vagrants were considered a crime due to them bringing extra crime along, increase in disease, using up resources and money from others. As the numbers of vagrants increased, the punishments for vagrants became increasingly harsher. An act in 1531 said vagrants should be dragged behind a cart and whipped, but the Vagrancy Act in 1547 defined deserving and undeserving poor where undeserving poor could be executed if caught several times. The deserving poor ~~the~~ were beggars who were physically unable to work and the undeserving were those who were able to work but did not. The Bloody Code was around from the late 17th century to the 19th century as there were many crimes carrying death penalties, highest rate so far. Each crime

that carried the death penalty were crimes that threatened authority or the wealthy. For example, the authorities did not ~~app~~ like the idea of the lower classes being able to hunt, so developed the Black Act in 1723 which stated anyone found hunting deer, hare or rabbit could be executed and anyone found with blundered faces or disguises in hunting areas could be executed. There were also 50 crimes from the Black Act that resulted in the death penalty. The authorities felt moving criminals away from the country could restore more order as prisons became full and created Transportation Act in 1718 where criminals could be transported to North America or Caribbean to work as labourers on plantations until 1776 when the American Independence meant ~~we~~ ^{they} could not transport to America anymore, so ~~we~~ they transported to Australia instead until 1868 when Transportation was abolished. Transportation was designed for crimes that were not serious

enough for the death penalty but too serious for physical punishments. Physical punishments became less and less used as prisons developed and the idea of reformation was more and more supported. Harsh punishments such as death penalty meant criminals did not have the chance to reform so was less used as the idea of reformation developed by Christians became more believed. Additionally, certain rules were threatened by different things. ~~In 1485 the Tudors came to power by force but were afraid~~ The idea of divine right meant since crimes such as treason carried the death penalty due to divine right meaning God gave power to kings and Queens to rule, so a crime against the kings and Queens were crime against God. Also, there was no police force ~~to deter~~ until 1829 and policing was only community hue and cry plus tithings, which meant punishments had to be made harsher to deter criminals until police force made by Robert Peel came into order to help prevent crimes which meant less harsh punishments were needed.

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Examiner Tip

Take a minute to plan your answer. The argument here would be much clearer if the answer was written in paragraphs

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

There were dramatic changes in attitudes towards punishment from c1450 - c1850, from the Bloody Code to only murder and treason carrying the death penalty.

The Bloody Code existed from around the 1500s to 1750 and it meant that many crimes from theft to murder were punishable by death. The aim of this was deterrence - if the punishment was so harsh people would be discouraged from committing the crime themselves.

An example of harsh punishment is the laws in the Black Act of 1723, which meant that not only was poaching punishable by death so were crimes such as having a blackened face and looking like you were going to poach. Only people who owned land worth £100 or more were allowed to hunt and this would be people like JPs and doctors, but farm labourers would not be able to afford such land. If your land was worth less than £100 then you were not allowed to hunt at all, even on your own land. Many people felt that these laws were unjust and oppressive and so unjust.

who might well have been made up of farm labourers who understood that many poachers had to poach to supplement their diets, would have been reluctant to convict the poachers.

The Black Act was passed because the wealthy people who wrote the laws were concerned that poaching was a threat to their wealth. This is similar to why in 1531 parliament ordered for vagrancy to be punished by dragging the vagabond behind a cart and whipping them. This was a painful and humiliating punishment and the aim was to reduce vagrancy because vagrants were believed to be responsible for crime and disease and were seen as a threat to wealth and authority - there were many vagrants who could join together to rebel.

Vagrants were also believed to have been sent by the devil and as religion was very important in this period they were punished harshly. The Church also had an influence on the abolition of the Bloody Code. The Church wanted people to have the chance to repent and save their souls before they died, which they could not do if they were executed.

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Examiner Comments

There is good knowledge here but the approach is a descriptive one. Various aspects of the Black Act are described but the attitude towards punishment is only discussed briefly.

Where attitudes towards punishment are discussed, for vagrancy in the Tudor period, the chronology is confused with invalid comparisons being made about the role of the church in punishments for vagrancy and under the Black Act.

Juries began to feel sympathetic towards criminals who would be executed for minor crimes towards the mid-18th Century. As a result they were less likely to convict people at all and so alternative punishments such as transportation were devised. This meant that fewer crimes were punishable by death.

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Examiner Tip

Know the sequence of events so that you can make valid comparisons between different periods.

Question 5

In part a, many students were able to talk about features of Roman Law although not all of these were applicable to Roman Britain, for example the Justinian Code was compiled in the sixth century - after the Romans had left Britain. However, the lack of a police force, the need for the victim to bring the accused to court, and the way that punishments reflected social hierarchy, were also identified and discussed in varying amounts of detail.

Although there were many good answers to part b, correctly focusing on the extent of difference between Anglo-Saxon and Tudor systems of law and order, they tended to be unbalanced, concentrating mainly on one period, or discussing similarity or difference (reaching Level 3) but not looking at both sides in order to reach a judgement. In general, the conclusion reached was that the Tudor system was more centralised than the Anglo-Saxons system, even though both had many local elements. The role of religion was also seen to be less important in the Tudor period since Trial by Ordeal was no longer used.

A few answers were confused and made comparisons between the Roman and Tudor periods or included the Anglo-Saxon system in part a, and many candidates assumed that the unpaid constable in Tudor times was an early version of Peel's police constable.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) Roman law covered all aspects of crime and if a new crime came up, a law and punishment would come up for it. The Romans lived in a patriarchal society based on hierarchy which favoured nobles. For example a noble who committed murder was allowed to go into exile but a slave who tried to murder his master would be crucified. There was no police force and the Roman legions were made to keep order in the country. As a result people had to catch people criminals themselves and take them and evidence to a local centurion who would decide whether the case was to be tried. Magistrates looked after minor cases in small local courts and the provincial governor dealt with larger, more serious cases. There were many Britons in Britain and the Romans feared rebellions so allowed Britons to have their own religion but they had to worship the emperor and if they didn't, they would be severely punished.

Roman society relied on aediles and vigiles to keep order. Aediles walked the streets and made sure the streets were clean and people weren't selling underweight bread.

((a) continued)

Vigiles put out fires and tried to stop rebellions.

The Romans also lived in a patriarchy society where women were inferior to men. Also the Roman law included three main things that underpin our system today - right to a fair trial, innocent until proven guilty and the defendant has the right to present evidence.

To conclude the key features of Roman society was that society was patriarchal and ^{based on} hierarchy, it covered every aspect of law, there was no police force, people had to collect evidence and the criminal themselves and provincial governors, magistrates, legions and local centurions all played important parts.

(b) The Anglo Saxons and Tudors both relied on the community because there was no police force in both eras. Both periods ~~had~~ relied on the hue and cry to catch criminals and both had tithings - groups of 10 men used to keep law and order and make sure none of them broke the law. Both had royal courts which dealt with important cases. Also in both, juries were made up of local people who knew the accused/accuser.

However, despite these similarities there were a lot of differences. Even though the Tudor period still had the hue and cry, the hue and cry was now led by a constable who was unpaid and was replaced every year. Also in the Tudor period there were new forms of policing - there were the watchmen who patrolled the streets day and night even though they did little to help crime. There were sheriffs who dealt with market regulations and he also led the posse comitatus who also chased criminals in their country on horseback. Citizens were allowed arrest permits to let them arrest the criminal themselves in the Tudor period. In the Saxon period there were hundred, private, shire and royal courts but in the Tudor period there were manor and royal

((b) continued) courts as well as the Quarter Sessions, held four times a year which had been introduced as well as Justices of Peace (JPs) in 1361. Also in the Anglo-Saxon period there was trial by ordeal (where God was judge) but this was abolished in 1215. Another court in the Tudor period and not in the Saxon period was church courts which originally dealt with moral crimes and



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Examiner Comments

Part a gives a good description of the Roman system of law and order and the key features are clearly summarised at the end. Part b identifies both similarities and differences in an ongoing comparison.

To conclude, the law and order in these periods was similar and but there were some major differences. For example both had no police force and relied on the community, but the Tudor period had Church Courts, the Quarter Sessions + JPs, and new policing methods (e.g. constables, sheriffs, watchmen).



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Examiner Tip

Notice the use of 'signpost' sentences in various sections of the essay - showing the examiner that you are discussing similarities, then differences and then weighing up the overall extent of difference makes it easy to get Level 4 (as long as you can support your answer with details from both periods)

(b) The Anglo Saxon laws consisted of tithings, hue and cry and trial by ordeal. The tithings were a group of males only, over 12 and there had to be 10 members in each group. If one of the members broke the law, all members had to go along to court with him. The tithings were honest. Hue and cry was when a member of the local community is e.g. robbed, if other members of the community were witnesses they would go to court therefore providing evidence. Trial by ordeal was used in major crimes if the jury couldn't decide if guilty or not. They believed God controlled the verdict. The trials were, trial by hot iron - if wound cleared up they were not guilty, if infected they were guilty - trial by hot water, trial by cold water - if they sunk they were not guilty, if they floated they were guilty - and

((b) continued) trial by combat. The Anglo-Saxons laws were based on the local community; the wignings and hue and cry proof of mis. In the Tudor times, the kings made the laws, therefore if fines were proposed the money would go to them. If the rich had to go to court for a major crime, and were found guilty, they could avoid execution or hanging and go into exile. Men had to serve time as a local policeman in their community to earn respect for themselves and others. An increasing number of justices in the form of the peace were appointed in each county due to lesser and minor crimes with punishments getting harsher and harsher which led to a deterrent as they were also entertainment for other people as prisons weren't used often, and only for



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Examiner Comments

There is good knowledge in this answer but the comparison is not made explicit. The Anglo-Saxon system is described and the the Tudor system, leaving it up to the examiner to work out what the differences are. Since this just provides information and does not identify similarities or differences, it remains in Level 2.

((b) continued)

debtors and if awaiting trial



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Examiner Tip

Writing a plan for these longer answers can help you to focus on the question. It would also be clearer if this answer was broken up into paragraphs.

Question 6

This was the more popular of the extension studies and students seemed generally well prepared. In part a candidates were particularly knowledgeable and were able to differentiate between various types of conscientious objectors and their treatment or between official and unofficial treatment. The military tribunal, work as non-combatants or the use of prison were all well known and stronger answers were able to offer reasons beyond the idea that 'conchies' were thought to be cowards, explaining the emphasis on patriotism and duty and the changing public attitude as a result of conscription.

In part b some candidates discussed the role of the Royal Society and the Enlightenment in suggesting natural explanations for illness, crop failure or bad weather. However, many could not link scientific explanations to beliefs about witchcraft beyond saying that there was a declining belief in religious or supernatural causes of events. Nevertheless, many were able to show that the factors which led to a peak in witchcraft accusations during the seventeenth century were no longer valid by the eighteenth century. Explanations based on increasing wealth and stability after the end of the civil wars were able to show that there was less poverty and less need to find a scapegoat, both of which decreased accusations of witchcraft and also that there was less need for women to act outside their perceived role in society and so they were less vulnerable to accusations.

Very few answers could make use of the bullet point about Ruth Osborne but a small minority discussed the way that this showed that popular belief did not die out just because the stance of the authorities changed.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

(a) Conscientious Objection is the refusal to fight in a war on the grounds of conscience, whether it be due to moral, religious or political beliefs.

Conscientious Objection first became a crime in 1916, when conscription was introduced for the First World War.

Conscientious Objectors (COs) were treated like criminals by the authorities.

Absolutists (COs who would not do anything to participate in the war) were treated very harshly. Many were sent to prisons where they were treated brutally by staff, often experiencing physical abuse. Some were also taken to France, forced into military uniform and threatened with execution if they did not obey military orders in a warzone. If they refused, then they were sent to prisons in France where conditions were tough and they were often forced to do hard labour.

Alternativists (COs who would not kill or

((a) continued) injure anyone, but who were prepared to ~~to~~ participate in the war in alternative ways, doing non-combatant work) were still treated brutally but the authorities made more of an effort with them. They set up work camps for alternativists to work in, as many employers refused to give them jobs.

Both absolutists and alternativists were called 'cowards' and 'traitors' by the public, who were influenced by government propaganda. Many were physically attacked by the community and CO meetings were often violently broken up by other members of the community.

After the war ended, many COs found it difficult to get jobs and all COs were denied the right to vote for 5 years.

(b) Witchcraft was a crime which became a capital crime in 1542, under Henry VIII and it had always been treated very seriously until the late seventeenth century, when ideas began to change.

Most executions for witchcraft were in 1642-1649, during the English Civil War.

This was due to the fact that tensions in communities became heightened and therefore often bad luck, such as crop failures, were blamed on the spells of witches. This was also the time when Matthew Hopkins, 'the Witchfinder General' was responsible for many peaks in witchhunt hysteria and he alone convicted many ~~into~~ women of witchcraft and got them hanged.

However by the late 1600s, ideas began to change which caused witchcraft prosecutions to decrease. Firstly, ~~from~~ ~~the~~ the reign of Charles II from 1660 saw the creation of the Royal Society which saw many scientific experiments begin to take

((b) continued) place. This, combined with the 'Enlightenment' period which saw scientific and rational explanations take over from superstition, caused witchcraft trials to end.

Not only ^{did} these new ideas have an affect, but also the Glorious Revolution of 1688 which saw Protestantism become the state religion. This meant that because ~~there~~ was less religious uncertainty, non-orthodox religions ~~and~~ and practices, such as witchcraft, were no longer judged so seriously.

In addition, the end of the Civil War in 1649 meant that tensions in communities had decreased, so bad luck was no longer blamed on witches.

Finally, by the end of the seventeenth century, Britain had become a wealthy country, which meant that people had become more prosperous. This meant that people were less likely to convict someone

((b) continued) of being a witch in order to gain materialistically by receiving the accused's property after conviction.

In conclusion, ~~the fact that the~~ ^{* increasing} acceptance of scientific explanations ~~was~~ ^{was increasing} was an important contributing factor towards the end of witchcraft trials, however, other reasons, such as the end of Matthew Hopkins' activities in 1646, the end of the Civil War, increased prosperity and the Glorious Revolution all combined to reduce the number of witchcraft trials. In 1736, all laws concerning witchcraft were abolished and that is the reason for the fact that a man was hanged for killing a woman suspected of being a witch in 1751. This shows that, although witchcraft was initially a crime created by rulers, ~~it~~ by the eighteenth century, ideas had changed and witchcraft was no longer treated seriously by the authorities.

**ResultsPlus**

Examiner Comments

In part a there is a good explanation of the treatment of different types of conscientious objectors and also an understanding that public attitudes did not differentiate in the same way as the authorities.

Part b explains the interaction of a range of factors which led to the end of witchcraft accusations, offering a judgement on the relative importance of scientific explanations.

(b) I do not agree with the statement "the acceptance of scientific explanations was the reason that trials for witches ended." I think that the fear of witchcraft and therefore the peak of trials and hangings for witchcraft was for many different reasons, such as the Civil War. There was political instability during the 1640s and this was a time of mistrust and uncertainty. Bad harvests and bad luck were often blamed on the local "wise-women", who had previously been accepted and respected. They were generally older women, sometimes widowed, and so were easy targets for proportioning blame.

When the Civil War ended in 1649, England's government and leaders was stabilized and communities gradually began to trust each other again. ~~Old women~~ This led to a decline in accusations of witchcraft.

By the end of the 17th century, England was fast becoming a wealthy, prosperous country. There were fewer bad harvests, and less hunger and poverty, therefore the public no longer needed somebody to blame.

The 18th century was also the time when feminism was in its very early stages. Some ~~women~~ ^{people} had started to campaign for equal rights on a

((b) continued) very low level, but these rebellions were quashed until a few hundred years later. I think that scientific explanations could have caused witchcraft trials to end, but I think that there was many different factors which also contributed.

**ResultsPlus**

Examiner Comments

This answer identifies several reasons why witchcraft accusation increased during the seventeenth century and says that accusations ended because the situation changed. These are valid comments but the focus at the start of this answer is not clearly on reasons for the end of accusations. The point about scientific explanations is never really dealt with and the comment at the end about early feminism is not valid.

**ResultsPlus**

Examiner Tip

Make sure you analyse the question - writing a plan can help to keep these longer answers focused.

(b) I agree with the statement because most of the executions of the 'witches' took place in the 17th Century and mainly during the Civil War so people were getting confused easily because of what was happening with the ruler.

Also another reason why I agree with this statement is because that by the end of the 17th Century Britain had ~~gained~~^{gained} a lot of wealth, so scientific knowledge could ~~advance~~ advance which means that people could know about medicine and diseases, which meant that the decline of witch accusation because an old woman had grumbled and ~~something~~ an illness fell on your family.

Also by the in 1751 a man was hung for killing a woman suspected of being a witch. This helps prove the statement true because there would have been scientific knowledge that could have proved that she wasn't a witch. Also trials stopped because less and less people were being accused of being a witch, but also because science was on the accused's side by 'protecting' them because people could explain why they had ~~deformities~~ or deformities or

((b) continued) birth marks, moles or freckles
So less and less people with this problem
would be effected. Also with science being
the new thing people stopped taking up their
time with accusing old, lonely women of being
a witch.
In conclusion I think that ~~with~~
the acceptance of scientific explanations
~~the~~ was the reason why the trials
for witches ~~the~~ fell and ended.

**ResultsPlus**

Examiner Comments

There are valid points in this answer but they are not fully developed; for example in the second paragraph the relevance of the final sentence is not made clear.

**ResultsPlus**

Examiner Tip

Make sure that you revise thoroughly so that you can provide precise details to back up your comments.

Examiners were pleased to see many answers of an impressively high standard. The main reason why some candidates received low marks despite having good knowledge, was the failure to analyse the question. Some candidates responded to the topic rather than the question while others produced a prepared answer with a different focus. Students should perhaps note that time spent in analysing the question and planning a focused answer is rarely wasted. Nevertheless, the overall standard on this first examination suggested that centres and candidates had prepared well for this paper.

Grade Boundaries

Grade	Max. Mark	*A	A	B	C	D	E	F	G	U
Raw mark boundary	50	40	35	30	25	21	17	14	11	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	20	0

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