

Examiners' Report  
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GCSE History 5HB01 1B

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## Introduction

A total of 2680 students were entered for this examination and it was clear to see that many had benefited from practising previous papers and from their teachers' use of previous examination reports. However, unsurprisingly, some points which have been noted before continued to appear in these papers, for example students' grasp of chronology, and topics where the focus was on continuity. These issues will be covered at the appropriate point in this report.

As a general point, it should be noted that questions will not normally overlap and stimulus material in one question is not usually relevant to another question; therefore students will not usually be able to gain credit for covering the same material in 2 answers. A number of students who attempted to make use of the stimulus material in one question to answer another, did themselves a disservice since they did not notice that the timescale or aspect of crime was different and produced an answer that was not relevant to the question. This might also be an appropriate point to remind schools that the extension questions may also draw on 'core' material.

It should also be noted that the range of formats of the stimulus material for questions 3 and 4 was demonstrated in the two sets of specimen assessment material and has been mentioned in subsequent Principal Examiner's Reports.

This unit focuses on development over time and it is therefore important that answers address the full time frame of the question. Candidates should also feel comfortable discussing change and continuity yet where it was recognised that the question covered a long period of time, candidates found it easier to discuss change than to show continuity.

There were relatively few blank answers on questions 5 and 6, suggesting that either candidates are making better use of their time or that they are addressing the more heavily weighted questions first and working 'backwards' through the paper.

## Question 1

The vast majority of candidates have clearly been well-prepared for this question and were able to make an inference about change and support it with clear references to both sources. As before, where candidates took extra paper on this question it rarely had any effect on the final mark – in most cases candidates simply wasted time by describing the sources, offering additional information from their own knowledge or explaining their opinions.

The most common inference was that there had been a change from an emphasis on punishment and meaningless physical labour to the use of education in order to reform and rehabilitate prisoners.

Where students failed to reach Level 2 it was usually because they focused on the individual sources, using Source A to discuss the silent and separate systems and Source B to discuss whether modern prisons fail to reform prisoners and if modern punishments are too 'soft'.

It was surprising how many students misinterpreted the treadmill in A as being part of an exercise or health regime, often commenting that it showed life in prison was not too hard since the guards made sure the prisoners kept fit and they could do leisure activities.

The best answers began by stating the inference about change that was being made and then showing how the sources were used in combination to make that inference.

Such answers used the sources precisely and yet were very concise, sometimes as short as 4 or 5 lines. Other answers were longer, often describing the sources in turn before finally stating the inference. A few answers commented on the sources individually and did not make an inference about change – these answers remained at Level 1.

Where schools encourage students to use a framework for their answers, instead of beginning their answers with *From Source A, I can see...* it would be more helpful to begin with *A change that I can identify is...*

1 What can you learn from Sources A and B about changes in attitudes towards prison as a punishment?

Explain your answer, using these sources.

(4)

Source A shows us prison inmates on a treadmill as a form of labour as a punishment. This was used as a <sup>further</sup> punishment. Meanwhile in Source B forced labour has been abolished and is seen as too harsh a punishment.

Furthermore the attitude to reform has changed. In source A it was about making them pay back to society through labour, in B it is more focussed on reform and providing them with necessary life skills, it is less a deterrent and more focussed on reformation to prevent reoffenders.



### ResultsPlus Examiner Comments

This answer begins by describing each source but quickly moves to identifying the change in attitude that has occurred.



### ResultsPlus Examiner Tip

The best answers are quite brief and direct - they state the inference about change and then support it by using brief details from each source.

1 What can you learn from Sources A and B about changes in attitudes towards prison as a punishment?

Explain your answer, using these sources.

(4)

Source A shows us inmates on a treadmill. This shows us that prisoners were not made to do tasks that would put them off committing other crimes.

Source B shows us an extract from a speech given by a government minister. This explains to us that they are ~~are~~ starting to realise what should be happening in prisons to improve the criminal outcome.

Looking at these sources, we are able to tell that over time, methods ~~to~~ of prisons have been ~~criticized~~ criticized and improved.



### ResultsPlus Examiner Comments

This answer writes about each source but misunderstands Source A. The only change identified is that prisons have been *criticized and improved*, which is a valid inference from the content of B and therefore reaches Level 1, but is not based on the sources in combination and therefore does not reach Level 2.



### ResultsPlus Examiner Tip

Answers that start by identifying the change and then offer support from the sources to show how that inference was made, can score the full 4 marks very quickly.

## Question 2

'Vagabonds' seemed a far more popular choice here and frequently produced high scoring answers. Most students could describe the treatment of vagabonds, sometimes including details of specific acts, and there was usually some explanation of the way they were seen as a threat because it was assumed they were criminals.

Many answers explained that the numbers of vagabonds increased as a result of economic distress and demobbed soldiers, while also showing that the dissolution of the monasteries meant that there was less support being offered to the poor. A pleasing number explained the discrimination between the deserving poor and the sturdy beggars and there were also good explanations of the way that a hierarchical society, the lack of a police force, and political instability, all led to repressive measures being taken.

However, some answers relied on generalisations or made comments about 'benefits' based on the modern situation rather than that of the sixteenth century.

Answers focused on 'poaching' tended to fall at both ends of the spectrum. The majority were based on generalised comments about theft and often could have applied to any period in history, thereby remaining in Level 1. At the other extreme, a small number of answers could explain the context very clearly, showing how the rich used their power in parliament to protect their land and that poaching was trespass and theft but was also seen as a crime against authority, which therefore merited harsh punishment.

Some students with good knowledge remained in Level 2 because they described the crime, the punishments, or the reasons for the crime rather than explaining why the punishment was harsh. A small number based their answer on the wrong period – comments about Norman forest laws could not be rewarded here.

### 2 The boxes below show two types of criminals.

Choose **one** and explain why they were punished so harshly at the time.

(9)

Vagabonds in the Tudor period  
(sixteenth century).

Poachers in the eighteenth  
century.

Vagabonds were treated so harshly in the Tudor period for a number of reasons.

Firstly, the rich felt ~~threatened~~ <sup>threatened</sup> by the presence of such a large number of ~~poor~~ <sup>begging</sup> people, because they had this idea that vagabonds are likely to commit crimes. This is known as the 'terror of the tramp'. Rich people, who controlled the law-making authorities at the time, ~~were~~ were keen to punish vagabonds harshly so as to ~~at~~ make themselves feel less under-threat.

Secondly, the law at the time required ~~vagabonds~~ <sup>beggars</sup> to be supported by their local communities. These local communities came to resent having to provide this support, and tried to deter people from becoming vagabonds by offering harsh punishments.

We can link this to the fact that wealthy people at the time - e.g. lords or the monks - were expected to provide support for the communities under their jurisdiction. This led them to resent the poor people, and became keen to make them out to be sturdy beggars. This resentment caused vagabonds to be treated harshly.

Finally, at the time, the Puritan religious ideals were becoming widespread in Britain, and the Puritans, who saw idleness of any kind, were keen to punish and reform

~~the~~ the vagabonds. Due to the fact that the government had ~~become~~ <sup>many</sup> ~~strict~~ <sup>exclusively</sup> puritans in it, the government treated vagabonds harshly due to the Puritan ideas of idleness - because vagabonds are able to work, they should work, and not merely beg for a living.

In conclusion, the main causes of harsh treatment for vagabonds in the Tudor period are a coupling of the Puritan government control and the 'terror of the tramp', due to how together they explain why the law ~~was~~ was so harsh on them.



### ResultsPlus Examiner Comments

The answer explains the fear of vagabonds as criminals, with a particular emphasis on the attitude of the rich. It also makes links to religious attitudes and the differentiation between sturdy beggars and the deserving poor. This is a clear explanation of the reasons why vagabonds were punished harshly and it is securely rooted in the context of the period.



### ResultsPlus Examiner Tip

This question focuses on reasons why the punishments were harsh, not reasons why the crime was committed or descriptions of how the crime was punished. Answers should also recognise the specific time period in each option.

2 The boxes below show two types of criminals.

Choose **one** and explain why they were punished so harshly at the time.

(9)

Vagabonds in the Tudor period  
(sixteenth century).

Poachers in the eighteenth  
century.

Poachers in the eighteenth century.  
During the 18<sup>th</sup> century poaching was considered a serious crime. This is because the king and his noblemen were the ones who owned large amounts of land, with game on. So noblemen didn't want peasants to steal from their property, and this included stealing pheasants or deer, etc from their land.

During the 1700's one of the labelled most serious crimes was theft and threats to authority, poaching was technically a crime against both of these, so the law was changed slightly to make poaching a more punishable crime.

Most people poaching from the wealthy, were simple peasants who



couldn't afford to feed their families so they stole from the upper classes because to them this was fair as they didn't really have a choice.

However the king still thought that poaching was a serious crime that was punishable by flogging, or beating, or by paying compensation directly to the king for the stolen game.

Poaching was so harshly punished because the king and the rich noblemen were afraid of threats to their authority, so to try and deter criminals from poaching they made the punishment extremely severe.



**ResultsPlus**  
Examiner Comments

This clearly identifies the nature of poaching as both theft and a crime against authority and uses that point to explain why those in authority imposed harsh punishments for poaching. It is therefore Level 3 but it does not receive full marks because it lacks specific contextual detail.

### Question 3

This question was slightly less popular than question 4 with 1,000 choosing to answer this question on changing methods of law enforcement. There were accurate descriptions of the hue and cry but comments about the constable seemed to view this role in the sense of a twentieth century constable, with frequent references to the constable doing his 'rounds'. Many candidates also focused on the fact that the constable was unpaid and would therefore have little incentive to be effective.

There was little sense here of the fact that most people lived in villages where everyone knew each other and therefore community policing could have been relatively effective in most cases. There was also little explanation of the way that the growth of towns meant that community policing was no longer effective. Although some students mentioned watchmen, they were often linked to village constables and there was little understanding that they provided a basic form of policing in towns rather than in villages.

However, there were some good points made about the role of the sheriff.

Candidates were far better when discussing Jonathan Wild or the Bow St Runners and there was good knowledge here but often this was not translated into an assessment of success. In some cases, there seemed to be the belief that Wild was an official figure of some kind.

Some candidates did not recognise that this question did not cover the nineteenth century and that therefore comments about Peel and the police were not valid here. In the same way, candidates need to recognise that the core specification starts in 1450. Although the use of tithings had declined, it could be argued that they were still being used in some places but wergild was clearly no longer in use.

A number of excellent answers directly addressed the focus on how effective law enforcement was. Some gave assessments for each method of law enforcement mentioned in the stimulus material while others discussed the effectiveness of law enforcement at different points within the timescale of the question. Both approaches produced thoughtful comments, which weighed up various aspects of law enforcement before reaching a judgement.

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**

Enforcing law and order in the 1400's was quite difficult as there was never any proper system which would work for society. There were many changes over the period c.1450-c.1800 which resulted in order in society.

At first, it was the ~~to~~ job of communities to keep order and catch criminals. The laws enforced, wouldn't be enforced if someone ~~was~~ hadn't made sure people were obeying by them. ~~It was the role of~~ There were tithings <sup>and</sup> hue and cry in the earlier years before 1400, which didn't prove a success, leading to constables.

The constables who were assigned to keep order between people and property, were only placed there for a year. As well as the job being unpaid, many of the constable were caught being drunk and corrupt. ~~It was~~ They were not effective in enforcing any such laws, and the fact they



**ResultsPlus**  
Examiner Comments

This answer is very descriptive. The success of the various attempts to maintain law and order is not addressed beyond the statements that Wild made the public feel safe and the Fielding brothers had the greatest success. Neither of these points is properly explained or supported with accurate detail. The answer, therefore, is Level 2.

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

In the 1300s, law enforcement was simply a hue and cry when a crime was committed, but also that everyone was in a group of 10 called a tithing. They were to look after one another, but also turn any criminals in. If they didn't, all of them faced a fine. These methods worked at first, because communities were small and everyone knew each other. However as the population grew, towns and villages became over crowded. As this happened, criminals were harder to catch. During this time there was also a village constable. He would have a daytime job as well as the role of being a constable, which he would not be paid for. That was where this system really failed, as constables didn't have time to deal with crime. A role of thief taker also started, later on. A thief taker would be paid for finding a criminal if they were prosecuted. They would hunt down criminals who stole, and the rich would pay for the thief taker to find and return their stolen items. A famous thief taker saw the end of this profession though. He gave himself the title of 'Thief taker General of Great Britain and

Ireland', and he was corrupt. While he returned stolen items, he also paid the criminals to steal in the first place. He controlled the local criminals, but was highly regarded as a honest and respectable man. However when he was finally uncovered and hung, England saw the problem with thief takers. They couldn't do the job well, unless they were dishonest like Jonathan Wild. So in 1718, crime rised.

So far, crime prevention methods had never really been particularly successful. Everything was still flawed. However, in 1719 Henry Fielding established the bow street runners. These were a group of uniformed men who captured criminals, particularly highway men. They rode on horseback, and were particularly successful. They were only in London in the Bow Street area, however they were a start to a uniformed force.

Our current police force is similar to the bow street runners. Currently our law and order system is successful. Clearly the Bow Street runners were the most successful, as our current force is derived from the Bow Street runners.

The hue and cry, and thief taker methods

were less successful, but not completely. The idea of 999 calls is a modernised hue and cry. As before, when a crime is committed we call on others to catch the criminal. The idea of a thief taker ~~who~~ was still considered in the idea of the Bow street runners. It was simply the idea that someone was allocated to physically finding the criminal and turning them in, much like the Fithings from the BOO's.

Clearly the attempts to enforce law were best with the Bow Street runners, as ~~the~~ a similar force is around today. If the previous methods were successful, they would still be used. Without the previous methods, today's law and order wouldn't be very successful either though.



### ResultsPlus Examiner Comments

This answer has a sustained focus on evaluating how well each system of law enforcement worked and comments are supported by accurate and relevant details.



### ResultsPlus Examiner Tip

A good answer will cover the whole time period.

## Question 4

This question was slightly more popular than question 3 with 1500 choosing to write about the changing role of police.

Most students were able to describe examples of changes in the equipment or activities of the police. Many discussed the use of fingerprints, DNA, computer records, radios and riot gear to explain how the police could now be more effective when investigating crime.

There were also many examples of other changes such as the introduction of women police officers, the use of cars, the development of various specialised groups and the shift towards community policing.

However, in most cases these changes were described but not linked to an analysis of how the role of the police changed.

Where candidates did reach Level 3, some argued that a radical change had occurred because the police became more pro-active and took on new responsibilities as they tried to prevent crime, rather than just catch the criminals afterwards. Others argued, equally convincingly, that the basic purpose of protecting the public had not changed.

It was also pleasing to see candidates include recent events such as terrorist attacks or the riots in August 2011.

Some candidates attempted to use the stimulus material from question 3 to describe the situation before the mid-nineteenth century; however, none of the bullet points for question 3 was relevant here and these answers were usually limited to Level 1 at best.

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 role of the police since the mid-1800s has unquestionably remained unchanged. In 1877 the criminal investigation department was set up to pursue and solve cases, this is a change to the previous peol era police as they were set up only to catch criminals and deter crime with their presence, rather than figure out the causes and other details of crimes. I feel this is the biggest change in the role of the police as it branches off into a new area of policing that had not existed before. In 1937 the 999 emergency number was set up, allowing people to call the police in emergencies. While this was a huge boost to the effectiveness of the police.

I feel that it has not changed this from their role much since the mid-1800s as it only improves their ability to fight crime, the purpose for which they were introduced. In 2002 police community support officers were set up, to be local people who could deter crime as with their presence on the streets, solve minor crimes, and keep order in gatherings. I think this is a slight change to the original concept of the police and is more reminiscent of Tudor watchmen, local people with more authority who are paid to keep law. There are differences, for instance community officers are uniformed police and do still fit the general description of Peel's police force.

In conclusion I think the original role of Peel's police has endured over time, with no shifts in their roles or responsibilities, the only real exception being specialised officers with guns. These police were invented <sup>recently,</sup> probably to combat terrorism or other threats to national safety, essentially acting as territorial soldiers. This is a big change <sup>from</sup> the original police, who Peel did not want to resemble an army, showing that times have changed and more drastic measures sometimes need to be taken to maintain security.



### ResultsPlus Examiner Comments

This answer has a very clear focus on the nature and extent of change in the role of the police. Assessments are made that the 999 emergency number was a boost to effectiveness but did not change their role, the use of the PCSO was a slight change and that the original role of the police has endured except for the section of armed police. Specific details are included to support these comments.



### ResultsPlus Examiner Tip

In a question asking 'How far' or 'How much' change occurred, answers should be able to identify elements of both change and continuity, or to discuss different rates of change in different aspects.



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 police have changed a lot since 1877 when the 'Criminal Investigation Department' (CID) was set up. For example now our police use a lot of technology and forensics to investigate, where in 1877 they did not have ~~the~~ technology or forensics. Since 1877 the police now have to wear body armour as the risk of them being attacked is so high, this shows how little respect some parts of the community have for the police, opposed to the ~~respect~~ respect they were given in 1877.

In 1937 the emergency number 999 was introduced, which made it possible for people to contact the police from a phone box or house if needed. Where today we have 999 as well as 112 if you had no signal on a mobile telephone and 101 if you need the police but it is not an emergency. These more modern numbers allow you to get hold

of the police from a much greater distance, as well as not taking police away from an emergency is your not having an emergency.

In 2002 they introduced police community support officers to help the standard police. This helps to take away some pressure off the standard police so that they are more effective.

In conclusion the police still have the same role however now days we have a lot more technology and equipment. However the police also have to deal with more incidents than before so modern police do the same as police from ~~the~~ the mid-nineteenth century and more.



**ResultsPlus**

**Examiner Comments**

This answer is descriptive. It provides examples of changes in technology used by the police but there is little analysis of the changes in the role of the police.

## Question 5

The biggest problem in part a seemed to be a lack of awareness of chronology. The specification states that the extension questions may draw on core material but a number of students seemed unsure which period was relevant here. Some answers described Roman punishments; others described transportation or the Bloody Code and public executions.

Nevertheless, the basic principles of revenge, punishment, and deterrence were well understood and the physical aspects of punishment, together with the public humiliation, were well explained.

A number of candidates did not score highly because their answer focused on Trial by Ordeal – candidates need to understand that this was not a punishment.

In part b, some candidates seemed to think this was asking about change and continuity over the whole period and they covered Roman, Anglo-Saxon, Norman and medieval systems of law and order but most candidates recognised the focus on comparison.

Many students wrote about the Roman system first and then the Norman system, either adding comments on similarities and differences into the comments on the Norman system or making these comments in a separate section after describing each system. This often meant that for most of the answer the student could only reach Level 2 and although they could reach Level 3 once they began to compare, they were unlikely to produce the sustained analysis and evaluation that is required for Level 4. Other answers had a good focus on comparison but limited knowledge, which produced unbalanced answers.

However, there was a pleasing number that did structure their answers around similarities and differences and this analytical approach meant that the answer was far more likely to be awarded Level 3 or 4. In these cases, there were usually signs of planning as students identified similarities in the lack of a police force and therefore the need for punishments to act as a deterrent, and in the way that social status and wealth could lead to different punishments. There were also some interesting points made about the emperor/king as the source of authority and the fact that as they were both invaders, they needed to enforce harsh punishments if members of their own force were attacked. Another parallel was drawn between the worship of the emperor and the role of God in the Norman system.

Differences were identified as the Norman use of Trial by Ordeal, the role of the centurion or magistrate compared to the role of the local community or royal judge in a trial, and the role of religion.

Some students believed the Romans also had Trial by Ordeal and there were also answers that were confused about Benefit of the Clergy but other answers included well-explained sections on the role of church courts and the use of sanctuary.

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) The punishments during the middle ages were made to be brutal so it would deter others from committing crimes. Punishments included death, mutilation, branding, whipped, stocks,

FINES etc. The punishments had to be brutal as there would only be one ruler, who had to enforce his laws on everyone else. With no police force the more public and brutal the crimes the less likely similar crimes would be committed. For ~~the~~ richer people crimes would be less brutal, they were more likely to be exiled. But if you were a slave you would probably be executed straight away.



**ResultsPlus**

Examiner Comments

In part a, the basic idea of punishments being brutal in order to create a deterrent is clear. However, there is little development - the punishments are listed with no indication of which punishments were used for which crimes.

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) The key features of punishment in the middle ages were that you got a punishment things like people getting put in the stocks and pillory. These ~~was~~ consisted of putting your hands or feet in a wooden beam so you couldn't escape and being left there all day where people could throw things at you and humiliate you. They were usually used for small crimes such as petty theft and they were mainly used to humiliate you so you would not do it again.

There were also many other punishments ~~such as~~ for worse crimes such as execution. This was used for crimes such as murder and was usually done by hanging. This was mainly used as a deterrent to ~~others~~ not to commit the offence as death was seen as ~~the ultimate punishment~~ an extreme punishment and people would have been persuaded not to murder as they didn't want to get killed. However even worse than

However even worse than murder were crimes against authority such as treason. If treason was committed then the sentence would be ~~that~~ that you would be hung, drawn <sup>and</sup> ~~and~~ quartered. This is when you get hung, then drawn by a horse behind it ~~with~~ still alive getting cut into 4 parts and they would then be taken and put around the town to warn others not to try to commit treason.

(a) continued) The main use of the punishments was to deter ~~was~~ people from committing crimes by the harshness of the punishments.

(b) Law and order in England ~~was~~ under the Romans and the Normans was very similar, although it did have lots of differences ~~such as~~

For example, Roman society was very hierarchal as the rich were punished much less harshly than the poor. For example if a slave attempted to murder his master then all the slaves in his household would have been killed. However if a ~~was~~ noble murdered someone lower down in society than him like a farmer then he would only be sent ~~to~~ he would only be sentenced to exile, which is much less harsh than being killed. This is similar to Norman society which was hugely ~~was~~ hierarchal as if someone attempted to murder the king then they would be hung, drawn and quartered, the worst

possible punishment. However if ~~an~~ <sup>a</sup> peasant murdered ~~a~~ <sup>a</sup> peasant ~~then~~ they would be sentenced to death, but not by hanging, drowning and quartering, probably just by hanging. Also in Trial by Ordeal nobles ~~could~~ get Trial by Combat which is a much less ~~than~~ harsh trial than Trial by ~~the~~ Cold Water which slaves usually got. This shows that both societies were very hierarchical.

However in other ways Roman ~~law~~ <sup>law and order</sup> was ~~very~~ <sup>also quite similar</sup> different to Normans. ~~as~~ <sup>as</sup> law and order as trials were ~~totally~~ <sup>quite similar</sup> different. Romans usually used ~~to~~ <sup>to</sup> a trial where the victim of the crime would present evidence and a judge would decide a jury of people ~~that would~~ <sup>that would</sup> ~~not necessarily~~ <sup>not necessarily</sup> know the accused would decide the verdict. Similarly in Norman Society a jury of local people that knew the accused were used to

((b) continued) judge them upon the evidence and the previous behaviour of them. However differently, the Normans used trial by ~~the~~ Ordeal as well if the jury was undecided of the verdict. This was letting ~~of~~ God decide your innocence by making you do a trial like Trial by ~~the~~ Combat where ~~the~~ God would make the accused win if they were innocent. This was a completely different aspect of ~~the~~ trials which the Normans added.

However there were some very big differences such as the influence of religion like the introduction of sanctuary, the idea that ~~the~~ criminals should be forgiven and given a second chance.

((b) continued) I conclude that Roman and Norman systems of law were very similar apart from some changes such as the introduction of Trial by Ordeal as the main trials were similar as well as the patriarchal and hierarchal societies.



## ResultsPlus

Examiner Comments

In part a, the basic ideas of public humiliation and extreme punishment as a deterrent are clearly explained. There is also an explanation of the different punishments for different types of crimes.

In part b, similarities between Roman and Norman systems are identified in the variable punishments and the use of juries and Trial by Ordeal. The point about differences in the role of religion is undeveloped and therefore this answer is Level 3 not Level 4.



## ResultsPlus

Examiner Tip

16 mark questions will normally require analysis and evaluation - in this case, looking at both similarities and differences before weighing them to reach a judgement.

(b) In Roman society, punishments were dealt with according to rank and gender. It was a hierarchal and patriarchal society. A nobleman would be exiled for murder whilst a common man or woman would be executed. Punishments were especially harsh in Roman times - especially those for crimes such as rebellion and religious non-conformity.

Similarly the Norman society was also hierarchal, basing punishments often on status. Consequentially the Normans also punished rebellion very harshly as they were outnumbered 300 to 1. However they also introduced a new crime - the crime of 'killing a Norman'.

This crime was more harshly punished than murdering an Englishman and was a form of deterrence.

During the Roman era, ~~trial~~<sup>guilt</sup> was decided through juries. Whilst this was also used in the Norman period, the method more commonly used was 'trial by ordeal' - i.e. trial by combat, which involved the roles

that God was the judge. This was a significant difference to the Roman method of deciding guilt.

Moreover the Norman system largely involved the Church. ~~The Church~~ The Church ran the church courts and these dealt with moral crimes - a Norman idea. Oppositely the Romans did not use religion to decide guilt and instead left it to magistrates

((b) continued) and juries solely. ~~The Church~~

The Church in the Norman period also affected many laws and punishments. For example punishments became more lenient to give the soul a chance to repent. There was no outside influence like this in the Roman period - the Emperor was solely in charge of the law.

Furthermore the Church allowed many to avoid the death penalty. Any offenders could claim sanctuary in a church and if they confessed would be exiled rather than executed. Similarly the Benefit of Clergy resulted in many receiving less harsh punishments - as long as they could read a passage of the bible (and thus would be tried in church courts). Once again there was no such system of religious involvement in the Roman era.

Another aspect of Roman society was law enforcement. The Emperor saw no reason in investing in a proper force of crime prevention. Vigilantes were used but were very ineffective. If a crime was committed it was left solely to the victim to gather evidence or catch a criminal. They would then perhaps be allowed a case in court if the local authority agreed. Continuously the Empire relied heavily on the legions to stop uprisings and enforce the laws.



((b) continued) Similarly the Normans also had no paid group of law enforcers, but instead ~~used~~ relied on the community. Tithings were used (10 free men) who were accountable for each other and the hue and cry was used. But unlike Roman enforcement where it was solely up to the ~~catch~~ catch to catch the criminal, in the Norman period it was the community as a whole.

Finally in the Norman period there were many <sup>acts considered as</sup> crimes ~~that~~ in order to protect the king's peace - 'the road'. For example forest officials patrolled 30% of the forests to control lawless <sup>(it was illegal to hunt on these lands)</sup> ~~occasions~~ Royal writs were also sent out to tackle overmighty subjects. Meanwhile the Roman period did not result in new crimes as the Emperor was in total control.

In conclusion there are many significant differences that result in the 2 systems of law and order not being 'similar'.

The <sup>large</sup> role of the church in the Norman period was not ~~opposed~~ a part of the Roman system. Furthermore there were ~~some similarities~~ <sup>some similarities</sup> in what constitutes a crime - killing a Norman was very similar to the idea that if you were a slave in the Roman period, killing a Roman was a much more serious crime. However there is a huge difference in deciding guilt - Normans used God as the judge ~~in~~ whilst the Romans used Juries. Therefore

I conclude whilst there are some similarities, the 2 systems are not similar due to several significant differences.



### ResultsPlus

Examiner Comments

There is a clear focus on comparison running throughout the answer: *similarly, significant difference, oppositely, there was no such system...*

The analysis is supported by good use of detail and there is a good section of evaluation at the end.



### ResultsPlus

Examiner Tip

A plan which identifies similarities and differences can help to produce a well-focused answer.

## Question 6

There was a significant number of blank answers to part a here, suggesting either problems of timing or more probably, lack of knowledge.

Domestic violence was a new topic when this specification was introduced but it has featured in the specimen assessment material and also in the January 2011 examination, so students should be well prepared for it. Nevertheless, there was a large number of very disappointing answers, which seemed to have very little knowledge of the situation in the 1960s and 1970s.

Pages were written explaining the 'rule of thumb' and impassioned opinions were offered but it was often difficult to find anything worth rewarding. Similarly, many candidates asserted that things began to change in the 1960s because of the actions of the suffragettes or because women got the vote. Valid points were made about the importance of the media in highlighting abuse but the support offered was often a reference to it featuring in television 'soaps' all of which occurred after 1976 (indeed 'Brookside', which was most commonly mentioned, was not broadcast until 1982).

Some answers also mentioned Erin Pizzey and Jack Ashley without being able to explain what they did or how that helped to bring about the Domestic Violence Act in 1976.

Level 3 answers were rare but when they did appear they were a pleasure to read, often interweaving the roles of the Women's Lib movement and moves towards equality and the protests and media coverage of such issues, with the work of Erin Pizzey and Jack Ashley.

Part b was a familiar question in new clothing and many answers treated this as a question asking why accusations of witchcraft increased. The candidates were confident in their explanations of misogyny, religious bias against women, economic conditions, the need for a scapegoat and the role of Matthew Hopkins. Among all this, the role of James I was usually mentioned but this approach lacked a focus on the specific question. Although they contained all the knowledge required for Level 4, there was little sense of the role of the authorities being weighed against other factors in these answers.

Where the need for evaluation and argument was recognised, there were excellent answers. Some students suggested that the legislation under Henry VIII, Elizabeth and James created a context that heightened fear of witches, while Charles II's support for the Royal Society helped the shift towards a search for scientific explanations and therefore a decline in witchcraft accusations. Some also showed that Matthew Hopkins could be regarded as an authority figure, even though he held no official post. There were good comments about how Hopkins' pay depended on identifying witches and the tests he used were likely to confirm women as witches, thus escalating the sense of panic – which was further heightened by the publication of pamphlets reporting the activities of the witches.

Few went beyond the bullet point suggestions of James and Hopkins as authorities, to consider the role of the courts or of the Church as having authority. There was also little consideration of the fact that local tests for witchcraft continued long after the authorities stopped endorsing them.

However, many candidates pointed out that the increase in accusations was during the 1640s when the country was affected by the religious and political turmoil of the civil war and the consequent economic hardships, as well as the activities of Hopkins.

The importance of planning was once again highlighted here. Many answers began by saying that the attitude of the authorities was the most important factor and then worked through other factors to conclude that actually religion/economic distress/political turmoil etc was the most important.

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) There were many key developments that led to the 1976 Domestic Violence Act.

During the 1960's and 1970's, the media started to cover the topic of domestic violence in great detail. TV soaps brought out storylines covering domestic violence, this helped people to understand how domestic violence happened and why it ~~was~~ wrong. These storylines helped a lot of women come forward and admit that they had been treated badly and abused by a partner.

Before this, the power of the vote helped women's issues - such as domestic violence - to be noticed, women had the power to change it. They could now vote and raise the topic of domestic violence in court to help to get laws passed. The public became more aware of the issue.

Women's campaign groups also helped in passing the 1976 Domestic Violence Act as

((a) continued) they promoted help for Domestic violence victims and eventually set up shelters for abused women over the UK.

Before the 1960's, the authorities were very reluctant to act on cases of Domestic violence, they thought that it was rude to interfere in people's private lives. At one point it was also thought that women were the property of men and that it was up to the man how he treated his wife, it was his right.

When the stories of abuse were televised or made public, people became aware of the issue more and it wasn't thought of as a private matter. People wanted action, to see something being done to prevent domestic violence and to help those suffering from it.



**ResultsPlus**  
Examiner Comments

This answer lacks a sense of context. References to the media are supported by details that were from the 1980s and later, while comments about the vote are too early to be relevant.

Valid points are made about campaigns, setting up refuges and changing attitudes but these lack accurate detail.

(b)

I do not agree with the statement.  
This was one of the reasons, but not the most important.

One of the reasons was James I writing a book called *Daemonologie*. At the time he was a very important / influential man. However, I don't think that it would increase the number of people accused of being ~~being~~ witches.

Matthew Hopkins called himself the ~~the~~ Witchfinder General. People would believe him when he had said that he had found a witch because they had no reason not to. He would accuse people of being witches just so he could be seen as the 'hero' when he found them and so people would trust him when he says that he has found a witch.

((b) continued)

Many people were religious during the seventeenth century. This would increase the number of witches because the public would want to get rid of the demons in the witches. Because they were religious and most probably uneducated, then they would have no reason not to believe that ~~there~~ there are no such things as witches.

During the time of Witchcraft, there was a civil war going on, and tensions were high, so they would want to accuse people of being witches to take their anger out on other people or even demons.

Overall, I believe that religion was the main reason for the increase of people accused of being witches ~~the~~ because they were uneducated and they had no reason to believe that there was no such thing as witches.



**ResultsPlus**  
Examiner Comments

The answer attempts to challenge the question and offer an alternative reason for the increase in accusations of witchcraft. However, it tends to describe the situation, rather than analyse the causes and there are few details added to supplement the bullet points within the question.

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) Womens rights had come a long way ~~to~~ through the course of the ~~the~~ early 20<sup>th</sup> century and continued as such throughout the rest of the 20<sup>th</sup> century. One of the driving forces that led to the ~~was~~ 1976 Domestic violence act was the womens movement itself. Throughout the 1960's and 70's feminist ~~the~~ groups held marches and rally all in a bid to gain support for their cause and to convince women to demand equal rights as men. These rallies and processions gained alot of interest from the public and highlighted to the nation the problems facing women such as domestic violence.

Another way that the issue of domestic violence was reaching the people of Britain was through the media. News papers and television programs covering both the horrors of domestic violence and the actions <sup>arguments</sup> of the feminist groups ~~also~~ ~~helped~~ regularly reported on the subject and along with the feminists helped to drive a steady change in attitude towards domestic violence and highlight to the public just

(a) continued) how serious of a problem it actually was.

However it was not only ~~the~~ the public that was changing its attitude towards domestic violence change was happening inside parliament as well. In 1971 Mr Jack Ashley raised the issue of domestic violence in parliament and stated that the government needed to do something about it. He was widely agreed with in parliament and through his actions a committee was set up to deal with the issue of domestic violence in Britain.

Overall it was the culmination of all of these elements driving a change in attitude that led to the 1976 domestic violence act.

(b) During the time of the witchcraft accusations in Britain the population was not only deeply religious but also highly superstitious and actively looked for reasons to persecute those that were strange or different.

In terms of the attitudes to authorities during the witch hunting years there are two main powers to look at ~~the~~ <sup>the</sup> monarchy and religion. In terms of the monarchs over the time period it is clear that they did play a substantial role in the public's view and attitude towards witchcraft, Henry ~~the~~ VIII.



For example was the first King to make witchcraft a capital offence confirming in the public mind that witches were 100% real and a threat to their safety. King James the first wrote a book called "Daemonologie" a guide <sup>to</sup> ~~to~~ <sup>detailing</sup> the capturing and identifying of witches and Queen Mary separated witchcraft into two different forms major and minor.

In terms of Religion however things actually started off fairly leniently with witches being tried in the Catholic church courts which were normally fairly ~~to~~ forgiving of the

((b) continued) "witches" the majority of whom were at the time old women selling herbal remedies to those too poor to go to a doctor, this was the reason the courts were originally so lenient. All of this changed however when King Henry VIII broke away from the Catholic church and created his own Protestant religion. The views of women in the Protestant faith coupled with the religious uncertainty following a national change in religion greatly increased the rates of accusation. Protestants believed that women were put on earth as temptresses and that they were inferior and not as strong willed as well. This led to ~~people~~ <sup>women</sup> being increasingly vulnerable to accusations of witchcraft and led to the overall rate of accusation to increase.

However there were other factors that attributed to an increase in the accusations of witchcraft. During part of the 1600's England was in the middle of both a civil war but also a stage on crop failure. With such bad events taking place the public looked for somebody to blame and witches became

((b) continued) the most likely suspects. Accusations continued to go up as people began to blame personal, family and nation wide problems on their enemies or those they just didn't like by accusing them of witchcraft.

The power vacuum created by the civil war also gave rise to witchfinders like Anthony Hopkins who exploited locals and spread fear in "catching" local witches for a fee in order to become rich and famous.

Overall while factors such as the civil war, a poor economic climate and fraudulent activities that spread fear throughout the nation were present ~~throughout~~ undoubtedly led to the increase in witchcraft accusations, I believe that that the nations authoritative figures are more to blame as the people followed their religion and their King/Queen with total obedience.



### ResultsPlus Examiner Comments

There is an excellent focus on the question in part a, with good use of accurate and relevant detail.

In part b, there is a good examination of the role played by the authorities weighed against alternative factors to account for the increase in accusations of witchcraft.



### ResultsPlus Examiner Tip

Planning an answer helps to create a sense of one point leading to another, which builds up to create the argument expected at Level 4.

## Paper Summary

Candidates should be reminded of the need to express themselves clearly, in accurate and grammatical English. Textspeak, colloquialisms and errors such as *he done it* or *this would of mean't* can mean that the answer is unclear but can also affect marks in the final question where Quality of Written Communication is assessed.

There was also a number of cases where handwriting was very unclear. Although examiners make every effort to read all answers, marks cannot be awarded if the answer cannot be understood. Students need practice in writing at speed for a sustained amount of time.

Yet students should be reminded that it is the quality of the answer, not its length, which determines the level and mark. Part b carries the most marks and is the only question where the mark scheme uses 4 levels. In order to reach Level 3 it is important to analyse the question so that the answer stays firmly focused, while Level 4 answers have a sense of evaluation and argument. Consequently, 5, or even 10 minutes spent analysing the question and planning a structured answer, can move a Level 2 answer full of description, to Level 3 or Level 4 focused analysis and argument.

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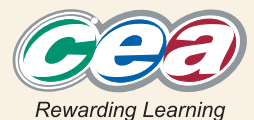
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