

Examiners' Report

June 2014

GCSE History 5HB01 1B

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2014

Publications Code UG039131

All the material in this publication is copyright
© Pearson Education Ltd 2014

Introduction

Teachers should note that this is the final examination of this Unit in its current format. The 2015 examination will be based on the revised specification content and the examination paper will appear in the new format.

It was a pleasure to see improvements in areas where weaknesses have been noted previously, both in terms of knowledge and examination technique.

There were a number of areas such as prison reform or the role of religion in law enforcement where candidates clearly relished the opportunity to go into detail and many answers contained a good range of specific facts.

Examiners' reports also included references to 'impressive knowledge', well-structured analysis and 'outstanding' answers and noted that answers often developed their explanation, using phrases such as 'this meant that ...'

However, the nature of this report means that many of the comments relate to areas where candidates seemed to find difficulties.

The sense of chronological context remains an important aspect of this paper since it is a Study in Development.

The relatively short timescale of several questions meant that there seemed to be fewer cases where answers were weakened by invalid sequences of event.

Nevertheless, many candidates lost marks by including details that were outside the period of the question, particularly in Question (Q) 2 and Q3, and Q5 (a).

In terms of technique, there was a good understanding that in questions asking for evaluation both sides of the issue should be discussed before a judgement is reached.

However, accurate and relevant supporting detail is needed – sometimes answers showed a good understanding of the issue but the supporting detail was so generalised that the answer remained in Level 1.

In answers requiring examination of change and continuity, candidates can usually analyse change well but there is a tendency merely to assert that there were elements of continuity.

Analysing the question is a crucial process in producing a good answer.

While the 'command term' suggests the appropriate structure of the answer, the candidate also needs to recognise the focus of the question, not simply the topic.

The 'prepared answer' was a notable factor in limiting candidates' marks in Q4 and Q6 (b).

In Q4, many answers focused on the prevention of smuggling and in Q6 (b) many answers provided a good analysis of why accusations of witchcraft were high during the sixteenth and seventeenth centuries, followed by a brief statement that when these conditions no longer existed, accusations declined.

Once again, examiners noted that many of the best answers to the extended questions showed signs of planning whilst other, equally knowledgeable, answers scored less highly because they failed to focus on the question or develop an argument.

In both Q5 and Q6 examiners commented that there was often very good analysis but a lack of structure or focus on the question meant that answers did not offer evaluation and were therefore restricted to Level 3.

An approach of 'On the one hand .. On the other hand ...' followed by a judgement that there was 'significant change to some extent' or that the situation had changed 'somewhat' is not really evaluating the nature or extent of change.

A useful point to note is that when the question asks for 'key feature' or 'change', more than one example is expected in the answer.

In the same way, an answer covering a long period will need to include several examples or key events.

Unfortunately, a number of answers were limited to the top of Level 2 or the bottom of Level 3 because there was no sense of a range of examples or of the whole period being covered in the answer.

For example, in Q3 there were a number of changes in the prison system but most answers focused on a period of 30 years covering the work of Howard and Fry and in Q5 (a) many answers stopped after they had described Trial by Ordeal.

Currently, the bullet points are factual statements, intended to act as a stimulus and to point candidates towards key aspects of the question.

Candidates are not required to use these facts and indeed should not try to do so if they do not understand how they are related to the question and if they cannot add something to the bullet point.

In future examinations there will only be two bullet point headings; candidates are not required to include both of them in their answer but they MUST include an additional aspect from their own knowledge to achieve the highest marks.

Time management seemed to be good because there were relatively few blank answers and few where the candidate was clearly running out of time.

There also seemed to be fewer candidates who wasted time taking extra paper to write long answers on Q1.

It was interesting that some examiners commented that in Q5 and Q6 some candidates had clearly answered part (b) first and then ran out of time on part (a).

Question 1

This question asked about changes in the treatment of people involved in riots and most answers easily identified changes in the nature of the punishment, from public physical punishment or even death, to the use of prison.

Many answers also commented that not only was the use of prison a less severe punishment than being whipped or pilloried but also that the crime itself seemed to be treated less severely, since the youths in Source A had not been involved in a large riot where a lot of damage was caused but their crime was punished more severely than people involved in the large scale riot in Source B.

A few candidates commented on the change from local authorities dealing with the riot in Source A to a national system of punishment in B, which was a valid inference and reflects the theme in this specification of the growing centralisation of law enforcement and punishment.

Where candidates did not score full marks it was usually because they stated an inference without showing how it was based on the content of the two sources taken in combination or they commented on the sources individually but did not explain what change had been identified. Relatively few simply described the source content.

However, some answers compared the crime, not the treatment of the crime, as the question asked. A number of candidates used the sources as stimulus and wrote about changes in the purpose of punishment, explaining the role of prisons in reform and rehabilitation from their own knowledge.

In future examinations, this question will be worth 8 marks and additional own knowledge which helps to explain the context of the sources or the inferred change, will be required.

1 What can you learn from Sources A and B about changes in the treatment of people involved in riots?

Explain your answer, using these sources.

(4)

From source A, you learn that the punishments for minor crimes like stealing food were very harsh, especially since it being only young people committing this crime. However in source B you can see the damage riots had caused to the streets and buildings but then be told that people who were involved only got jailed for about a year. These 2 sources tell us that riots and the people involved got treat much

different and harsher ^{in 1995} than they do now, even though major crimes such as arson was committed in 2012.

(Total for Question 1 = 4 marks)



ResultsPlus

Examiner Comments

The answer is Level 2 because it identifies the key points of each source and then draws the inference that punishment had become less severe even though the crime itself was worse.



ResultsPlus

Examiner Tip

The best answers often start by saying what inference has been made and then referring to specific details in each source to show how that inference has been reached.

Candidates need to check the question carefully to make sure they are making inferences that relate to the question.

1 What can you learn from Sources A and B about changes in the treatment of people involved in riots?

Explain your answer, using these sources.

(4)

In source A it shows that people who were involved in the riots were either sentenced to death or faced humiliation. This is completely different to source B as it shows that they were only sentenced to imprisonment. This shows that the ~~the~~ punishments for rioting had changed dramatically over time.

(Total for Question 1 = 4 marks)



ResultsPlus
Examiner Comments

This answer stays at Level 1 because it states that there was a change but does not explain what the change was.

Question 2

The choice of 'the role of local communities' in this question was far more popular and generally better answered than the option about corporal punishment.

However, a key point to note in Q2 is that candidates need to look at the question focus and not simply the choice of topics in the boxes. In this case, the focus was on why these methods of local law enforcement were effective.

Most candidates could explain confidently the operation of the hue and cry and tithing and many could explain why these were effective.

There was a good understanding of the need for collective responsibility since there was no police force but also there was frequently a good explanation that in a small community, everyone's character, wealth and possessions were likely to be well-known.

It was particularly impressive to see a number of answers that discussed the role of the folk

moot, hundred court, the manor court, the parish constable, the Justice of the Peace and the *posse comitatus*.

Candidates who chose 'the use of corporal punishment' often did not score well.

Many could explain that the principle of physical punishments - public and therefore humiliating - was an effective punishment and deterrent in a small community, where everyone was known but they found it difficult to provide supporting details.

Frequently, the only example offered was the whipping of vagabonds in the Tudor period and there was little mention of branding, mutilation, stocks or pillory.

Candidates often find Q2 difficult since there is no stimulus material provided and this may be the reason why some candidates confused corporal capital with capital punishment or went outside the period and talked about the Bow Street Runners.

In the new format, Q2 carries fewer marks and asks about the key features of an event, person or aspect of crime and punishment.

2 The boxes below show two aspects of law enforcement during the Middle Ages.

Choose **one** and explain why it was effective at that time.

(9)

The role of local communities

The use of corporal punishment

Local communities played a big part in law enforcement in the Middle Ages. There was no police force so this meant that communities had to enforce the law themselves.

One particular method of law enforcement was the hue & cry. This meant that when a crime was witnessed, the hue & cry would be raised & anyone over the age of 15 who was around had to help the constable to catch the criminal.

Similarly, the method of tithings were used where 10 free men were grouped together & were responsible for each other. If one committed a crime, they'd have to hand him in. These two methods were particularly effective as they meant that large groups were coming

together to catch criminals & the community itself & would deal with crime, initially internally.

Every year a new sheriff would be appointed, from 1285 the sheriff ^{was} ~~would be~~ allowed to form a posse made up

of anyone is over the age of 15 in a village. This formed a sort of local police force which would chase criminals & would always be on hand to do so.

Because everyone knew each other in villages it made it very difficult to get away with crime as anyone who witnessed the crime was bound to know your face so unless you left town, you were bound to get caught at some time or another.



ResultsPlus Examiner Comments

This answer includes a good explanation of the hue and cry, tithing and the *posse comitatus*. It also has a very secure sense of context in the explanation about the need for local communities to enforce the law in the absence of a police force and about the effectiveness of such measures in a small community where everyone would know each other well.

It is therefore a high Level 3 answer.



ResultsPlus Examiner Tip

Make sure that you understand the focus of the question, not just the topic in the box.

2 The boxes below show two aspects of law enforcement during the Middle Ages.

Choose **one** and explain why it was effective at that time.

(9)

The role of local communities

The use of corporal punishment ✓

Corporal punishment was a good idea because it was a physical punishment and it would have taught people a lesson.

If the crime was not that big then ~~bread~~ they still didn't go easy on them which was a good thing as it acted as a deterrent to the citizens.

The punishments were very brutal for example limbs cut off, whipping not pretty things.



ResultsPlus Examiner Comments

This answer has the key idea that corporal punishment was intended to both punish the criminal and also to deter others. It makes the point that petty crimes were treated severely and it gives examples such as mutilation and whipping.

However, it is Level 2 because none of these ideas is developed and the comments could apply to any period.



ResultsPlus Examiner Tip

Make sure you place the details of your answer in the context of the right period; anything too general will stay at Level 1 or low Level 2.

Question 3

This was the more popular choice of question and many candidates confidently explained aspects of prison reform such as the work of John Howard and Elizabeth Fry, Peel's Gaol Act, the use of the Silent and Separate systems, the shift to reform and rehabilitation and the idea of hard labour.

There was also good contextual knowledge about the end of transportation and the Bloody Code and how this impacted on prisons.

Frequently, answers that used the bullet points to produce a description of change remained in Level 2.

These were often lengthy descriptions of conditions in prison at the start of the period and a limited description of the changes introduced by Howard or Fry.

Where answers addressed the change in attitudes towards the use of prison, or the changing purpose of prison as a punishment, they could reach Level 3. However, they sometimes remained low within the level because they did not address the question of 'how much change' or they focused on just one change and did not cover the whole period in the question.

Most answers, especially at Level 2, focused on the work of Howard and Fry.

There was some confusion over the meaning of the Separate System, with many candidates using it to explain that the genders were separated – this was usually accredited to Fry, with candidates failing to notice the inconsistency of describing her visit to the women's prison at Newgate and then saying she was responsible for separating the genders.

The Separate System was also used to explain John Howard's idea of separating petty criminals from those in prison for major crimes.

The change in attitude towards the purpose of prison was understood well but the explanation was not always supported by specific details.

For example, the link was not made clear between details such as Elizabeth Fry instituting Bible reading and providing material for sewing or knitting, and the intended effect on prisoners after their release; it was merely stated that such actions were intended to reform the prisoners.

Similarly, the conditions and effects of the Separate and Silent Systems were often well described but the purpose behind them was not always explained.

There were also very few answers that recognised the shift away from expensive reforms and back towards hard labour.

At Level 3 there was often a clear explanation of the nature of the changes in the use of prison but judgements about the extent of change tended to be generalised, with answers stating there was a 'massive' or 'huge' change.

Alternatively, when students identified aspects of both change and continuity, there was a tendency to avoid a judgement on the extent of change – prisons changed 'somewhat' or 'to an extent'.

Some answers went beyond the period and discussed Borstal, open prisons, and alternatives to prison.

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

Prisons changed significantly during 1750 and 1900 ~~they were first needed~~ due to the work of reformers such as John Howard and Elizabeth Fry but also because of the change in attitudes towards crime.

In 1750 the majority of criminals were sent to prison for being in debt as this was the time of the Bloody Code and many crimes were given the death penalty. This meant prisons were often not full. The criminals were treated harshly by the Gaolers who had to be paid by prisoners to be allowed out of jail, however this was made difficult as the men were in debt anyway.

After the end of the Bloody Code in 1823 many criminals were sent to jail or transported. However due to the increase of prisoners it meant jails became overcrowded and unsanitary. It also meant prisoners were mixed with hard criminals who were able to share their knowledge of crime, meaning debtors often moved to a life of crime.

These poor conditions gained the attention of reformers such as John Howard, who in 1773 became the Sheriff of Bedfordshire. ~~He~~ He was therefore witnessed the poor quality of prisons and wrote a book 'The Prison System of England and Wales' in 1774 outlining the harshness. Although ~~th~~ his work didn't do anything to prisons directly it influenced the work of Elizabeth Fry who in 1817 made changes for female prisoners in Newgate prison such as allowing them women gaolers, separation from male prisoners and religious classes. Due to her work the first female prison was created in 1956 in Brixton.

During the 1840s the Separate System was introduced in Pentonville Prison which meant prisoners were kept in separate cells and could only mix with others during exercise session or religious teachings. However many opposed this and said it ~~was~~ led to insanity and depression so the Silent System was introduced so prisoners could be mixed together they just couldn't talk, this was done to avoid criminals spreading their

knowledge' knowledge however it was hard
to enforce and eventually scrapped.

In 1823

In 1823 Sir Robert Peel, the Home Secretary passed the Gaols Act which said Gaolers had to be paid and prisons had to have regular visits from chaplains and doctors so ~~they could~~ prisoners could live in better conditions.

The conditions of prisons increased between 1750 and 1900 as society started to believe that prisoners should be reformed not just punished so instead of punishments such as ~~at~~ Calumpicking, where they had to pull apart board ropes, Cranks, they had to turn a wheel 10,000 times in a day and the treadmill in which they walked in a revolving wheel for hours, they instead were taught skills that could be used once they left prison and were treated more fairly while they were in it.



ResultsPlus Examiner Comments

The answer covers the conditions in 1750, the reforms of Howard, Fry and Peel, the Separate and Silent Systems and the use of hard labour. Changes in the prison system are linked securely to the end of the Bloody Code and the nature of the change is shown in the desire to reform and rehabilitate criminals.

This answer is a high Level 3.



ResultsPlus Examiner Tip

The answer would have been even stronger if it had been planned so that reforms were presented in chronological order.

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

Prisons changed a lot during the period of 1750-1900 as a lot of new things got put in place. John Howard who appointed High Sheriff of Bedfordshire in 1773, had investigated some prisons to see the quality of them. He wrote a book to show what he had found out. This made a dramatic difference in prisons as they were of such low standards and then got much better. This is because he made people want to help improve them. Elizabeth Fry then helped them get even better as she helped women and children to be treated better in prisons. She first helped Newgate prison by making women and children separate from men. Another thing she did was help them get a better education and work while they were in prison. They got ~~to~~ to live in a better environment as they got new furniture and clothing. It was also less dirty and overcrowded. This made people's health improve as they ~~couldn't~~ couldn't be catching illnesses off other people as much anymore. They got much better rooms as well which have

Windows and walls that were not broken or falling down. In 1840 a Separate System was introduced this made everyone separate from each other. Their ^{only} bad thing about this was that the mothers of the children got to spend more time together than the fathers. ~~Prisoners~~ Prisoners were put in rooms together with the same ~~gender~~ ^{gender} and learn new things but had to be silent the entire time. They also had to think about what they had done and how to improve themselves.



ResultsPlus

Examiner Comments

There is valid detail in this answer about the work of Howard and Fry but the comments tend to be generalised: prisons became 'better'.

The comment about the Separate System is incorrect and nothing else is covered.

The brief reference at the end to change in the nature of prison as a punishment is not developed and therefore this answer is Level 2.



ResultsPlus

Examiner Tip

You should aim to cover the whole of the period in the question.

Question 4

Although this was less popular than Q3, there was still a sizeable number of candidates choosing this question.

Answers were often quite detailed when discussing eighteenth century smuggling and covered goods smuggled, attitudes towards smugglers and problems of law enforcement and examiners commented on some answers with 'superb knowledge'.

Answers were less detailed when discussing modern smuggling. It was also unfortunate that quite a lot of answers focused on change in the methods of law enforcement, whereas the question asked about change in the crime itself.

In many cases, it was clear that these students were offering an answer to a previous question on the difficulties of detection and law enforcement.

It was also disappointing when candidates failed to go beyond the bullet point stimulus.

For example, they explained why tea was smuggled in the eighteenth century and how this affected people's attitudes towards smuggling but did not give any additional examples of smuggled goods.

Nevertheless, most answers did recognise the focus on change and were able to show that smuggling now was more likely to involve illegal goods, such as drugs or people. This was often linked to a change in attitude towards the crime of smuggling.

However, answers were more likely to state that there was a change than to analyse the nature or extent of change.

When there was good discussion of changes in attitude, the supporting detail was far stronger when discussing eighteenth century smuggling than modern smuggling – for example, answers often explained why this was a social crime and added details about 'watching the wall', the involvement of the squire and vicar, the use of violence and the Hawkhurst gang.

However, good answers often distinguished between modern attitudes towards smuggled goods for tax evasion such as cigarettes and smuggled illegal goods such as drugs.

Relatively few answers discussed changes in the process of smuggling, - from small boats landing their goods at night to the use of planes, people swallowing drugs, people hiding in containers etc.

There was also little discussion of the change from smugglers working in local gangs and being prepared to use violence, to the modern situation where large scale smuggling is often part of organised crime.

Yet examiners noted some excellent answers that explained the importance of changes in taxation leading to changes in the type of goods smuggled and also how the nature of goods such as drugs, and modern technology such as aeroplanes, has led to changes in the process of smuggling.

A number of answers also pointed out elements of continuity, for example smuggling alcohol or cigarettes continues to be an issue of evading taxation.

Some particularly strong answers were structured as an evaluation, examining aspects of change and continuity and assessing them throughout.

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

When smuggling really started to get going in the 18th century, it wasn't really seen as a crime. People were opposed to new laws which taxed all imports heavily, and even helped smugglers. These days, however, smuggling has become less acceptable - partly because of better law enforcement, but also because of what is ^{often} being smuggled.

Early smugglers were more socially accepted than they are now. Some of them were seen as community heroes. In 1747 in Rye, 24 smugglers rode through the streets in broad daylight. People liked what they were doing and even helped them to hide from the law. And when something is seen as acceptable by the community - like downloading music today - it is hard to enforce laws against it. So, in a way, even though by law it was, smuggling wasn't ~~to~~ much of a crime.

Now, smuggling is a much more serious crime. This may be to do with the types of things smuggled. In the 18th century half of the tea drunk in England had been smuggled. These days, law enforcement raid through people's hand luggage in search of drugs. Drugs are a little bit more dangerous ~~to~~ than tea. In this way, smuggling is more of a crime now.

One thing which has changed since 1750 is violence. Early smugglers, despite being socially accepted, were quite violent, especially when it came to people like harbour masters who got in their way. There were murders and fires, and sometimes even normal people ~~to~~ felt the urge to 'join the ruff' when a gang of smugglers came

through. One boy was killed or just for looking at them in a funny way. Nowadays it isn't any better. Drug gangs are violent and lawless, often armed. In this way smuggling has not changed.

But in other ways it has changed. The type of people, for example, who smuggle. In the 18th century, the majority of smugglers were labourers - normal workers, usually from farms, who did a little extra smuggling on the side. But you probably wouldn't catch a modern smuggler on a farm (You'd catch him in an airport with a suitcase full of drugs or firearms). They live a different lifestyle now - although for all the same reasons: money.



ResultsPlus Examiner Comments

This is a well-structured answer with a continuous focus on change. It covers change in attitudes, change in the use of violence, and change in the people involved. It is a good Level 3 answer.



ResultsPlus Examiner Tip

A plan is often useful for making sure the answer stays focused on the question and includes a range of supporting detail.

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

From 1750 to modern day, smuggling has had some changes but a lot of it is still the same.

Firstly, in 1724, 24 smugglers rode through the street in broad daylight. This shows how confident these smugglers are as they are simply

riding across the street in plain day with a lot of the society viewing them. This can possibly show that society did like having these smugglers around. This is because if the smugglers were riding around the town freely, it can show that they are being given a lot of security from the society and possibly from some of the authorities also showing that they possibly had some of the authority on their side.

Moreover, in the eighteenth century, more than half of the tea drunk was smuggled into the country. As a result,

it shows that there were a lot of smugglers around and that these smugglers were almost 'free' to do anything that they would want since they could easily take in goods from other countries. One reason for this is that a lot of people believed smuggling was a 'government made' crime. This is because they started to implement tax on foods and so many people began to be unable to eat. Therefore, these

Smugglers gained a lot of money as they were selling these goods at a non-taxed price which means that it was cheaper which means more people would start visiting them.

In addition, smuggling in the early modern period ~~is~~ and the modern period had a few things in common. One of these was economical income. If you were a smuggler in the 18th century, you could earn up nearly ~~as~~ 8 more times than a regular farmer in just one day. As a result, many people began turning to smuggling as the income was extraordinarily high. Similarly, in the

modern period, millions can be earned from smuggling. As a result, many people in the modern times turned to smuggling as it gave them plenty of money.

However, smuggling in the modern period is not as easy as there is a lot more high technology devices which ~~of~~ can show if someone is carrying illegal things such as drugs. As a

result, it shows that authorities are wanting to put an end to smuggling as they can lose money or have illegal things in the country.



ResultsPlus Examiner Comments

This answer is based on the bullet points and offers good points about smuggling in the 18th century but the only point where a link is made to the situation in the 21st century is about the profits to be made.

The final comment about modern smuggling is not linked to one about the situation in the 18th century.

The answer lacks a focus on change and remains at Level 2.



ResultsPlus Examiner Tip

The bullet points offer a hint about the sort of thing that might be relevant.

The candidate needs to develop each point with additional detail and, in this case, where the question is about change, a comparison is needed each time between the situation c1750 and in modern times.

Question 5

Centres are reminded that the separate extension study does not exist in the revised specification.

The content of the extension studies has been revised and incorporated into the main specification content.

The 16-mark question is now a stand-alone question and any question can be set on any part of the specification.

It should also be noted that the specification is about Crime and Punishment **in Britain** - some candidates tended to offer details about Roman law and order in Italy.

Q5 was far less popular than Q6, with only one-third of the candidates choosing to answer Q5.

Q5 (a) Most students found this question straightforward and answered confidently.

Trial by Ordeal was mentioned by almost all candidates although there were still comments about this being a punishment and a lack of understanding about Trial by Consecrated Bread, based on the assumption that this was an easy and therefore unfair test.

Nevertheless, the religious aspect was usually understood well, with many candidates explaining that this was carried out when a jury could not reach a decision and therefore a priest conducted the trial and God was expected to declare the person's guilt or innocence.

Many candidates also commented on the slight differences in the role of religion between the Saxon and Norman systems.

The other examples of the role of religion that were mentioned most frequently were the use of church courts and benefit of clergy.

Here, the answer often lacked a contextual understanding of the rationale for such features and tended to focus on their abuse. For example, many candidates thought the 'neck verse' was open to anyone to who could recite the appropriate text and did not understand that this was intended to identify members of the clergy, who would then be tried in Church courts.

There was also the assumption that Church courts did not issue punishments and little understanding of the implications of being de-frocked.

Sanctuary was mentioned less frequently but was then usually clearly explained with a stress on the possibility of being found innocent or going into exile.

A small number of candidates also mentioned compurgation.

The most common error was to include out-of-period detail writing about the Romans, or about heresy or not attending church in a later period (possibly trying to use the bullet points from Q5 (b)), or writing about law enforcement more generally, discussing aspects such as the hue and cry.

However, a number of answers included excellent contextual detail about conversion to Christianity and the Synod of Whitby to explain why religion played a key role in law enforcement during the Saxon period.

Some strong answers could develop the role of religion as a control mechanism, for example one answer stated:

The nature of these Trials was to ensure that people knew that they were being judged by the Church.

The Normans continued the concept of the Trials by Ordeal, as they believed that it kept people in check, but also developed it for their own needs.

They needed to ensure that people followed their new regime, and with God as a constant, who people trusted, the Normans could use 'Him' (religion) to judge and enforce the law.

Q5 (b)

Most candidates could explain William's Forest laws confidently and a number explained the context to show why breaking these laws counted as a crime against authority, although some candidates were describing poaching in an eighteenth century context or offered William's love of animals as a reason for the laws.

A number of answers also brought in the crime of Murdrum.

Few candidates explained the link between the Church and royal authority to show why heresy was punished so badly but some candidates did write about the Tudor Reformation and showed how the crown's role as Supreme Head of the Church escalated the issue of heresy and religious crimes against authority (although many thought the bullet point about Henry IV referred to Henry VIII).

It was particularly pleasing to see a small number of answers treating the bullet point on heresy as a stimulus and using additional knowledge to discuss the Pilgrimage of Grace, 'Bloody Mary' and the Divine Right of Kings in this context.

Most candidates could also write confidently about the Gunpowder Plot.

Therefore, the majority of answers could describe at least two of the examples in the bullet

points and many made basic statements to say that punishment had become more severe or to say that the punishment for crimes against authority remained death throughout the period.

Unfortunately, some answers went outside the time-frame of the question and discussed the use of the Bloody Code.

Others attempted to treat this question thematically but then became confused over chronology so some of the comments about change and continuity were invalid.

When answers went into more depth there were good points of analysis made about the way the ruler's view of crimes against authority depended on the context – a number identified the insecurity of William I, the Tudor dynasty and James I – and therefore the importance of both public punishment and escalating horror.

There were some excellent Level 4 answers that discussed the ways rulers extended the definition of such crimes and imposed the death penalty.

The following extract is well written but it is the examination of both change and continuity which merits Level 4:

With the conquering Normans attempting to assert their authority on an island population which despised them, to the changing religious struggles seen, especially during the Tudor period, we see a continual severity towards the common people who might flout the rules. Whilst the rulers of these times attempted to assert their authority, we can see some continuity, that fear was a regular feature and punishment was a spectacle.

However, what was considered a crime was changing.

The focus in the question on 'how much change' meant that evaluation of the nature or extent of change was needed for Level 4 and the number of answers that provided this evaluation was, as always, relatively small but examiners commented that there were some impressive answers seen, which created an argument running throughout the answer.

Frequently these answers showed clear signs of planning.

Indicate which question you are answering by marking a cross . 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 roles of religion in law during the Anglo-Saxon period was that the believed that God would show if you guilty or not guilty for the crime you have done. Some ways to see if you were guilty was to make you hold hot iron and walk three meters. If your hands showed signs of healing within three days you were not guilty. ~~but~~ If they didn't

Heal ~~or~~ or show signs of healing you were then ~~executed~~ executed. ~~Another~~ Another way was to throw in cold water (river) if you floated it would mean that you were guilty. If you sank you were not guilty. This was used for treason or murder. They would also make you eat consecrated bread, which was that had the yeast removed, and if you were to choke while eating it you were found guilty. They made ~~them~~ criminals put their hands in hot water to ~~test~~ ~~test~~ if ~~they~~ they were guilty. ~~Most~~ Most of these crimes that had been done were treason ~~and~~ and if you found guilty you would be put in stock or executed.

(b) The changes that the ruler dealt with crimes against authorities in the period 1066-1605. Some of these crimes were that if you didn't treat the Emperor like a God then you shall be prosecuted for your action. ~~***~~ If a slave was to kill his master then all the slaves of one household would be killed ^{by execution} which wasn't really a fair way of punishment as they ~~might~~ may have had nothing to do with the death of their master. ~~##~~ Also if someone was to kill their mother they would be punished in some way, ~~###~~ whereas if you were to kill your father you would be executed. Guy Fawkes the leader of The Gunpowder Plotters attempted to blow up Parliament in 1605. He was executed for doing this. In 1401 King Henry IV decided to start burning people in public for not following the religion that was official. This ~~●~~ was a good way to stop committing this offence. ~~##~~ As the world would be scared of being burnt and the embarrassment of being in front of the public would make it ~~right~~ ~~noise~~. William I introduced forest laws to protect the animals in the wild. If one person was caught shooting

((b) continued) in someone else's field. The person who owned that field was allowed to shoot him. Another law was that if you were shooting in your own field and the bird you shot landed in another field of someone else's, then you are not allowed to go and collect it or you could be killed. This would have decreased the amount of shooting by a little, as people wouldn't want to be punished for it.



ResultsPlus Examiner Comments

This part (a) answer describes various forms of Trial by Ordeal (although the comment that Trial by Cold Water was used for treason or murder is incorrect).

The role of religion is not clearly explained and no other aspect of the role of religion is included.

It is Level 2.



ResultsPlus Examiner Tip

Paragraphs make your answer much clearer and suggest an organised set of ideas.

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) ~~During~~ During Anglo-Saxon and Norman times, religion played a key role in law enforcement.

~~In Anglo-Saxon times, trial by ordeal was used as a role~~
~~the role of religion~~

Due to the role of religion, 'Trial by ordeal' was a key aspect part of determining whether someone accused of

a crime was guilty or not. 'Trial by Ordeal' was where God would 'decide' whether or not a person is guilty. This usually occurred when the jury could not reach a verdict and where no one would swear an oath to ~~the person~~ believing the innocence of person in compurgation. The accused would be subjected to one of several trials where God would show if a person was guilty or not, all trials began with a religious ceremony where the accused had to listen to a mass within church and had to fast for three days. One trial used was the 'trial of consecrated bread' which was used specifically for priests; they would have to eat a small piece of bread and cheese that had been blessed after swearing an oath of innocence to God. It was believed that God would severely punish lying priests, this meant that if the priest choked during the trial that God had declared him guilty.

~~Another key aspect~~ The ability of claiming Sanctuary was introduced in Norman times, this meant that ~~even~~ a criminal

((a) continued) that entered the sanctuary of church could not be punished by the usual means and was protected. Criminals who did this would have to confess and repent their sins, following this they would be allowed to leave the church in ~~order~~ as an exile who had to leave England within seven days.

Another ~~key~~ feature of the role of religion in law enforcement was the 'Benefit of the Clergy', where

anyone who broke the law could be tried in the Church courts if they worked for the church.

Anyone who applied for this had to read a verse from the Bible known as the 'neck^s verse', this was because it was usually ^{only} priests who could read. ~~However,~~

Once this occurred, the person could be tried in the Church courts - this was advantageous to the person accused as the Church courts forbade the use of capital punishment (but not punishments like mutilation) and were as a result more lenient.

(b) During the period of 1066 - 1605, there was a massive change in the ways that rulers dealt with crimes against authority. When William I came to power in 1066, he abolished the system of wergild - where people would be fined for all but the most serious of crime - and introduced the forest laws. The forest laws meant that all the forests in England belonged to the ruler; this also made chopping down trees for fuel, owning dogs if you lived in a forest and owning snares illegal. If any of these laws were broken, ~~either~~ capital punishment or a large fine would be used as punishment. This shows a big change in how rulers dealt with crimes against authority as it showed that William I expanded what could be considered crimes against authority with the forest laws and made punishment far harsher.

However, there was some continuity with how rulers dealt with

Crimes against authority. ~~After the introduction of protestant~~ After the Church of England was established, there was a protest in the Northern parts of England where around 30,000 protestants took the city of York among others in order to talk to the king's advisers about returning the country to a Roman Catholic one. The protest was quelled with the execution of around 200 protestants, they were executed under the crime of treason.

Similarly, in 1605 the ~~Gunpowder~~ Gunpowder plot, - where Catholics again tried to make the country return to

((b) continued) Catholicism by blowing up parliament - was uncovered and stopped. A member of the group involved, Guy Fawkes, was caught with barrels of gunpowder under parliament and was tortured for information. Soon after, all of the members of the group were rounded up to be hung, drawn and quartered and were soon executed for treason. This shows ~~that~~ continuity between 1566 - 1605, ~~throughout~~ because the crime against authority of treason was treated in an identical way ~~about~~ in two different events almost 400 years apart.

When Henry VIII set up the Church of England, he appointed himself as the head of the Church. As a result, those who refused

In conclusion, I think that overall there was a great change in how rulers dealt with crimes against authority. While some features continued throughout 1066 to 1500, such as the punishment of death for treason, ~~and the burning of those who were guilty~~ as more things changed: heresy and the forest laws were included. Crimes against authority were expanded to include heresy and the forest laws and religion was included more heavily in crimes against authority with the inclusion of heresy in crimes against authority.



ResultsPlus
Examiner Comments

This Level 3 part (a) answer has a good explanation of the role of religion in Trial by Ordeal, Sanctuary and Church courts.



ResultsPlus
Examiner Tip

Be prepared to give more than one example, especially if the question says 'ways' or 'changes'.

Indicate which question you are answering by marking a cross . 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 Church had a very heavy influence over both the king and the people for hundreds and hundreds of years

(b) Whether it was 1066 or 1605, the rulers' ways of dealing with crimes against authority were always brutal. These weren't just petty things, or murders or bad treatment of other people; these were crimes against the king, & against the very law itself. As such, it was always treated harshly.

In Norman times the punishments were particularly bad for anyone who broke 'the king's Peace'. William the first made all of England his 'manor' and made over 30% of the country off limits to all hunting ^{and} tree-felling. ~~He~~ ~~the~~ ~~made~~ ~~laws~~ ~~called~~ ~~the~~ 'forest laws' which ~~forbade~~ all - the dreaded 'forest laws'. For people who broke these laws, the punishment was brutal - either mutilation or death. This was made all the worse because William was an invading force. He needed to make sure that he had full power over a resisting country, and to do so he treated criminals extremely harshly.

Whilst William's punishable crimes against the king may have been a bad affair, to say the least, he wasn't the first or the last king to be like this. The king is the law. Defying a ~~king~~ ~~directly~~ king ~~is~~ ~~the~~ ~~most~~ ~~possible~~ - king is the most possible thing to do, despite the laws which they created for themselves. In 1401, Henry IV introduced the punishment of burning to death for people who did not follow the official religion. At this time, religion was majorly important, and the king was seen as divinely chosen for the role. So a crime against religion was a crime against the church. The punishments in this era were as bad as those in the time of William I.

((b) continued) In 1605 the biggest crime against the king and the rulers was attempted - the Gunpowder Plot. When the perpetrators were stopped, James I had them hung, drawn and quartered - one of the most grisly deaths imaginable - but death nonetheless, like the other kings before him had done. ~~But~~ In this way, the punishment was still the same.

I suppose the main things which changed throughout the period were the crimes themselves. In the time of William I, the worst that anyone did (in my example) was cut down some trees to cram their home, or kill a deer to feed their family. Defying God was seen as much worse than that. And blowing up parliament ~~was one~~ was the worst of them all. The first real (attempted) act of terrorism. In a way the punishments never changed - death is death, right? - but the crimes just got worse and worse over time.



ResultsPlus Examiner Comments

From the start, this answer to part (b) shows a clear understanding of the special nature of crimes against authority and why they were punished so harshly.

Continuity is identified and well supported and the final paragraph shows change in the expanding definitions of crimes against authority and the escalating nature of the crime.

The answer is clearly unfinished and yet the argument has already been established that aspects of continuity outweigh the aspects of change.

This was awarded Level 4.



ResultsPlus Examiner Tip

The final question carries most marks - plan your time to make sure that you can finish your answer.

Indicate which question you are answering by marking a cross . 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 role of religion in law enforcement during the Anglo-Saxon and Normans period didn't change that much.

During the Anglo-Saxon period the role of religion in law enforcement wasn't a very big deal. The Anglo-Saxons were more concerned with the way in which crimes were dealt with and what punishments someone was going to receive. The role of religion at this meant in law enforcement just meant that no matter what you always stand up for your own religion.

However during the Normans period the role of religion in law enforcement did change. As the new enforcement and punishment of killing a Norman was introduced. This meant that even if it was someone of your own religion and beliefs had committed the crime you didn't have to stand up to them you could just kill them. This was a terrible law that was enforced against religion as all you was doing is going against your religion.

(b) There was a continuous amount of change in the ways that rulers dealt with crime against authority in the period 1066 - 1609.

William I introduced forest laws. Forest laws William I bought and took over several plots of land in which then he owned. Forest laws was laws in the forest in which meant if you was in the forest or was caught doing something wrong ~~was~~ you was seriously punished. The forest laws of William I hid traps in and around all of the forest in which would help to capture criminals easier without even having to be out arresting them yourself. The forest laws introduction by William I was believed to be a great success.

In 1401 King Henry IV introduced the punishment of death by burning for people who did not follow the official religion. This meant that anyone that went against their religion was punished by their bodies being burnt. This was a very horrible and disturbing punishment however this made crimes of

((b) continued) of going against your religion a lot less as this punishment was one of the most disturbing punishments you could be given. People knowing that you would be burned alive if you was found going against your religion realised and ~~as~~ the burning of the bodies was a big deterrent to anyone that was going to attempt this crime.

In 1605 the Gunpowder plotters attempted to blow up parliament. This was a huge and serious mission in which the Gunpowder plotters was trying to attempt. This meant a lot of planning and reviews was made for this attempt to blow up parliament.

This wouldn't of been able to even be possible with the amount of security in which parliament have. However they still attempted the attack of blowing it up. This punishment for this would of been just as serious as going against your religion. Even worse of a slow painful death you would of probably been slowly ~~to~~ tortured as well to make the punishment for this crime even more serious and painful.

((b) continued) However there wasn't a lot change in how rulers dealt with crimes. As every punishment was extremely ~~for~~ painful and could be a huge deterrent to someone that was thinking of committing this crime next. Authority dealt with crime very seriously and didn't want anyone to get off lightly with any crime they had committed.



ResultsPlus Examiner Comments

This part (b) answer treats the bullet points as three separate case studies and offers information about each of them. However, there is no attempt to link them and examine change or continuity and the final paragraph seems to have lost the focus in the question and become an answer about how authorities treated crimes.

This answer is Level 2.



ResultsPlus Examiner Tip

Highlighting the key words in the question or writing a plan might have kept this answer focused on the question - if change had been identified it could have moved to Level 3.

Question 6

Centres are reminded that the separate extension study does not exist in the revised specification.

The content of the extension studies has been revised and incorporated into the main specification content.

The 16-mark question is now a stand-alone question and any question can be set on any part of the specification.

Q6 (a) Conscientious Objection is a topic where candidates feel confident and have strong opinions.

A pleasing number included specific details such as only 400 received certificates of absolute exemption or that there were about 1,500 absolutists and some could discuss individual cases.

The religious or political basis for objection was usually mentioned, with many answers specifically naming the Quakers or Communists.

The distinction between absolutists and alternativists was also explained well and supported by details of the range of jobs carried out by alternativists.

Many answers also wrote about official treatment, such as tribunals, official punishment and the attitude of the public who ostracised the objectors, regarding them as cowards.

Candidates tend to be less clear on the nature of the 'crime' often not realising that it only developed as conscription was introduced in 1916.

It was sometimes assumed that conscientious objectors did indeed want to avoid war through an understandable fear and it is often stated that objectors were forced to wear white feathers to mark them out in society.

Some of the problems were that answers went on to discuss the treatment of conscientious objectors during the Second World War, which was not called for and a number of answers claimed that objectors were executed.

Q6 (b) The case study of witchcraft is again one where candidates were clearly engaged but in some cases this resulted in descriptions of ideas about witchcraft and the conduct of informal tests, rather than a focus on the question.

Some candidates also found it difficult to express the complexity of changing attitudes.

Too often, religious belief was dismissed as superstition and the decline in accusations was treated as the obvious consequence of people becoming more educated, having increased scientific understanding, becoming more rational, more 'sensible' or more 'intelligent'.

Some candidates also found it difficult to go beyond the assertion that attitudes changed and offer supporting detail and explanation.

For example, few explained the role of the Royal Society or why increased political stability or economic prosperity led to a reduction in witchcraft accusations.

There were therefore many answers that could identify a range of factors affecting the decline in witchcraft accusations but some of these remained low in Level 3 because they could not develop their explanation.

The usual approach was to explain the role of religion, instability or village tensions in producing accusations of witchcraft and to say that this situation had ceased by the end of the seventeenth century.

Sometimes the role of Matthew Hopkins was also explained with the assumption that his death also led to a change but there was little attempt to explain why his death had an effect on a national scale.

The focus on Mathew Hopkins in some answers also showed a limited sense of chronology and context – candidates with a good understanding of the sixteenth and seventeenth centuries were more likely to be able to explain the timing of the decline in accusations.

However, many answers were able to develop their points with some supporting detail to provide context or explanation. Probably the best explained was the way restored political and economic stability after the Civil Wars meant that there was less need to identify a scapegoat, linked to the declining tendency to express tension in religious terms.

Where supporting detail was offered, some explained the tone set by Charles II and his support for the scientific experiments and enquiries of the Royal Society, contrasting that with the influence of James I and his belief in witches.

In this context, those who disbelieved in witches (and especially authority figures such as JPs) were more willing to challenge accusations of witchcraft.

The work of scientists such as Newton was used to explain a growing understanding of nature and therefore reasons for crop failure, although it was incorrectly suggested that a better understanding and ability to treat disease had also developed.

The declining influence of the Church was too often equated with people becoming better educated but some answers showed the changed nature of religious influence in the shift from the Puritan regime of the interregnum to the Anglican Church under Charles II.

There were also interesting comments about the links between Puritanism and misogyny, contrasting this with the role of women in society after the Restoration.

The key to Level 4 was to evaluate the importance of the declining influence of religion as a factor in the reduction of witchcraft accusations. This could be done by weighing the importance of different factors or by suggesting that the interaction between factors meant that it was difficult to isolate a single cause.

An interesting number of high level answers challenged the assumption in the question and suggested that the influence of religion had not declined.

A number of examiners commented on the importance of planning, stating that some answers with good knowledge offered a confused line of argument, contradicting earlier statements, whereas others with less specific detail but a better structure and focus, could score more highly.

Indicate which question you are answering by marking a cross . 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) ~~3~~ Conscientious objectors opposed war and refused to take part in it. Some refused ~~to~~ to take part at all and were later punished or sent to jail. And some refused to take part in the military but took on a non-violent role such as an ambulance driver or someone who carried stretchers.

Conscientious objectors may ~~of~~ had their opinions due to religious beliefs or ethical reasons of their own. They did not believe in violence or war and were seen as cowards and traitors by the public. Women would give them a white feather to show in public that they were a coward and also to humiliate them. Some of them were also beaten by others in the streets; this tells us that public opinion of them was negative and there ~~to~~ wasn't a positive attitude towards them.

Authorities were also against them during this period. They punished them for being cowards and traitors by public humiliation.

(b) NO I CO NOT THINK THIS IS THE MOST IMPORTANT REASON FOR THE DECLINE IN WITCHCRAFT ACCUSATIONS. I THINK IT IS A MAIN REASON AS THE BIBLE SAID THAT WITNES SHOULD BE EXECUTED, AND REMAIN REGARDLESS SUCH MANY EXTREMELY RELIGIOUS PEOPLE BELIEVED THEY EXISTED, AND ALSO AS RELIGIONS INFLUENCE DECREASED SO DID THE ACCUSATIONS, SHOWING A CORRELATION BETWEEN THE TWO. HOWEVER, I THINK OTHER REASONS WERE JUST AS IMPORTANT.

~~THE~~ FIRSTLY, I THINK THE ATTITUDES AND BELIEFS OF THE MONARCHS AT THE TIME EFFECTED PUBLIC OPINION GREATLY. JAMES I FOR EXAMPLE WAS A GREAT BELIEVER AND IN WITCHCRAFT AND EVEN WROTE A BOOK ON IT. I THINK THIS HAD A GREAT EFFECT ON THE RISE AND THEN THE DECLINE OF ACCUSATIONS AS PEOPLE ^{WERE} LIKELY TO AGREE WITH THEIR MONARCH'S BELIEFS, AND AS NEW MONARCHS DID NOT HAVE SUCH STRONG BELIEFS NEITHER DID THE PUBLIC. I THINK THIS WAS A MAIN REASON WHY ACCUSATIONS DECREASED AS WELL AS JUST RELIGION.

ALSO, UNEMPLOYMENT FIGURES INCREASED AND THE ECONOMY WAS BECOMING MORE STABLE, WHICH MEANT LESS PEOPLE WERE LOOKING FOR A SCAPE GOAT TO BLAME THEIR BAD LUCK ON. I THINK ONE OF THE REASONS FOR THE INTRODUCTION OF WITCHCRAFT IN THE FIRST PLACE WAS BECAUSE PEOPLE WERE GOING THROUGH HARD TIMES AND WANTED SOMEONE TO BLAME, SO THEREFORE SAID WITCHES EXISTED AND BLAMED THEM FOR ~~BEING~~ CAUSING THEIR MISFORTUNE. ONCE THE ECONOMY ~~IS~~ WAS STABILISING, LIVES IMPROVED AND PEOPLE NO LONGER LOOKED FOR SOMEONE TO BLAME AS THEIR SITUATIONS IMPROVED. I THINK THIS IS A VERY SIGNIFICANT REASON FOR THE DECLINE OF ACCUSATIONS, ~~NOT~~ JUST AS ~~NOT~~ IMPORTANT AS RELIGIOUS CAUSES.

THIRDLY, I THINK THE CIVIL WAR CAUSED GREAT ANXIETY AND SUSPICION IN COMMUNITIES WHICH CAUSED ~~AN~~ BELIEF IN WITCHES. IT MADE PEOPLE LESS LIKELY TO TRUST EACH OTHER, WHICH GREW

((b) continued) in to hate and suspicion among people in Britain. The Civil War ended in 1660 and when it did people became more relaxed and peaceful, and therefore less likely to be suspicious of one another and accuse each other. This is therefore an important reason why convictions decreased, along with suspicion and it is just as important as religious reasons.

Overall, I think ~~many~~ many factors caused a decline in the convictions of witchcraft. However, I ~~to believe~~ think that the most important reason was not religion declining, but improved economy and decreased unemployment, as this meant people were happier and less likely to look for a scapegoat and someone to blame for their own misfortunes.



ResultsPlus Examiner Comments

This answer to part (a) covers several aspects of conscientious objection - it mentions religious or ethical reasons for objecting to war, it differentiates between absolutists and alternativists and mentions the attitude of the public. However, all of these points are stated fairly briefly, with limited explanation and little supporting detail.

Therefore, this answer is Level 2.



ResultsPlus Examiner Tip

Understanding the question and having the right ideas is not enough for Level 3 - answers must be supported by accurate and relevant detail.

Indicate which question you are answering by marking a cross . 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 Objectors were men who refused to fight in WWI, due to religious (many were Quakers) or political (many were socialists) reasons.

The government and public response to C.O.s were harsh. The government relied on a voluntary army and were fighting a war of attrition, so needed all the men they could get. This meant that punishments for refusing to fight were very harsh. Some C.O.s were called 'Alternativists', as they were forced to still be in the war, but with less military roles like stretcher bearing or ambulance driving. But this meant that they were sent to the front line against their will, which was the place they'd wanted to avoid. C.O.s who refused to have any involvement in the war at all, were called 'Absolutists' and were treated much harsher. They were thrown in prison with very poor conditions and lost the right to vote for 5 years. Some were even taken to France for military training and if they refused to participate, they were shot. The government's response was so harsh because they needed men due to the nature of warfare and were determined to make C.O.s feel like they'd let Britain down.

The public response was just as harsh. People

((a) continued)

had been swept up in the nationalism and patriotism of war, ~~that~~ so they saw C.O.s as cowards who were letting Britain down. They also felt that they in their loved ones were fighting, so why shouldn't anyone else? Employers sacked C.O.s, peaceful meetings were disrupted, and C.O.s were publicly humiliated.

In conclusion, C.O.s were treated very harshly by the government and the public, due to the patriotism circling Britain. The government needed soldiers for a war of attrition, and the public felt that C.O.s were cowards, who refused to help Britain in her hour of need.

(b) 'The most important reason why there were fewer accusations of witchcraft during the late C17th was because the influence of religion declined'

People believed in witches because they needed a person to blame, to act as a scapegoat, especially in times of political/economic uncertainty, as tensions were high. The Age of Enlightenment brought about greater scientific understanding, which made people not so reliant on religion, and caused people to understand how the witchcraft trials were illogical. However, there were many other reasons for the decline of witchcraft accusations, due to economic prosperity, a stable government and less nationwide tension.

The Age of Enlightenment was when more people were accepting of logic and science. Charles II formed the Royal Society in 1660, allowing scientists like Isaac Newton to provide scientific explanations for things which people believed related to the supernatural. People understood that unexpected deaths weren't caused by a witch's curse, but by a heart attack, and that trials by ordeal were ~~dependent~~ highly illogical (for example, burning someone's flesh and if it healed they were innocent, but if it became infected they were a witch). This greater scientific understanding led to a lack of dependence on religion and superstition.

((b) continued)

However, people had also accused others of witchcraft in times of economic difficulty. This was because if a witch was found guilty, the accuser could take her land and money. After the Glorious Revolution in 1689, there was more economic prosperity, so people didn't need to take other people's property.

The Glorious Revolution also led to a stability of religion. Over the years, the different monarchs (starting from Henry VIII) had switched the state religion between Protestantism and Catholicism, persecuting anyone who did not conform. This led to tension in communities and people wanted someone to blame, so they turned to witches. The Glorious Revolution stated that the monarch had to be Protestant.

There had also been the Civil War, which had caused people to become untrusting and suspicious. When Charles II came back to the throne, the government was stable, so the tension between people was removed.

In conclusion, although the influence of religion declined due to scientific understanding, the accusations of witchcraft also declined because of a stable and prosperous environment which caused people to be happier and content.



There is a good sense of the context of conscientious objection in this part (a) answer, showing the need for additional men due to the war of attrition, which explains why objectors were treated so harshly.

The reasons for objection are identified and good detail is offered about the treatment of absolutists and alternativists (although absolutists who were sent to France were threatened with death but not actually executed) and also about the attitude of the public.

Indicate which question you are answering by marking a cross . 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 during the First World War, after conscription had been introduced in 1916 to the end of the war in 1918, had some very key features.

The first was that out of the 16,000 people who applied for exemption due to their conscience, only 400 got complete exemption from the war. This feature of many men's reasoning being refused reveals the hostility the men who thought that the war was morally or politically wrong faced during this time.

This hostility and bad treatment is, in fact, another key feature. Many men were put in prison, whilst some were even transported to Belgium or France and made to fight, with the possibility of receiving a field punishment of death by firing squad because they were deliberately disobeying an order in a war zone.

Overall, ~10 conscientious objectors died due to bad treatment in prison and 36 of them shortly after their release, in the period of only two years.

However, another feature was that many men actually helped the war effort in other ways,

((a) continued) becoming stretcher bearers or ambulance drivers, and some even won medals for bravery.

(b) I disagree with the statement that ~~was~~ the most important reason why there were fewer accusations of witchcraft during the late seventeenth century was because the influence of religion declined, in fact, I do not believe it was a reason at all.

It was true that the Bible says that witches should be executed and it was a widely held belief that women were morally weaker than men as Eve was the one who was tempted first in the book of Genesis and thus women were more susceptible to this "damnable art than the man". However, I ~~do~~ do not think that religion had any less of an influence ~~on~~ the civil war than before.

influence after the civil war than before.

I believe that having Charles II as king aided this decline in witchcraft accusations for a number of reasons.

Firstly, in 1660, The Royal Society was created which encouraged scientific discoveries, discoveries that would explain many a phenomena previously explained by the use of witchcraft. Here, the monarch was shown to be not obsessed with witchcraft, and instead was shown to have an interest in new technologies and advances in the knowledge of how the world

((b) continued) ground vs works. Thus, it would become increasingly unpopular for the masses to be seen reverting to ideas that now seemed old and fictitious, when the king was leading the way for new and improved thinking. Therefore, less accusations of people using charms ~~was~~ were made, as the lest the accusers look foolish.

And despite this increase in science, religion still had a huge influence, society had yet to make a divide between either science or religion. It was more about explaining the world God made than ~~the~~ explaining that he did not exist.

Another way that Charles II helped to the decline in witchcraft accusations was his love of women. Some historians believe ~~at~~ that there was a lot of misogyny around during the period when witchcraft was at its peak. ~~For~~ However, the king was once again moving England onwards in that he clearly did not fear or hate women, but loved them and was known for it. He, over the years, was infamous for his many mistresses, and so it would have been seen as socially acceptable to accept women again, as the monarch clearly had, and so less men were accusing women of using curses, as it was now

((b) continued) Seen as being unpopularity misogynistic.

I also think that the new found stability after the Civil War led to less tensions between local communities and so less neighbours were using witchcraft as a way to seek revenge on another local family, for example.

And, although I do not feel that religion suddenly had less of an influence on society, I do think that there was less rivalry between the Catholics and the Protestants, and so they were not accusing the other of witchcraft and

heresy as much as before.

And so, to conclude, I do not believe that religion had less of an influence on the late seventeenth century society and that other reasons contributed to the decline in witchcraft accusations. These include Charles II's example of being a monarch interested in scientific progress and having a well known love of women, as well as the stability between communities and Christian denominations after the civil war in 1660.



ResultsPlus
Examiner Comments

This part (b) answer starts by challenging the question and then offers reasons for the decline in witchcraft accusations based on the candidate's own analysis.

Although the topics signposted in the bullet points are covered, the answer constructs its own argument and uses a good range of detail to support the comments made. There is an excellent sense of context when the answer shows an understanding of changes in religious tensions and a good sense of evaluation when the importance of religion is discussed.

This answer is Level 4.



ResultsPlus
Examiner Tip

It is more important to have a good overall argument than to try to use each bullet point in your answer.

(b) I don't agree that religion was the most important reason why there were fewer accusations of witchcraft in the seventeenth century because people believed in witchcraft because they had no explanation for bad things happening. When someone got ill or their crops failed or animals died they blamed it on witchcraft.

Most people that were blamed were old lonely women and ~~the~~ women who were different. This is because people had no one else to blame, so they ~~also~~ accused people who they thought were odd or strange.

The bible said that witches should be executed so anyone accused of being a witch was tested then killed. The tests didn't work but people believed they did. The swimming test was one. This was where the woman would be tied up and put into a lake or river,

accused of being a witch and were
burned at the stake or hung,
if not they drowned.

The civil war period ended in 1660
and then the royal society was
set up. ~~science~~ People started
~~believing~~ believing in science,
science explained all of the problems
~~witchcraft~~ they thought was
witchcraft. ~~A~~ A man that
did the witchcraft tests was found
out to ~~have~~ been faking the
tests. He got paid for every witch
he turned in so the fake tests
~~got~~ was what made him money.
When he was found out to be guilty
a lot of people stopped believing
in witchcraft.



ResultsPlus
Examiner Comments

This answer to part (b) is very generalised. It appears to suggest that the influence of religion did not decline but the comment is very brief. It then strays into a description of ideas about witches.

On the second page the answer repeats the bullet points with brief comments added but these are assertions that ideas changed, no evidence is offered. Finally there is a reference to the witchfinders and 'fake tests' but this is not well-explained.

There is enough information here for Level 2 but there is no sense of an argument being created that answers the question.

This answer is Level 2.

Paper Summary

Spelling, Punctuation and Grammar

On the whole, errors in spelling did not detract from understanding the candidate's answer.

The most common error in punctuation was the misuse of the apostrophe and there was a surprising number of answers that lost marks for basic errors such as not using capital letters correctly.

The main problems in grammar were either comments such as 'he done' and 'would of' or long sentences that did not make sense.

The failure to write in paragraphs noted in some answers not only lost 'spag' marks but also undermined any sense of structure or analysis.

Candidates should also avoid abbreviations such as 'h&c' for 'hue and cry', 'NC' for 'Norman Conquest'.

Handwriting continues to pose problems for the examiner – not merely in the assessment of spelling, punctuation and grammar but in the understanding of the content of the answer.

It is common for handwriting to deteriorate towards the end of the examination but candidates need to remember that an examiner cannot award marks for something they cannot read.

Conclusion

There was a high number of answers displaying good knowledge and also producing answers based on good analysis of the question.

Candidates seem increasingly comfortable at analysing long periods and it is clear that certain topics have been taught very well.

Candidates should remember that the specification also covers aspects of warfare such as recruitment, medical care, discipline, movement, supplies, communications etc as well as weapons, battles and tactics.

Based on their performance in this paper, candidates are offered the following advice.

An accurate understanding of chronology continues to be vital in order for students to select and deploy appropriate detail in their answers and also to analyse change and continuity.

- Answers where key words have been highlighted in the question or a brief plan has been created are more likely to score Level 3 because they are focused on the question rather than simply recognising the topic.
- Candidates should avoid reproducing an answer that they have written previously and ensure that they respond to the question that is set.
- For Level 4 answers a clear structure is vital. Whilst many answers do try to do this, they often lack sufficient supporting detail to allow a proper evaluation of change against continuity.

It is unclear what effect the new format of bullet points will have. Currently, weak students are often able to achieve Level 2 because the bullet points remind them to cover several aspects of the question.

However, examiners feel that sometimes students forget that they do not have to use the bullet points, they find it difficult to incorporate something about which they are unsure and they fail to bring in additional relevant detail.

Less able students also tend to try to make use of bullet points in other questions, not realising that these will be from a different time period or about a different aspect of crime and punishment from that in the question.

In the new format students **may** use the bullet points given but **must** include additional ideas to achieve high marks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE