

# Examiners' Report

## June 2015

### GCSE History 5HB01 1B

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## Introduction

This was the first examination of the strengthened specification and it was pleasing to see that many candidates seemed well prepared for the changes in question style and format. Possibly in response to these changes, examiners noted a sizeable number of candidates using the phrase 'from my own knowledge' but this is unnecessary; any additional information about the context in questions (Q)1 and Q3 or any third aspect in Q4-7 is obviously from the candidate's own knowledge.

Examiners also noted a marked increase in the number of candidates taking extra paper. It should be noted that the space allocated for each answer reflects the amount of available marks and is intended to allow for some planning work as well as the written answer in the longer questions. It was noticeable that additional marks were earned on the extra pages by very few of the candidates involved. In the majority of cases, the extra pages were taken for the early questions and gained no extra marks, yet in many cases these candidates then produced short answers for the later, more heavily weighted questions.

Anecdotal evidence suggests that candidates are being encouraged to use extra pages in the expectation that their paper will be marked by a senior examiner. This is a false assumption – teams of examiners marked all scanned answers.

The extended answers now offer only two bullet points as a stimulus. This means that candidates need to be familiar with the names, events and terms used in the specification in order to recognise the appropriate chronological period. There has always been the problem of candidates thinking that the 19<sup>th</sup> century refers to the 1900s. However, candidates also need to be able to place the Roman or Anglo-Saxon period accurately and recognise that there may be gaps of hundreds of years between the events about which they are writing when discussing change and continuity.

In the extended answers candidates needed to include additional information of their own. Candidates who did not do this could not achieve above 10 marks. Here again, it was important to have a sense of period so that appropriate additional material may be included. Candidates were not required to use the stimulus material but should still have aimed to cover three aspects or more in order to be sure that they had covered all sides of the question or the entire timescale.

At Level 3 the candidates analyse the question in order to ensure that they address the question that has been asked, whereas Level 2 answers tend to provide information about the topic in the question. Another key feature of answers at Level 3 and above is that they explain the link between the question and the detail they provide rather than simply stating that this detail supports or challenges the idea in the question or that this factor led to change or continuity.

The conclusion is very important at Level 3 and Level 4. At Level 3, many answers will give evidence to support the statement followed by evidence against it and then offer a conclusion that the statement is 'somewhat true'. There is no sense of an argument building up throughout the answer or any evaluation of the two sides of the argument. The conclusion should weigh up the strength of the evidence on each side and explain how a judgement has been reached. This is a difficult skill so it is not surprising that few candidates can do this at GCSE. However, it is noticeable that many Level 4 answers included plans that showed the candidate had not only selected relevant information but had established a clear line of argument before starting to write the answer.

## **Question 1**

The basic thrust of this question has not changed – it focuses on the analysis of change. This has not become an evaluation question so comments about continuity cannot be rewarded. There were relatively few comments about the reliability of the sources in the question but these, again, cannot be rewarded. It was also pleasing to see fewer answers wasting time by giving extensive quotations and descriptions.

As before, candidates need to use the sources in combination to identify the nature or extent of change. Further, now they must include additional own knowledge. This can be used to give further detail about the situation in the sources or it can be used to explain the nature or extent of the change that has been identified. In some cases, the additional knowledge was very brief, for example a reference to the Fielding brothers' creation of the Bow St Runners or a reference to the development of a nationwide professional police force. In other cases, more detailed information was simply added at the end and not linked with the sources or with the change that had been identified.

In this question, Source A showed that the Bow St Runners' horse patrol was trying to catch a highwayman and used posters to ask for information from the public whereas the photograph in B showed a television broadcast being used to ask for information about a twenty-year-old crime. Changes identified by candidates included: changes in technology in the methods of communication and appeals for public help, the scale and organisation of the investigating force, the professionalism of the people involved - because those in Source B were professional detectives, and the techniques of investigation - the Bow St Runners hoped to catch the criminal in the act whereas the modern police could investigate a crime committed twenty years before.

The most common use of own knowledge was to explain the origins of the Bow St Runners, the development of a professional police force and the range of forensic techniques now available such as the use of fingerprints or DNA. However, candidates should remember that the focus of this question is change between the two sources and lengthy own knowledge is not a guarantee of high marks.

In some cases, candidates were limited in the marks they could achieve because although the answer arose from the situations in the sources, all the details were from own knowledge, with no explicit reference to the sources.

A number of excellent answers were characterised by a direct focus on change. These answers started by stating the change that had occurred and then used details from the sources to demonstrate that change, and own knowledge to explain how or why it happened.

It was noticeable that some candidates lacked an accurate chronological sense of context and made invalid comments about the sources or the change that was identified. Candidates also lost marks when they did not focus on the question. Instead, they identified change in crime, attitudes towards the police or the use of technology in crime. Some answers discussed the two sources separately and the identification of change was left implicit or different points were highlighted in A and B. It should be noted that identifying a difference between the two sources is not the same as inferring and explaining a change.

Unfortunately, some answers that had a good explanation of the nature of change based on the sources did not include own knowledge. These could not achieve more than half marks.

1 What do Sources A and B show about changes in the way police investigate crime?

Explain your answer, using Sources A and B and your own knowledge.

(8)

Both source A and B suggest that there is a huge change in the way police investigate crime <sup>mainly</sup> due to the improvement of technology. Source A shows us that how Bow Street Runners chase the criminal. The Bow Street Runner patrol in the town to try to catch a highwayman, they also distributed posters in town <sup>which</sup> contain a description of <sup>the</sup> highwayman and his horse. However, source B shows that police in 20<sup>th</sup> century collect information of the crime and criminals through the public, e.g. phone call from the public. We can learn that this is a very useful way to investigate the crime because the public provide very useful information about the suspect ~~and~~ <sup>and</sup> the crime. Source B also shows that police use TV programmes to show the public how they investigate crime and how ~~important~~ <sup>important</sup> the public's information are. Source A and source B show that police investigate crime by using man force to using technology. According to my own knowledge, ~~the way to~~ police also use different equipment to investigate the crime or identify criminals by CCTV, DNA, fingerprint, radio etc. The ~~use~~ improvement of technology ~~lead~~ lead to the use of these equipment for police to investigate crime.



**ResultsPlus**  
Examiner Comments

This answer spends time describing each source but then identifies change that has occurred and supports that inference from the sources.

It provides further detail about investigation techniques from own knowledge and achieves full marks.

Total = 8 marks

1 What do Sources A and B show about changes in the way police investigate crime?

Explain your answer, using Sources A and B and your own knowledge.

(8)

In 1761 people paid for police men to hunt down wanted men. Where as in 2013 policemen looked into cases without any payment.

Also in 1761 policemen asked for the public's help in the investigation by distributing wanted posters which not many people would have seen also no one would be able to contact them. But in 2013 the police asked for public help through the media. This then got people all over the country to see the help needed and the police could be contacted through the phone.



**ResultsPlus**  
Examiner Comments

This answer does not refer to the sources explicitly but the inference of change is based on the situation in the sources.

However, it is limited to 4 marks because there is no own knowledge.

Total = 4 marks



**ResultsPlus**  
Examiner Tip

Check the question carefully - if it tells you to use the sources **and** your own knowledge you must make sure you do both.

## Question 2

The individuals named in Q2 are named in the specification, so it was disturbing to see some blank or very confused answers. In addition to this, some candidates also misread the question and provided detail about prison reform generally or ideas about punishment. Chronology continues to be difficult for some candidates, who were unsure about the context in which these individuals worked. Too many answers attributed modern ideas and values to these reformers and Elizabeth Fry, in particular, was often portrayed as a campaigner for women's rights, demanding equality and even the vote.

Fry's work in improving prison conditions for women and children was usually well known in general terms. Many candidates could explain the idea that providing education and work would help prisoners to avoid crime after their release but again, this was often discussed in very modern terms such as getting qualifications. Few could be explicit about Fry's focus on Newgate prison, her emphasis on religious instruction, the idea of a school for the children and teaching prisoners to knit and sew. Many candidates talked about her desire to improve conditions but gave examples of 'three substantial meals a day' and even the ideas of showers. Very few mentioned her practical help in providing clean straw and clothes, involving other women and setting up the *Association for the Improvement of the Female Prisoners in Newgate*, writing a book or giving evidence to parliament.

The choice of Elizabeth Fry was more popular than the alternative focus on John Howard but where Howard was chosen his ideas were usually known well. His concern about the abuses caused by the system of payments in prison, his suggestion that prisoners should be separated, his focus on reform through work, religion and solitude, and his influence on later prison design, were all mentioned.

Some answers merely listed aspects of the individual's actions and ideas, whilst others gave thorough descriptions. Many excellent answers provided a clear explanation of how the key ideas related to prisons at the time.

Since the question asks about key features candidates should provide details on several key aspects of the topic, not simply list them. There should also be some logical organisation to the answer but there is no expectation of argument or evaluation – and there are no marks available for such comments. Some candidates treated this as a high mark question and explained the impact of the individual on the prison system and ideas about punishment. This was outside the scope of the question. Sometimes, these answers received low marks despite their good knowledge because they did not include the description of key features of the individuals' ideas, which was the focus of the question.

2 The boxes below show two people who were involved in prison reform.

Choose **one** and describe the key features of their ideas.

(6)

John Howard

Elizabeth Fry

Elizabeth Fry, helped reform prisons by allowing for better treatment to prisoners, helped better the conditions of prisons, and also gave women prisoners, women correction officers. ~~They~~ <sup>She</sup> believed that by doing this prisons could be rehabilitated more easily so that they would not re-offend more often. She also tried to help abolish labour in prison. ~~this was finally~~ however she did not achieve this and it was finally abolished 1911 1948.



**ResultsPlus**

**Examiner Comments**

This is typical of a Level 1 answer.

The candidate has a little knowledge of what Fry tried to do but the details here are very generalised and some details are incorrect.

Total = 3 marks



**ResultsPlus**

**Examiner Tip**

Several people are named in the specification - make sure you know about each of them.

2 The boxes below show two people who were involved in prison reform.

Choose **one** and describe the key features of their ideas.

(6)

John Howard

Elizabeth Fry

John Howard was significant to the prison reformation, as he was inspired by his position as the sheriff of Bedfordshire. Howard then went on to visit prisons and concluded that wardens should be paid, the ~~debtors~~<sup>debtors</sup> fee abolished. He also proposed that prisons should be run as state-controlled prisons, consisting of religious instruction, solitary confinement, education within a healthy environment to reform convicts.

John Howard's proposals led to the 1774 Penitentiary Act, the 1779 Parliamentary Acts. As well as Sir George Paul opening a prison in Alcester and running it ~~at~~ under the ideas Howard proposed.



**ResultsPlus**  
Examiner Comments

This answer has a range of detail about the ideas of John Howard; it achieved full marks.

Total = 6 marks

### **Question 3**

This was a totally new-style question for this paper but it is very similar to Q4 in the Unit 3 examination of the previous version of this specification. Most candidates did not seem to find it difficult to answer but they often made the same mistakes as had been seen on Unit 3 previously.

Relatively few candidates assumed that the source's usefulness (or reliability) depended simply on its nature or date. This approach, which took little account of the specific source being assessed, is likely to remain at Level 1 - as is a judgement based on the amount, or clarity, of detail in the source.

A focus on the specific source was likely to be Level 2. Some answers discussed the content of the source with the implicit assumption that this information must be useful to the historian. However, many candidates did explain why this information was useful for the historian's enquiry and a number also made links with their own contextual knowledge to show whether it was accurate or if there were gaps in the information.

These comments were usually about attitudes towards witchcraft and the way the crime was tried and punished, but the most common additional own knowledge was an explanation of the familiars in the illustration.

It was interesting to see a number of candidates discussing the source in terms of accuracy and comprehensiveness. This is a valid way to apply additional contextual knowledge to the information in the source. In some cases, there was little use made of details from own knowledge. Details were added to the answer merely in an attempt to validate the source, or the answer became an explanation of ideas about witchcraft rather than an evaluation of the source. At times, this became an answer about witchcraft – the crime, punishment, role of Matthew Hopkins, reasons for the increase in accusations and reasons for the decline in accusations. In other cases, valid comments were made about the context of the source but they were not supported with additional details from own knowledge.

The usual factual errors were made that occur every time a question is asked about witchcraft. Candidates claimed that this source was not useful because witches were burned at the stake or because the source did not include details of trial by ordeal (with the assumption that all witches were tried in this way or that this was a punishment for witchcraft).

A minority of candidates did not address the question's focus on usefulness to an historian. Instead, they assessed the source for its usefulness at the time or its usefulness in terms of identifying witches. Some answers criticised the source because it was not clear or it needed explanation in order to be understood. A surprising number said the usefulness of the source was uncertain because we did not know if witchcraft actually happened.

Fewer candidates focussed on reliability and these were more likely to make assertions without providing supporting evidence or showing how it affected the source's usefulness. The automatic claim that the source was biased was made frequently. There was an implicit assumption that this is a negative point but with no explanation of the bias (towards/against ...?), no details offered to demonstrate this bias and no explanation of the link to utility. Similarly, it was noted frequently that the source was primary and it was assumed that coming from the period in question it was automatically reliable and valuable, or unreliable because it only represented one year.

Better answers could focus on the nature and purpose/intended audience of the source. They considered whether or not it was a private or public source, if it was intended to influence other people, or whether or not the circumstances distorted the source content in any way. Many candidates repeated the comment from the attribution that it was a pamphlet but did not develop this point in relation to the source's reliability or usefulness. However, some candidates made good use of this opportunity for the use of contextual knowledge and explained that this illustration from 1589 did not reflect the attitudes of the 17<sup>th</sup> century when James I wrote *Daemonologie*, or the period when Matthew Hopkins was active. Some candidates claimed mistakenly this was a photograph and therefore automatically reliable.

Additional knowledge was sometimes used to discuss whether the source showed a typical or unusual situation and whether an anonymous pamphlet could be treated as an authoritative source. However, a number of candidates used a checklist approach here, writing a comment about nature, origin, and purpose, but not developing it. Typical of this approach were the comments that as a drawing the source was not very useful because the detail was unclear, its origin was from the time therefore it was reliable, and its purpose was to inform or warn others. There was little development offered, for example an explanation that the pamphlet was aimed at the general public. Candidates may also have noted that it could have been used to warn the public about witches and threaten witches with punishment but was probably reflecting a well-known case rather than an example of witchcraft.

The best answers combined both elements, considering the usefulness of the content but modifying the judgement about usefulness through a consideration of reliability or whether the source can be treated as representative of the period. They also recognised the specific focus in the question that the historian's enquiry was about the crime of witchcraft. However, there were relatively few answers that recognised all the demands of this question and it was disappointing to see a number of excellent answers that were restricted to 4 marks because they did not include additional own knowledge.

3 How useful is Source C to a historian who is investigating ideas about the crime of witchcraft during the sixteenth and seventeenth centuries?

Use Source C and your own knowledge to explain your answer.

(8)

The source shows three women hanged on the belief of witches, the source is useful because it shows the general attitudes to the crime, of how they should be treated. It also shows that punishments were very harsh for witchcraft and that the

time was suspicious, however this time was suspicious due to War and a Monarch James I strongly believing in Witches. However Historians cannot trust this source completely due to its origin of it being a pamphlet as the media is often exaggerative and biased which could make the ~~as~~ illustration more extreme. It is useful for Historians as it shows what type of people were hanged as it shows three women, women were targeted due to male misogyny and like ~~in~~ in the illustration old women made their living from herbal remedies and war left them widowed which was considered strange. The illustration claims the witches are with their familiars which is a sign of witchcraft, unusual marks on the body, two proven witches swearing that a witch was one of them and confessions were also signs of witchcraft, this show historians the suspiciousness of the middle ages. The source is useful for historians to discover attitudes.



## ResultsPlus

### Examiner Comments

The answer shows not only what can be learned from the source and how it would be useful to an historian but also how the purpose of the illustration could affect its reliability.

Own knowledge is also used to explain the illustration and to show its usefulness as a reflection of attitudes towards witches and the crime of witchcraft.

This answer achieves full marks.

Total = 8 marks



## ResultsPlus

### Examiner Tip

Remember to show how the usefulness of the source content is affected by its reliability or whether it is representative of the period.

Own knowledge should also be used to support the evaluation.

3 How useful is Source C to a historian who is investigating ideas about the crime of witchcraft during the sixteenth and seventeenth centuries?

Use Source C and your own knowledge to explain your answer.

(8)

Source C isn't that useful to a historian because although it's ~~in~~ has been produced not that long after a trial by ordeal had been abolished which tested to see if women were witches, it still isn't produced at the right time. As hanging <sup>was</sup> ~~where~~ used for entertainment purposes and where done publicly the illustration

could be exaggerated to make it more interesting and can be an false account so when the historian uses this illustration he can be have given false information about what happened. Also from my own knowledge I know that people started to lay off women and stopped accusing them of being a ~~was~~ witch, because of new ~~scien~~ scientific evidence.



### ResultsPlus Examiner Comments

This answer assumes that usefulness depends on when the source was produced. The point that the illustration may be exaggerated is valid but not supported with any detail.

The comment about the decline of witchcraft accusations is not relevant to this question.

Total = 3 marks

## **Question 4**

Answers here generally showed good knowledge based on the bullet point stimulus but also demonstrated the importance of question analysis and structure in an answer.

A good answer needed an explanation of why vagrancy became an issue in this period, linked with an explanation of changing attitudes and therefore changing treatment. Many candidates explained that the number of vagabonds rose during the Tudor period as a result of enclosures and the shift to pastoral farming, the reduction of private armies, rising population, inflation and unemployment.

They could also explain that the closure of the monasteries reduced the amount of support open to vagrants and there was some discussion of whether the Puritan religion encouraged a harsher attitude.

However, the link to changes in attitude often consisted of general comments about people feeling threatened or that vagabonds were seen as criminals. Few answers explained the fear of rebellion and disorder from the threat posed to Tudor society by 'masterless men'. A fear of the sturdy beggar and a link to robbery and burglary was often asserted but few answers discussed the 'professional' criminal vagabonds such as the counterfeit crank, which reinforced the perception of a link between vagrancy and crime.

The link between changes in attitude and changes in treatment again tended to be stated rather than explained. There was good knowledge of the harsh treatment of vagabonds although candidates could not always differentiate between the acts of 1531, 1547 and the Elizabethan Poor Law, 1601. The comment was often made that people started to realise that some of the vagrants genuinely needed help and therefore a distinction was made between the sturdy beggar and the deserving poor. However, few answers could link this with specific examples of changes in treatment and many saw a licence to beg as a new development under Elizabeth I. There was also little mention of Houses of Correction or the work provided for the deserving poor in workhouses.

The command term 'Why' indicated clearly that this was a causation question. Strong answers not only made links between changing attitudes and changes in treatment but also showed how this was affected by different circumstances. For example, such answers showed that the context of the early Tudor period led to punitive measures whereas the distinction between the deserving poor and sturdy beggars in the later part of the period created a range of measures both to punish and to support vagabonds.

Despite good knowledge, a number of answers did not reach Level 3. They provided lengthy descriptions of the attitudes towards, and the treatment of, vagabonds, but did not focus on reasons for change. There were also some answers where the candidate offered personal opinions about vagabonds and their treatment, blaming the Tudors for their harsh attitudes but without providing relevant 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 4  Question 5

During the Tudor period, ~~people~~ vagrancy was seen as a ~~big~~ fairly serious crime. Firstly, vagrants were usually whipped and sent home or to the place they last lived. This was because people were generally scared of vagrants and wanted them off the streets, therefore chose harsh methods to deter them.

Additionally, if a vagrant was a repeat offender they were often hanged, which is very harsh as some of them needed to do it to survive. This was because ~~poor~~ rich noblemen had a great influence on the law and were angry that they had to pay high taxes to help vagrants, who they deemed 'lazy' and 'criminals'. Furthermore, they chose to hang vagrants as it meant there would be less of them on the streets and therefore taxes would go down.

In addition, despite the treatment of vagrants ~~going~~ getting harsher during the Tudor period, it started to become less of a crime towards the end.

Instead vagrants were often sent to ~~houses~~ the House of Correction and taxes were raised in order to help them rather than punish them, as the attitude was now that vagrants were helpless victims. This changed because some people deemed it too harsh to execute them, and they realised that some ~~people~~ vagrants were ex-soldiers who couldn't find work and needed to support their family.



**ResultsPlus**

**Examiner Comments**

The first page describes attitudes towards the poor and is Level 2 but this answer just moves into Level 3 on the second page, where it says that treatment changed because the attitudes changed and vagrants were sent to Houses of Correction.

Total = 9 marks

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 4  Question 5

social money. political. poor rates

Vagabonds were treated horribly throughout the tudor period as there were ~~at~~ times when puritans were in power, they believed that idleness was a crime and a sin and were therefore treated harshley.

At the start of the period the vagabonds were to be whipped until their bodies 'be bloody' and then returned to their home town. However people thought this to be light and therefore another act was set up where on the first offence they were sent into slavery for two years and if they tried to escape or reoffended then they could be executed. However this was seen as too harsh and so the first act was used again. Furthermore soon correctional facilities were built for them for example Bridewell was the first one. This was to make them work.

As Henry VIII broke with Rome the

monasteries had to close down, this was where the poor went for help, for shelter and food. This therefore increased the amount of vagabonds, additionally these were exaggerated by the newspapers and were printed and scared the public, this put pressure on the government to rectify this, which explains the harshened punishments. Furthermore there were more vagabonds as food prices rose and wages were cut increasing poverty.

Towards the end of the end of the tudor period the economic crisis was no longer crisis, The rich had recovered from the war of the roses, therefore able to give money to the poor. In addition 'poor rates' were introduced where the public rich gave to the poor.

In addition Additionally there were 'sturdy beggars' which were criminals who pretended to be vagabonds but actually stole of people. Books were wrote ~~em~~ the about the different kind of beggars which again installed fear into the

general public and rich, which put pressure on the government to create treat them ~~for~~ harsher, as otherwise their hard earned would be stolen.

In addition towards the end many people began to rationalise with them vagabonds, as most weren't criminals but were just jobless, this is why punishments weren't as harsh. Moreover as people were becoming richer towards the end of the period there were more jobs available and less vagabonds. Moreover the rich could give to the poor.



**ResultsPlus**

**Examiner Comments**

This answer describes the treatment of vagabonds and then explains why punishment became more harsh.

There is a brief comment about treatment becoming less severe at the end of the reign and then an explanation of the differentiation between sturdy beggars and others.

Total = 11 marks



**ResultsPlus**

**Examiner Tip**

The command term 'why' in the question clearly signalled that this is a question on causation - your answer should focus on reasons for changes in the treatment of vagabonds, not on descriptions of their treatment.

## **Question 5**

Less able candidates tended to lapse into description of the Bloody Code and/or narrative about the cases of Evans, Bentley and Ellis – often with inaccuracies. Many answers stayed at Level 2 because they did not show how the information being provided led to changes in the use of the death penalty. Candidates should remember that this was a thematic study in British history and comments about the USA, death row and the electric chair were not relevant.

Some answers introduced a third aspect beyond the bullet point stimulus and discussed the use of transportation of prison reform as an alternative to the use of the death penalty. In such cases, it was important to keep the answer focussed on the question so that the discussion was about the death penalty and not transportation.

The story of Bentley had obviously made an impact on most candidates. Some answers were opinion and complaints about injustice rather than analysis. Alternatively, they focussed on what the phrase 'Let him have it' meant rather than the significance of the case. Many answers recognised that the cases of Evans, Bentley and Ellis aroused public opinion. However, candidates who claimed that public indignation arose because Ellis was innocent missed the point that the debate was over the fact that once found guilty, there was no alternative sentence. It also tended to be assumed that these cases led to immediate changes. There was little appreciation of the context of ongoing moves to reduce the death penalty during the century or the time gap between the cases of Evans, Bentley and Ellis, and the suspension of the death penalty.

Strong answers explained that public executions were ended because they were ineffective as a deterrent and provided opportunities for more crime. In addition, they showed that attitudes towards punishment changed during the 19<sup>th</sup> century so that the number of capital crimes was reduced and more use was made of punishments that could reform the criminal, for example, prison. They then went on to explain that there were moves in the 20<sup>th</sup> century further to reduce, or even end, capital punishment, and that this trend was accelerated by some controversial cases and the work of campaigners such as Sidney Silverman.

It was pleasing to see a number of answers that had a good sense of context and covered the whole period in the question rather than focussing on only the 19<sup>th</sup> or 20<sup>th</sup> century. Such answers also displayed an impressive range of specific detail, mentioning Samuel Romilly, the Enlightenment, Robert Peel, acts of parliament, the effect of the Second World War, and the liberalisation of the 1960s. These answers recognised the key role played by the government and that public opinion was only important as a factor affecting government action. Many candidates pointed out that the death penalty was initially suspended in 1965, abolished in 1969 (although it could still be used for a few crimes such as espionage and treason) and abolished completely in 1998.

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 4  Question 5

During the nineteenth and twentieth centuries there were changes on the use of the death penalty.

During ~~seventeenth and eighteenth~~ to the nineteenth centuries the use of the death penalty was frequent due to the Bloody Code, as by the 1800s made 225 crimes carry the death penalty leading to 2000 a executions a year. This consequently ~~that~~ led to executions becoming entertainment as huge crowds would form with ~~huge~~ drunken mobs and prostitution. Some factories would even close, as if the executions were a holiday. This showing that the Bloody Code was no longer a deterrent, as B. Mandeville said "it encourages where it should deter". The Bloody Code was abolished in the 1860s due to lack of law enforcement and alternatives, owners protection

of property, parliament and campaigners such as Sir Samuel Romilly who made public speeches against it as well as Sir Robert Peel. This led to the death penalty being rarely used.

The rare use of <sup>the</sup> death penalty was also due to the availability of alternatives such as prisons and transportation and various corporal punishments.

The use of the death penalty in the twentieth century changed as social attitudes changed and the introduction of a Labour government led to the liberalisation of views towards the death penalty. The notorious case of Derek Bentley, a mentally challenged boy ~~over~~ the age of 19 with the mental age of a 11 year old was executed for the murder of a policeman and burglary. Even though he didn't kill the policeman, his companion Christopher did but he only served 6 months as he was ~~under~~ 16.

As well as Timothy Evans, wrong-  
~~executed~~ fully executed for the  
murder of his wife and child  
when actually <sup>it was</sup> his neighbour  
John Christie. Finally the case of  
Ruth Ellis, the last woman  
hanged in the UK, caused <sup>controversy</sup> ~~protest~~  
as she had undergone brutal  
abuse from her boyfriend whom  
she killed in which people believed  
didn't deserve the death  
penalty. These cases contributed  
as well as campaigners such as  
Sidney Silver and Violet Van  
der Elst to the 1957 Homicide  
Act which narrowed the laws to  
five categories of murder which  
led to the death penalty. Till  
finally the 1965 Murder (Abolition of  
the Death Penalty) Act, which  
abolished the death penalty  
for a trial of 5 years due to  
the MP Sidney Silverman. In 1969  
the death penalty was abolished  
fully leading to no use of the  
death penalty.



This response achieved the full marks.

There is excellent detail on the problems of the Bloody Code and its lack of deterrent effect, which, together with the ideas of reformers, led to a decrease in the use of the death penalty and a move towards alternative punishments.

The cases of Evans, Bentley and Ellis are also linked to reformers, the context of liberalisation and the 1957 Homicide Act.

Total = 12 marks

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 4  Question 5

The death penalty was widely used in Britain for many crimes during the nineteenth century. The bloody code was used where you would be hanged for many minor crimes and it was seen by the government as a deterrent but for the public when people were hanged they would get the day off work to watch it. But then it was abolished in the nineteenth century and hangings became more private as less was happening because less people were committing crimes because of things like wars. After the 19<sup>th</sup> century no more women had been hanged and the laws were changing because many people did not like the bloody code and some were wrongly executed like Derek Bentley where on a rooftop when he was given the gun by his friend and the policeman were on the roof his friend said 'let

him have it' and then shot the policeman  
but since Derett was special needed he  
didn't know what he meant give him the  
gun or kill him and Derett was hanged  
instead of his friend who killed the policeman  
for a crime he did not commit which  
then influenced change for the  
death penalty to be abolished and it  
then was abolished in the 20th century.



### ResultsPlus

#### Examiner Comments

This answer is very descriptive and does not make clear the link between the information provided and the stated changes in the death penalty.

Total = 7 marks



### ResultsPlus

#### Examiner Tip

Make sure you explain how one thing led to another, do not just say that it did.

## Question 6

Although this was chosen by fewer candidates than Q7, examiners felt that the standard of knowledge was higher here. However, some candidates were limited to 10 marks because they did not introduce a third aspect, in addition to the stimulus bullet points.

Many candidates offered good information about the Roman system and the Anglo-Saxon system of law enforcement. Details included the principles behind the Roman Twelve Tablets, the responsibility of the victim to prosecute a criminal, the Roman system of punishments, the Anglo-Saxon use of tithings, hue and cry, the blood feud and *wergeld*. Good comparisons were made. Often, candidates suggested that the Roman system was based on hierarchy, whilst the Anglo-Saxon system was based on community and family, noting the different trial system or the new role of religion in the Anglo-Saxon system after the Synod of Whitby. Similarities were noted in the way that the Emperor or King was the supreme authority and source of law, the absence of a police force, the often physical nature of punishment that was intended to act as a deterrent, the way that Roman punishments varied according to the social status of the criminal and the nature of the crime committed, and in the varying levels of compensation in *wergeld* and *botgeld*.

There were some invalid comments arising from confusion over chronology, but also some from misunderstanding. This is a British history unit, therefore details about the Praetorian Guards or punishments in Rome were not relevant and some candidates thought that tithings and the hue and cry were used in both periods. Many candidates also seemed to think that Trial by Ordeal was a punishment or was the usual legal process rather than understanding that this was used when the normal system could not ascertain guilt or innocence. Occasionally, a Norman feature, such as Trial by Combat or the use of Church courts and sanctuary, was included but could not be credited.

The key difference between Level 2 and Level 3 answers was not the depth of knowledge but the structure of the answer. At Level 2, candidates often described the Roman system, then the Anglo-Saxon system with any comparison being made at the end. Level 3 answers were often unbalanced in the amount of detail offered but were focussed on comparison, usually adopting a thematic structure and often identifying similarities and differences separately.

Candidates should be reminded to check the focus of the question. This was not a question about change and continuity or how much changed, but about how different the two systems were. Some answers had good understanding of the differences but did not develop an argument that addressed this question. At Level 4, candidates would be expected to identify a range of similarities and differences in order to evaluate the significance of the differences. An answer that evaluates the extent of change and continuity is making a slightly different judgement.

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 6  Question 7

In Roman Britain, there was no established police force, they mostly relied on the army to enforce the law. However, they did have vigiles who acted as a night watch and Urban Cohorts who acted as riot police. The law was a very hierarchy system meaning the government and the rich had complete control. Minor crimes would have been handled by government magistrates. The rich and poor were also punished in different ways. For example the poor would probably been flogged or mutilated. The rich would have just been sent into exile. However, in Anglo-Saxon England, there was more of a sense of community. The Freeman belonged to a Tithing, a group of 10 men who were all responsible for each other. If one committed a crime, it was the others responsibility to take him to court. Failing to do so, meant that the whole Tithing would have to pay a fine. Victims of a crime or witnesses of a crime, would have to raise a hue and cry. This was a group of people, that who would aid them in finding the criminal. Each Tithing belonged to a group of ~~ten~~ one hundred. Each hundred was headed by a hundred man. The hundred men made up the juries, who would try the criminals. The Church

played a big role in law enforcement. They aided the Saxon kings in creating laws and introduced Trial by Ordeal. This was the idea that ~~God~~ God would decide a person's guilt. For example in trial by hot iron, the accused would have to hold a hot iron and walk a ~~few~~ few paces. The wound would then be bandaged. If ~~it~~ after 3 days the wound started to heal with ease, the person was innocent.



## ResultsPlus

### Examiner Comments

There is good knowledge about both the Roman and the Anglo-Saxon systems, but there is very little comparison.

Answer = 8 marks

SPaG = 2 marks

Total = 10 marks

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 6**  **Question 7**

I believe that there was moderate difference in enforcing the law between the Roman period and Anglo-Saxon period. There are, however, many who would disagree with this idea.

Some believe that there was significant change between these two time periods. In the Roman period, law was enforced through the emperor; there weren't really any other influences upon his way of enforcing the law. Government was a key role; other people didn't really have much say in what happened. Furthermore, the punishments used in the Roman period were particularly harsher than the punishments used in the Anglo-Saxon period. Public humiliation was important, and so punishments such as mutilation and flogging were used to enforce the law through fear. However, in the Anglo-Saxon period, the king was not such an influence in how laws were enforced - the Church was. Trial by Ordeal was brought into this period, as it was believed that God was the only judge, and not the government. Furthermore, more lenient punishments were used to enforce law, as opposed to the

Romans' harsh ones. For example, *botgedel* and *wergeld* were used to pay compensation to the victims of crimes. Overall, this shows significant change, because both time periods used very different methods in enforcing law and order.

On the other hand, there was also moderate change in enforcing law between these two time periods. Both the Romans and the Anglo-Saxons used deterrence as a key part of enforcing the law. For example, the Romans used harsh punishments such as crucifixion, and the Anglo-Saxons used things such as Trial by Hot Iron. However, both of these examples show difference, as crucifixion is considerably more harsh. Despite this difference, though, they were both used as a deterrent. Furthermore, both time periods show that the public had to take some kind of responsibility, though in different ways. For example, in Roman Britain, it was the victim's task to bring their own evidence against the accused. This in itself shows that even ordinary people had to take responsibility into bringing others to justice. Similarly, 'hue and cry' was used in the Anglo-Saxon period; this involved much of the community. This meant

it was up to the community to capture the criminal in order for them to be punished. However, this shows moderate difference, because only the victims of crime in the Roman period had this responsibility; the whole community bore this responsibility in the Anglo-Saxon period. Therefore, this shows moderate difference in how law was enforced, because both periods show slight similarity.

However, some may argue that there was continuity between these two time periods. In the Anglo-Saxon period, law was enforced in a very organised manner. Tithings (made up of ten men) were created to regulate enforcement; this shows organisational similarity, the Roman period also had organisation. This can be shown through the fact that they actually had laws written down, as well as actual courts. Furthermore, both periods of time didn't have a police force; so law was enforced in similar ways. Overall, this shows continuity as both time periods used organisation as a key part of enforcing law and order.

In conclusion, I believe that there was moderate difference in the ways of which law was

enforced in the Roman and Anglo-Saxon period.  
Despite this, there are people who believe there  
was significant change and even continuity.



## ResultsPlus

### Examiner Comments

There is good knowledge here and the two systems are discussed thematically, with comparisons being made.

The candidate treats this as a question on change and continuity. However, their answer identifies differences when it talks about change, and similarity when it discusses continuity.

Nevertheless, the conclusion is not directly focussed at the question, so it cannot achieve full marks.

Answer = 15 marks

SPaG = 2 marks

Total = 17 marks



## ResultsPlus

### Examiner Tip

Make sure you know what the focus of the question is - causation, comparison, change and continuity etc.

## **Question 7**

This was the more popular choice of the extended questions but it also attracted the less able candidates. Many answers were generalised and lacked historical detail. In some cases, candidates wrote about the use of technology by the police, which was not relevant.

Candidates tended to assume that it was self-evident that crimes involving cars, computers and mobile phones demonstrated the role of technology in changes in crime but many did not explain what that change was, beyond the fact that more cars or computers obviously meant an increase in those crimes. This meant that many answers were simply a list of crimes involving technology: speeding, driving without a licence, driving under the influence of alcohol or drugs, stealing cars, computer hacking, computer fraud etc. These answers remained at low Level 2. Some answers tried to link technology to everything, for example suggesting an increase in race crimes through the ability to make comments on social media - or alternatively assuming that the stimulus bullet point 'race crimes' referred to illegal car racing.

Similarly, answers that focussed on whether technology had created 'new' crimes or 'old' crimes in a new format were often descriptive with assertions that crime had or had not changed, but limited explanation. Candidates who adopted this approach and wrote about continuity in crime also tended to miss the point of the question and also tended to stray outside the question timescale of 'since 1900'.

The target of the question was causation and the role of a factor, not an evaluation of change and continuity. This question focussed on why change had happened and addressing that focus was the key to reaching Level 3. Therefore, it was appropriate to discuss new forms of theft being carried out through the computer but a discussion of new aspects of smuggling - such as drugs or people, or a discussion of continuity in murder - was not relevant.

Strong answers focussed on reasons why crime changed. They discussed the greater ease with which theft can be carried out through a computer and an interesting number discussed the use of social media for sexual abuse or grooming; cyber-bullying was also mentioned although this is not technically a crime. They also discussed car-related crimes but recognised that behaviour such as speeding or drink-driving was made possible by technology until the government criminalised it. A pleasing number discussed the changes in crime as a result of changed attitudes among the public and the government - conscientious objection, domestic violence, sexism or homophobic behaviour and racism were all covered in detail at various times, with specific examples such as the Stephen Lawrence case being mentioned. Those answers that did consider changed attitudes as an alternative reason for changes in crime were often high Level 3 or Level 4.

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 6  Question 7

I do agree as the use of new technology has led to the increase of crime since 1900. Crimes such as drink driving have increased with more people using the roads since 1900. Other crimes such as bullying have increased as the use of computers ~~is~~ has become more common since the early 1950's. Other crimes such as ~~theft~~ identity theft have increased with the introduction of credit cards and bank accounts since the 1900's. Also crimes such as fraud and money laundering have increased with more people using 'electronic banking'. ~~It~~ ~~has~~ Additionally computer crime ~~has~~ has increased dramatically since the introduction of household computers. This has become apparent as people have access to more computers and can also easily access the Internet. However, some ~~of~~ crimes have stayed the same such as Rape, arson, murder and theft. These are all still

major problems in today's society as the introduction of new technology has not influenced them. Also, crimes such as racism and ~~discrimination~~ discrimination are still large issues in today's society. ~~The~~ crimes such as smuggling are still occurring today. However this type of crime although it still exists, the goods now smuggled into the country are goods such as <sup>early</sup> drugs and tobacco. Unlike the 19<sup>th</sup> and 20<sup>th</sup> century when most products smuggled in were tea and sugar.\* Another crime like this is terrorism. Unlike before the ~~19<sup>th</sup>~~ 20<sup>th</sup> century ~~the~~ <sup>when</sup> terrorists used gunpowder they now use electronic, and engineered devices to destroy modern buildings such as the twin towers in ~~the~~ the 21<sup>st</sup> century. Overall I think that crimes have developed since the introduction of new technology although some crimes are excluded from this.

\* However, this type of crime has been reduced ~~at~~ because of the introduction of new technology in airports such as electronic scanners.



**ResultsPlus**

**Examiner Comments**

This answer offers examples of the link between technology and changes in crime but then it strays from the question when it talks about crimes that have not changed.

The question concerns the reasons why there are changes in crime and whether technology is the main reason; it does not ask how much change there is.

Answer = 10 marks

SPaG = 2 marks

Total = 12 marks



**ResultsPlus**

**Examiner Tip**

Read the question carefully and try re-phrasing it to make sure that you have understood its focus. This question could have been rephrased as: 'Why did crime change? Was technology the main reason?'

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 6  Question 7

~~I disagree as most crimes have just adapted to the new technology, whereas~~

I would say that technology is an influence on crimes changing but there has also been new crimes (which haven't changed), <sup>that has been</sup> due to attitude changes.

Drink driving hasn't <sup>caused</sup> changed because a change in crime due to technology. Drink driving is a new crime brought in due to technology - motor vehicles. It hasn't caused crimes to change as previously you couldn't be arrested for drinking and riding a horse ~~but~~ so instead of changing crime it has introduced new crimes. It has however changed crime because now you can take someone with your car "hit and run" which essentially has changed the crime murder ~~and~~ to adapt to the technology of cars so although cars have changed brought in new crimes like "drink driving" and other new crimes like speeding it has also changed crimes like murder so it makes the statement partially true.

Race crimes, however, are not as a result of new technology. ~~but~~ Race crimes have been made as a new crime due to changing attitudes towards racism due to influential people standing up for their rights. Britain is now a multicultural and more accepting country than ever before. We signed the Human Rights Act so now everyone has the right to be treated equally and fairly. By discriminating against a race is now illegal ~~because~~ <sup>because</sup> of attitudes not because of technology, so although technology has changed crimes and introduced ones of its own - it doesn't impact race crime being a new crime and changing our perception of crime.

Technology like computers has changed crimes in some ways like trap door sites in changing the way fraud / theft is committed. It has made theft ~~adapt~~ <sup>change</sup> as it takes a site so you put your details in and then they can access your bank account. This is an example of why technology has changed a crime ~~in~~ since 1900's ~~but~~ which agrees with the statement. On the other hand computers ~~has~~ and cameras have brought in new crimes like it's illegal to have explicit contact of young children - previously it was

illegal for child rape but now even owning explicit images is a new crime so technology has also created new crimes - rather than changing them.

Rape within marriage is now a crime that never was before - this is due to changing attitudes towards men's dominance over women. Just because you're married it used to be acceptable to force sex onto your wife as she's "given herself to you". Now we realise it's wrong - either way for rape of men or women in marriage - this hasn't been influenced by technology in changing crime it's simply change in attitudes.

Overall technology has changed crimes like fraud and murder to (hit and run) but as well as having introduced new crimes like drink driving, hit and run and child exploitation. But it's not however the main reason just one of the reasons as change in attitudes has changed the crimes drastically like race crimes and rape within marriage. Can disagree I partly agree with the statement as it has changed crime but isn't the main reason as changing attitudes has been a big influence too.



**ResultsPlus**  
**Examiner Comments**

This answer recognises the focus of the question and looks at technology and changing attitudes as reasons for changes in crime.

The conclusion is not well developed because the candidate does not explain why technology is not the main reason for change.

Answer = 14 marks

SPaG = 3 marks

Total = 17 marks

# Paper Summary

## Spelling, punctuation and grammar.

A number of examiners commented on the problems caused by poor handwriting, and sometimes the writing was not even on the lines in the answer booklet. Quite apart from affecting the SPaG mark, if letters and punctuation cannot be identified, poor handwriting causes the examiner to lose the flow of an argument. This is becoming a serious problem at all levels – if the writing is difficult to read an examiner will not be able to understand a badly-expressed answer.

Examiners also commented on the frequent failure to use capital letters for names.

There are several difficult words in this specification but candidates should be able to spell key names, and words such as vagabonds, capital punishment, trial, and tithing, especially when they were included in the question.

Punctuation was often basic, only commas and full stops; apostrophes were regularly missing or misused.

Candidates should appreciate that the use of paragraphs not only contributes to SPaG marks but also help to make an argument more structured. Far too many answers consisted of one extended paragraph.

There was little use of 'textspeak' but the use of 'would of' and 'he done' is still fairly common.

Interestingly, there were signs that candidates made an attempt to improve their SPaG on Q6 and Q7, with trial spellings, corrections and reminders clearly visible at the start of some answers.

## Conclusion

Generally, candidates responded well to the new format of the question paper. Where marks were lost, it was often as a result of ongoing problems highlighted in previous sessions – confused chronology and failure to analyse and respond to the specific question – rather than a problem associated with the changed examination paper.

However, although there were relatively few blank answers, a large proportion of them were on Q3, which should have been familiar to candidates if they had looked at past Unit 3 examinations. In the extended answers it was pleasing to see additional knowledge being brought in by many candidates.

As always, examiners commented on the truly impressive standard produced by a number of candidates – such answers are a pleasure to read.

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

- Check the command term in the question and plan an answer responding directly to the focus of the question, not just the topic or the factor identified in the question
- Use the mark allocation and available space as a guide to how much detail should be included
- Do not waste time and paper by writing an introduction that describes the source(s) involved or which restates the question
- Make sure that you write about the correct timescale in the question
- Identify the target concept – is the question about causation, change and continuity, consequences, comparison, significance, evaluating the extent of change etc. Each of these requires a different approach and whilst the same material may be relevant, it should be deployed in a different way

- Include supporting detail and explain how it supports the comment you are making
- The stimulus bullet points will usually guide you towards two different sides of the issue or the full range of the timescale
- The conclusion should evaluate the strength of the evidence on each side and explain how a judgement has been reached

## **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>

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