

Examiners' Report
June 2016

GCSE History 5HB01 1B

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Introduction

It was clear that teachers and candidates had taken notes of comments made in the 2015 report regarding the strengthened specification and the revised format of the paper. In both Question (Q)1 and Q3 there was good use of additional contextual knowledge, which is required at the higher levels of the mark scheme.

In many cases, there was also good knowledge of the topics in the questions. Candidates seemed to understand that presenting information is characteristic of a Level 2 answer and that to move to Level 3, answers must show why that information is relevant to this specific question. It might also help more candidates to achieve this if they identify the target concept and check whether the question is about causation, change, continuity, consequences etc. Each of these requires a different approach, and relevant material needs to be deployed in a different way. Nevertheless, it was pleasing to see how many students were attempting to do this even if sometimes it was simply through an assertion that 'this shows why ...'.

In Q4 and Q5, candidates were expected to analyse and it was enough to explain a range of cause/effects/aspects of change etc; however, the 16-mark questions always ask for evaluation. Here again, many candidates had clearly been well prepared and adopted a structure of: evidence supporting the statement in the question, evidence challenging it, conclusion. This was a valid approach for Level 3 but for Level 4 there must be more than simply a summary of the two sides of the issue and the decision that the statement was 'somewhat' true. At Level 4, there should be a sense of evaluation, showing which evidence carries most weight. Ideally, this will create a sense of argument running throughout the answer and the best answers usually have plans, which show that the argument was thought through before writing began.

Most candidates also understood the need for depth and breadth in the extended answers. While it was not essential to use the two stimulus points that were given, it was expected that a good answer would cover three aspects or more, in order to show breadth of coverage. It was also helpful to have these three aspects clearly delineated and where candidates did not structure their answer in paragraphs, examiners may have found it difficult to confirm that three aspects had been covered.

Chronology remains a central issue on this paper. Since it is a study in development, questions will often cover a specific timescale and candidates must be able to recognise the relevant periods. The most frequent difficulty was failing to differentiate between the nineteenth century and dates in the 1900s, but candidates also needed to know the period covered by terms such as the Middle Ages/medieval period, the Renaissance/sixteenth and seventeenth centuries etc. Candidates needed to be able to place key people, events and developments into the correct context and avoid anachronisms. Knowing the approximate dates of a period was also important when analysing change and continuity: the gap between the Roman period and the Renaissance is over 1,000 years, and there are 400 years from the end of the Middle Ages to the nineteenth century.

Linked to this was the issue that candidates noticed key terms indicating the topic, but did not analyse the question properly. Terms such as 'during the years', 'since 1900', or 'in the nineteenth century', gave a clear timescale for their answer and material outside these dates was unlikely to be rewarded highly.

As noted last year, candidates using additional paper for Q1 rarely benefitted from doing so. Usually, taking extra paper on Q1 was counter-productive: the additional material simply consisted of detail about the individual sources or repeated points already made. Indeed, some of the best answers were concise, while in some lengthy answers, the focus was lost or the analytical point being made lost impact because it was overwhelmed by detail. The corollary to this was that candidates often found it difficult to finish the final question, which carried one-third of the total marks available.

Handwriting is becoming an issue of major concern. While examiners work hard to decipher poor handwriting, it destroys the flow of an extended answer and can also affect the marks awarded for spelling, punctuation and grammar (SPaG).

Question 1

There was a marked increase in the use of own knowledge to explain the changes illustrated by Sources A and B. This meant that far more answers reached Level 3 or could be awarded higher marks in Level 2, instead of being restricted to four marks. However, some candidates treated this as an open-ended question on change between the dates of the two sources. The question says 'What do Sources A and B show about changes ...?' and therefore comments about change and the use of own knowledge must be linked to details in the sources. Some very good answers, which explained change between the dates of the two sources yet with no reference to details in the sources, remained at Level 1. Alternatively, answers that treated the sources separately could not achieve marks beyond Level 1, even if they included a lot of additional detail, because the focus of the question is 'change'. Another problem was when the focus on change was left implicit, with Source A discussed and then Source B and the use of words like 'more' or 'different' were the only indication that there was a change between the two sources. Other answers focussed on one aspect of Source A and a different aspect of Source B, making it difficult to identify what change had occurred.

It should also be noted that identifying a difference between the two sources is not the same as inferring and explaining a change. This was not a question about whether or not change did occur and therefore answers about continuity scored no marks.

Good practice is to identify in the first sentence the change that has occurred and then to develop the explanation based on the sources and the use of additional knowledge. This would avoid the problem where the answer has a lengthy description of each source and only addresses the focus on change at the end. For Level 3, the explanation should focus on the nature or extent of change and additional detail might be provided to show how or why the change occurred, or to illustrate the change in nature or the extent of the change. It should be noted that it is not enough to state 'a huge change occurred' to access Level 3 – details from the sources and own knowledge must be provided to show that the change was huge.

A key point in this question was that it asked about changes in the punishment of young offenders. Although most answers identified a change in the severity of the punishment based on the sources, this was usually stated quite simply with little analysis of the nature or extent of change, and little focus on the specific issue of young offenders.

There were relatively few Level 1 answers but those candidates tended to offer opinions about the punishment, rather than discuss change. The majority of answers were marked at Level 2. However, candidates often did not add relevant own knowledge, and therefore many could not achieve more than four marks. Where they did provide additional detail, candidates tended to offer generalised comments about changes in the purpose of punishment and some details of nineteenth century reforms. Candidates seemed less confident about Source A – despite this being the context of the Bloody Code – than about Source B, which they could link to the work of Howard, Fry and prison reform. Even so, very few candidates linked these details to changes in attitude towards young offenders and consequently access to Level 3 was limited. Some answers went beyond Source B to talk about later developments in the treatment of young offenders but these comments were not relevant here.

The best answers could explain that there was a major change in the nature and purpose of punishment. This was shown in the move away from severe physical, public punishment used as retribution and deterrence, to an emphasis on reform, which had led to separate institutions for young offenders, with education seen as the key to reform and rehabilitation, so that they did not offend again.

1 What do Sources A and B show about changes in the treatment of young offenders?

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

(8)

Source A shows is that the treatment of young offenders within the 1600's. was very severe and harsh. The offender within source A was convicted of arson and "he was sentenced to be hanged". The young boy however was only 8. Source B in comparison is an image of a boys' prison in 1906. The children are not seemingly being treated harshly, they are being educated. From our knowledge I know that the main purpose of boys' (child prisons) was to reform and educate the children sent there.

The main change within the treatment of young offenders has been massive. The punishment itself appears a lot less harsh and the aim of punishment has developed from deterrence to reformation and education.



ResultsPlus
Examiner Comments

This answer gains full marks. It uses the sources to identify a change in the nature of punishment and then uses own knowledge to develop the explanation.

8 marks



ResultsPlus
Examiner Tip

Do not waste time describing the sources: identify the change at the start of your answer and then use detail to develop that point.

1 What do Sources A and B show about changes in the treatment of young offenders?

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

(8)

Firstly, source A shows that punishment for young offenders was very harsh. "he was sentenced to be hanged". The death penalty was applied to everyone unlike in the 20th century - the death penalty could be applied only to adults.

Source B shows young offenders in Borstal Prison. This shows that in the 20th century, instead of using the death penalty, young offenders were gaining education and being reformed. This shows a change in the treatment of young offenders as the punishments for them have become less violent than in the 17th century.

From my own knowledge I know that now, young offenders can study for GCSEs, A levels and even degrees in prison. This shows a huge change in the treatment of young offenders.



ResultsPlus
Examiner Comments

This answer gains 6 marks. The only change identified here is that punishment became less violent. There is own knowledge, but it is used to develop points from the individual sources, rather than to develop the nature or extent of change.

6 marks



ResultsPlus
Examiner Tip

Keep focussed on change: do not only write about the sources individually.

Question 2

The topics named in Q2 are taken directly from the specification, so candidates should be confident in writing about them and should be able to identify at least two key features or aspects and provide supporting details. The question asked about key features (plural) and therefore candidates should be aware that one key point, however well developed, can score only a maximum of five marks.

The topic of witches was overwhelmingly more popular but also less well done than that of the Tolpuddle Martyrs. This was because the question asked about the attitudes of the authorities, whereas most candidates simply described the treatment of witches (often with errors, such as the use of the ducking stool). Answers that explained why accusations of witchcraft were made did consider attitudes but focussed on the attitudes of the general public, rather than the attitudes of the authorities. The frequency of generalised description was disappointing because previous reports have emphasised the need for precise knowledge of this topic, for example distinguishing between unofficial tests for witchcraft and official punishment, or knowing that witches were hanged, not burned.

Where candidates did focus on the attitudes of authorities, they usually explained about the attitudes demonstrated in the laws passed against witchcraft during the Tudor period, James I's *Daemonologie* and the work of the self-styled Witchfinder-General, Matthew Hopkins. In some cases, the attitude of the Church, or specifically the Puritan sect, was also discussed.

Far fewer answers were about the Tolpuddle Martyrs but these were far more likely to achieve full marks. The attitudes of the local authorities were usually identified in the decision to prosecute the 'crime' of swearing a secret oath, and the attitude of the government and fear of revolution was also discussed as a reason for the harsh punishment.

2 The boxes below show two groups of people.

Choose **one** and describe the attitudes of the authorities towards them.

(6)

Women accused of witchcraft during the sixteenth and seventeenth centuries

The Tolpuddle Martyrs, 1834

Authorities were harsh against cases of witchcraft due to the patriarchal nature of society. Women were seen as inferior and therefore more likely to succumb to the temptation of the devil much like Eve and original sin. This resulted in governments outlawing witchcraft in the 16th century after pressure from people such as James Ist and his book 'daemonologie', leading to a witch craze of which people used to accuse their opposition in religion, economics,

(class), or political views. An example of harsh treatment is Matthew Hopkins, the witchfinder general, who toured the country in the 17th century looking to accuse women and punish them by hanging or even burning. ~~He~~ ~~was~~ later transpired to be a fraud, but ~~he~~ in his prime he displayed the harsh attitudes felt by society towards these witches in times of economic hardship, superstition, civil war and religious reformation.



ResultsPlus
Examiner Comments

There is good detail here, with a clear focus on the attitudes of the authorities. This answer gained full marks.

6 marks



ResultsPlus
Examiner Tip

Make sure that you check the question carefully—many answers did not score highly because they were about general attitudes towards witches and did not focus on the attitudes of the authorities.

2 The boxes below show two groups of people.

Choose **one** and describe the attitudes of the authorities towards them.

(6)

Women accused of witchcraft during the sixteenth and seventeenth centuries

The Tolpuddle Martyrs, 1834

The Tolpuddle Martyrs in 1834 were a group of farmers who wished to be part of a trade union to protect their rights as workers. The government took a very hard line to them, taking them to court about breaking laws which should have actually only applied to the navy. This demonstrates that the authorities saw the Tolpuddle Martyrs as a threat and would go to any means to

get rid of them. This was because the Government feared a revolution similar to the French ones. The Martyrs were transported for their crimes, ~~and~~ after facing a biased jury which shows that the authorities did not want to risk them walking free, emphasising their fear of what the Tolpuddle Martyrs could do and ~~demonstrated~~ ~~might~~ also to use them as a deterrent to anybody else who wanted to try the same thing. ✱



ResultsPlus

Examiner Comments

There is good detail here with a clear focus on the attitudes of the authorities. This answer gained full marks.

6 marks



ResultsPlus

Examiner Tip

Check partway through your answer to make sure that you are staying focussed on the question.

Question 3

In 2015 most candidates could make valid comments about the value of a source based on its content but they rarely took into consideration whether or not the value of this information was affected by considerations of reliability. It was disappointing to see that this trend has continued in 2016, meaning that relatively few candidates achieved Level 3. However, this year, more candidates have been able to access the upper marks in Level 2 because they have brought in the use of additional contextual knowledge.

Level 1 answers, where candidates assume that a source's usefulness (or reliability) depends simply on its nature, date or the amount/clarity of detail, were few. Comments at this level are generalised and could apply to any similar source: it is from the time, so it is reliable; it is an extract/summary and we do not know who wrote it, so it is unreliable; it was written to inform people, so it is reliable.

The majority of answers were in Level 2. At the bottom of Level 2, the source content was described, with the implicit assumption that it is useful to have this information because it is relevant. Such answers said that it was helpful to know the sort of crimes committed and the punishments in use. Better answers developed the explanation of why this information was helpful. They showed that inferences could be drawn from the content about the hierarchical nature of Roman society, because the compensation paid for an injury to a slave was less than the compensation for an injury to a freeman.

Many of these comments were developed further by the use of own knowledge, for example an explanation of other punishments or providing other examples of punishment depending on status, for example the unequal treatment of women or the fact that a noble could avoid the death penalty by choosing to go into exile. Other answers challenged the impression created by the absence of any mention of violent crimes and gave further examples of both crimes and punishments. However, describing the content and then stating 'I know this is true' does not count as the use of own knowledge.

Some candidates, prompted by the details of compensation, drifted into a discussion of wergild and botgeld.

It should also be noted that a general list of what is not mentioned in the source is unlikely to be rewarded, unless there is an explanation of how that information would help the historian to answer the specific enquiry in the question. Therefore, answers that stated merely that the source did not say what the punishment was if compensation was not paid, or stated that the source did not include the punishment for arson, robbery, or murder, did not gain additional marks for the use of own knowledge. Similarly, little weight was placed on comments that dismissed the source because it was 'only a summary', or because the other tables were not mentioned. A discussion of Roman law and order was not relevant here, when the focus was on the value of the source as evidence.

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, with 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
- no explanation of how this affects the source's 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. Alternatively, the fact that the author's name was not given was seen as a limitation, without any explanation of how reliability would have been increased if the name had been given.

A number of candidates also used a checklist approach here, writing a comment about the nature, origin, and purpose of the source but presenting these as statements that were undeveloped and not applied to show how they affected the source's utility.

Better answers could focus on the nature and purpose/intended audience of the source, considering whether it was a private or public source, if it was intended to influence other people, or whether the circumstances distorted the source content in any way. A number of candidates noted that this was an objective, legal document. They suggested this was useful evidence of the centralised and uniform system of Roman law and order, because these laws were displayed in towns throughout the empire. Others suggested the source was useful evidence of Roman aims and policies, but offered no evidence as to whether the Romans managed to impose these laws.

It is understandable that schools will try to help students structure their answer and many acronyms were visible but these were not always appropriate or candidates could not apply them properly.

Too many comments consisted of statements such as 'The source is from the time so it is reliable but it is not reliable because we don't know who produced it'. Consideration of a source's provenance and reliability does not have to be negative. While the source content may not be complete, an objective presentation or the purpose to inform people about a situation may provide added weight to that content.

The best answers considered the usefulness of the content, but modified the judgement about usefulness through a consideration of reliability or whether the source can be treated as representative of the period. However, this nuanced evaluation has to be based on an exploration of the strengths and limitations of different aspects of the source's reliability and utility. For example, answers consisting of a paragraph asserting the source's usefulness or reliability, then a paragraph asserting it is not useful or it is unreliable, followed by the conclusion that it is 'partially useful', or 'useful to a certain extent', is not an evaluation.

In some cases, excellent answers were limited to four marks because they did not include additional own knowledge.

Source C: From the Roman 'Twelve Tables'. This summary of laws was used throughout the Roman Empire.

If someone has injured someone else and does not offer compensation, let him be punished.

If he has broken a bone of a freeman, let him pay a penalty of three hundred coins.

If he has broken the bone of a slave, let him pay one hundred and fifty coins.

If he has insulted someone, the penalty shall be twenty-five coins.

3 How useful is this document to a historian who is investigating Roman crime and punishment?

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

(8)

Source C is quite useful to a historian investigating Roman crime and punishment because it is quite accurate. It shows the fines for minor crimes such as "insulted someone" you pay "twenty-

five coins". From my own knowledge I know this is accurate as in Roman society fines was one punishment used for minor crimes. Moreover, in the source I can also see how injuring a "freeman" is "three hundred coins" fine, whilst injuring a "slave" is only "one hundred and fifty coins", half that of a freeman. This shows the inequality of Roman society and from my own knowledge I know Roman society was hierarchical and slaves were at the bottom. For example, if a slave committed petty theft he would be executed, whereas a freeman may only be whipped or ~~be~~ mutilated. Therefore, this source is quite useful, ^{for a historian} as it is quite accurate. However, it is not fully accurate because it is incomplete. The source only refers to the punishments for minor crime such as injuries or having "insulted someone" as fines. Whereas from my own knowledge I know there were many other forms of crime in Roman Britain and much harsher punishments. For example, being a Christian could mean you would be crucified and have molten lead poured down your throat, or if you killed your father you could be tied into a bag of snakes and thrown into a lake. Therefore, this

Source is not completely useful to a historian as it's incomplete. But, the source is still quite useful as it is reliable. The ~~the~~ nature of the source (The "Twelve Tables" of Rome), ^{in written format} from my own knowledge, knew was used to inform Romans of the laws and so in turn ~~was~~ ^{would} be reliable as it was not exaggerated its sole purpose was to inform. Also, the origin of the source from the Roman period, means it is a primary source so will be more reliable. Moreover, as it is written down, it is more likely to be exact and as a simple informative document, ^(Total for Question 3 = 8 marks) it is reliable. ^{so, overall,} the source is quite useful as although incomplete it is accurate and reliable.



ResultsPlus

Examiner Comments

This answer:

- shows the value of the source content for the historian
- adds own knowledge
- suggests that the nature and purpose of the source make it reliable

It achieves full marks.

8 marks



ResultsPlus

Examiner Tip

Remember that the historian has to consider not only how he can use the information in a source, but also how much 'weight' he can place on it.

Source C: From the Roman 'Twelve Tables'. This summary of laws was used throughout the Roman Empire.

If someone has injured someone else and does not offer compensation, let him be punished.

If he has broken a bone of a freeman, let him pay a penalty of three hundred coins.

If he has broken the bone of a slave, let him pay one hundred and fifty coins.

If he has insulted someone, the penalty shall be twenty-five coins.

3 How useful is this document to a historian who is investigating Roman crime and punishment?

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

(8)

Source C is very useful to a historian to show the attitudes towards the different levels of society and how they were punished differently, such as slave's bones being broken = 150 coins but a free man = 300 coins. ~~HA~~ From my revision I know that Roman society was hierarchical, so men ~~and~~ were at the top and should be respected by women, slaves and children who were below them.

It is also useful as it shows how compensation was a main part of Roman punishment, as every statement mentions giving money. From my own knowledge, I know this is accurate as many

punishments were ~~used for carrying~~ compensation ones, such as selling underweight bread and stealing goods.

However, this is not always useful as it does not give a historian a wider set of punishments other than compensation, such as how slaves were crucified if ran away or tried to kill their master, or how mutilation was also used for slaves too. This would be needed for it to be more useful.

Also, the only crime stated is injury or insults, which does not give an overall impression of more types of crime and how they were punished, such as how arson and trying to kill overthrow the emperor was punishable by death.



ResultsPlus
Examiner Comments

This answer has good comments about the source content and also uses own knowledge but it does not consider reliability or how much weight the historian can place on this evidence. Therefore, it gains 6 marks but could not get into Level 3.

6 marks



ResultsPlus
Examiner Tip

Make sure you include some comments about whether or not the historian can accept this information at face value.

Question 4

The question asked about the influence of religion on law enforcement during the Anglo-Saxon and Norman periods. Candidates generally showed good knowledge about Trial by Ordeal and there were therefore very few Level 1 answers. However, some answers were descriptive and focussed only on Trial by Ordeal, so they stayed in Level 2. For Level 3, the religious aspects needed to be explained:

- Trials were usually held in or near a church and were conducted by a priest
- They were held to determine guilt when the normal process had failed
- God was expected to indicate guilt or innocence (and the guilty would then be punished)

A number of candidates appeared to be very confused about Trial by Consecrated Bread. They often assumed this was an easy trial, which simply consisted of eating something. Candidates did not appreciate that consecrated bread is holy, and a priest could be assumed to expect God's intervention, with the result that this trial would have even more significance than other forms of Trial by Ordeal.

Another area of confusion was Benefit of the Clergy. Candidates had a clear understanding of how the 'neck verse' came to be abused but often asserted that applicants were expected to learn and recite the passage from the Bible and that it was a way to avoid punishment. Candidates did not seem to appreciate that in an age of illiteracy, the ability to read the Bible was seen as a way to identify clerics – who would then be tried and punished in a church court.

However, sanctuary seemed to be well understood (although the terms 'sanctuary' and 'Benefit of Clergy' were often confused). Many candidates explained that anyone claiming sanctuary had 40 days to confess and repent, before going into exile.

There was also mention of the:

- Synod of Whitby and conversion to Christianity
- influence of the Church on the decline in the use of the death penalty
- role of church courts in monitoring moral issues.

It was pleasing to see how many answers went beyond the stimulus material and also the ways that different aspects of religion's influence were identified in supporting royal authority, the framing of laws, trial procedure and punishments, and also the respect for religion showed by the use of sanctuary and the separate trial courts and punishment applied to the clergy.

This question was slightly less popular than Q5 but examiners felt that more of these answers reached Level 3.

Religion heavily influenced ideas about law enforcement in Anglo Saxon and Norman England. This is mainly due to the fact that the ruling monarch was seen as 'chosen by God', and often looked upon as a holy figure. This meant that any laws that he passed weren't questioned by the society because it was the 'chosen one' who passed the laws. I also know from my own knowledge that almost everyone in Britain was religious in ~~these time~~ ^{these time}

periods, meaning that religion was always going to play a big part in law enforcement in Britain.

Another way in which religion influenced ideas about law enforcement in Anglo-Saxon and Norman England is the idea of trial by ordeal. These trials were used to determine whether or not someone accused of a ^{crime} ~~crime~~ was guilty. One of the ~~an~~ examples of trial by ordeal, is the trial by hot iron. This trial was where the person accused would have to hold a burning hot iron, and walk a few paces. The effect of the iron would obviously scald the hand of the person accused. To prove whether they were guilty or not, they would have to let it rest for a few days, and if it had healed up by the end, then it was believed that God had healed them because they were innocent. If it was still unhealed, they then it was believed that God didn't heal them, as they were guilty. The idea that all of these trials were determined by God shows how heavily religion influenced ideas about law enforcement.



ResultsPlus

Examiner Comments

This answer has good details on two aspects of the role of religion but it is descriptive and does not develop an explanation of religion's role.

7 marks



ResultsPlus

Examiner Tip

Read the question carefully—explaining the 'role' of religion is more than just showing there were links between religion and crime and punishment.

Religion had a large impact on ~~the~~ law enforcement throughout the Saxon and Norman period, Trial by Ordeal being one aspect. This was used as a trial when the jury could not decide if the accused was innocent, so they left their fate with God through these trials. They consisted of trial by hot water, hot iron, cold water and consecrated bread, meaning there was a trial for everybody. The use of these trials means that there is no real evidence to convict the accused with, only the decision of God, proving that the ~~religion~~ church and religion had a big impact on the law and order system. ~~They~~ ~~tried~~ Both the Saxons and Normans trusted these trials as they were continued through both eras, the Normans adding ~~the~~ trial by combat, showing that their trust in God and religion was strong enough to use in their law systems.

Another way religion impacted the law and order system was the Benefit of the Clergy, an accused would recite

a passage from the Bible in order to prove ~~their literacy~~ they're literate along with the fact that God understands them. This worked relatively well as many people couldn't read at this time, however this was mainly used by priests who were literate. Even though many could read, the passage was ~~always~~ always the same so many learnt it before hand in order to escape punishment. In that way, the voice and power of God had been taken, almost like they had cheated him, meaning that perhaps religion wasn't the influence at all, it may just be a way for more people to escape conviction and avoid punishment.

Sanctuary was used for outlaws to escape judgement when they refused to turn up to trial. They would be often housed in a church or cathedral which would keep them safe for 40 days and 40 nights before they would either leave and go to court or be exiled. ~~This~~ This supports my previous point of people using religion to escape punishment because they could easily use sanctuary to avoid their fate completely and start a new life in

the place they are exiled to. However, this does also show how much of an impact the church had on law enforcement as they could use their power to overrule the law. ~~and~~



ResultsPlus

Examiner Comments

This answer has good focus on the question and good coverage—it achieves full marks.

12 marks



ResultsPlus

Examiner Tip

Make sure that you include three separate aspects and develop each of them.

Question 5

The hue and cry and also the tithing system were well-known examples of law enforcement during the Middle Ages. Most candidates could describe them accurately, and many also commented on the way that this system relied on local, collective responsibility. A number of candidates could provide additional details about the role of the unpaid village constable, the town watch, Charlies and thief-takers. However, most answers went straight to the Bow Street Runners and also Peel's creation of the Metropolitan Police.

There was good subject knowledge here, but the focus on change was often left implicit. The Bow Street Runners and the police force were described as new, but there was little discussion of what made them different from the medieval system of law enforcement. When answers identified the change from a local, collective responsibility to a professional, government-funded, organised, national force, they moved into Level 3.

Other answers explained that the medieval system did not work in industrialised towns and showed that a new system was needed. This was because the community-based approach was no longer effective, and therefore a professional force with a wider jurisdiction was needed. Some answers showed how the work of the police expanded, and that law enforcement had shifted from a reactive attempt to catch a criminal, to detection and also crime prevention, by the late nineteenth century. In some cases, the explanation of the medieval system led into a discussion of how effective it was but, since the focus of this question was change, this was only relevant if a comparison was made about the effectiveness of later systems.

Some answers went beyond the timescale of the question and contained material about modern law enforcement that could not be credited, and some candidates were confused about the Bow Street Runners. Nevertheless, examiners felt that this question was generally well answered.

Between the middle ages and modern industrialised ~~best~~ ages, Britain has undergone many dramatic changes in the enforcement of law with responsibility falling upon the community, the ~~king~~ ^{monarch} and the later established authority of police force.

In the ~~Medieval~~ ~~then~~ Middle ages, Britain saw the continuous usage of a community style law enforcement in which, ~~to~~ ~~the~~ Tithings consisting of hundreds of men within counties would use the community effort to alert people of an ~~prisoner~~ offender and then pursue them as a group. This was effective as in the small, close, ~~an~~ unindustrialised, local community people were familiar with their town/village and all of its inhabitants. This meant ~~catching~~ ^{& effective} identifying and catching criminals was an easy way of enforcing law. This continued into the 18th century under the name of "posse communitas".

However the hue and cry broke down in effectiveness when Britain was industrialised. Large population of exponentially growing cities was a great issue for England as 'new faces' appeared and communities weren't

as close as before.

~~The ^{Monarch} king had influence on law enforcement as he controlled ~~the~~ the Army and had Law making abilities. An example of this is the idea of 'the Murr' used in middle ages which protected the area around peop~~

By the time Britain had industrialised a new method of law enforcement was needed. ~~A~~ ^{The} 'watch' developed consisting of elderly people who would watch out for suspicious activity in cities and alert authority ~~of~~ such as soldiers in action needed to be taken. They were largely ineffective as many were old with poor eyesight, paranoid and unable to act fast on witnessing crime. This shows that a greater establishment of authority and rule was necessary to control the streets of Britain ~~as~~ as cities grew. They were also unpaid & unorganised

The ~~first~~ Fielding Brothers developed the first known police force labelled the Bow Street Runners which would act as law enforcers and crime preventers in the 19th century as focus drifted away from punishment and towards prevention as this would result in less collateral damage to society and

less prisoners. ~~there~~ Although they were effective in fighting some crime they were limited for a number of reasons: they only operated in London, they were not government funded and therefore less organised, they did ~~not~~ ~~not~~ have the resources to organise mounted patrols, response time was often too long and criminals would escape on foot or by horse. However it was in 1829 that Robert Peel passed the Metropolitan act as the Home secretary introducing the first established, government funded police force that wore uniforms and had latest arms technology. This change in idea of policing shows how focus of law enforcement shifted from post-crime punishment (i.e. bloody code) shifted as a ~~state~~ deterrent to pre-crime prevention.



ResultsPlus

Examiner Comments

This answer shows the changing nature of law enforcement, from a community-based system to the development of professional groups.

11 marks



ResultsPlus

Examiner Tip

If you are asked about change, be explicit about what change has happened: do not just talk about the situation before and after, leaving the examiner to work out what has changed.

Between the periods 1350 - 1900, law enforcement undertook large changes. Such as the abolition of the bloody code, introduction of the metropolitan police, and reforming prisons.

In 1862, the bloody code was abolished after being used for many centuries. It was abolished due to unfair killings that had happened because of it, the Derek Bentley case had a big influence on the abolition of the bloody code, as it was controversial because he had learning disabilities. This shows how changing society influenced the change in law enforcement between 1350 - 1900.

In the 14th century, hue and cry was still used (shouting when you see a crime). However, Sir Robert Peel ~~passed the Gaols Act~~ who created a police force, who patrolled the streets for crime (starting in the 1800's). This shows how law enforcement developed and changed between 1350 - 1900's, as in the earlier periods, crime was ~~not~~

left to be reported by the local community, however in the 1800's, law enforcement became more of a priority and was taken more seriously (people were paid to enforce law).

In the 1800's, the Fielding Brothers asked parliament to allow them to form Bow Street Runners, who patrolled the streets in order to catch crimes being done. This shows how law enforcement between 1350-1900 changed, as it was a priority to catch criminals, so law enforcement was more effective.

During the 19th century, ~~and~~ the use of prisons grew. As before that, prisons were used mainly to hold & accused criminals awaiting their trial, however their popularity grew ~~as~~ as a form of retribution, as this was becoming more popular as a form of law enforcement. This shows how law enforcement changed between 1350-1900.

~~Over~~ Overall, Law Enforcement changed rather drastically between 1350-1900, as

it was influenced by changing society views
and effectivity of the law enforcement.



ResultsPlus
Examiner Comments

This answer offers a range of valid information (although the reference to Bentley is outside the timeframe of the question).

However, it does not make clear what change has occurred. It is therefore Level 2.

7 marks



ResultsPlus
Examiner Tip

Make sure that you check the timeframe of the question.

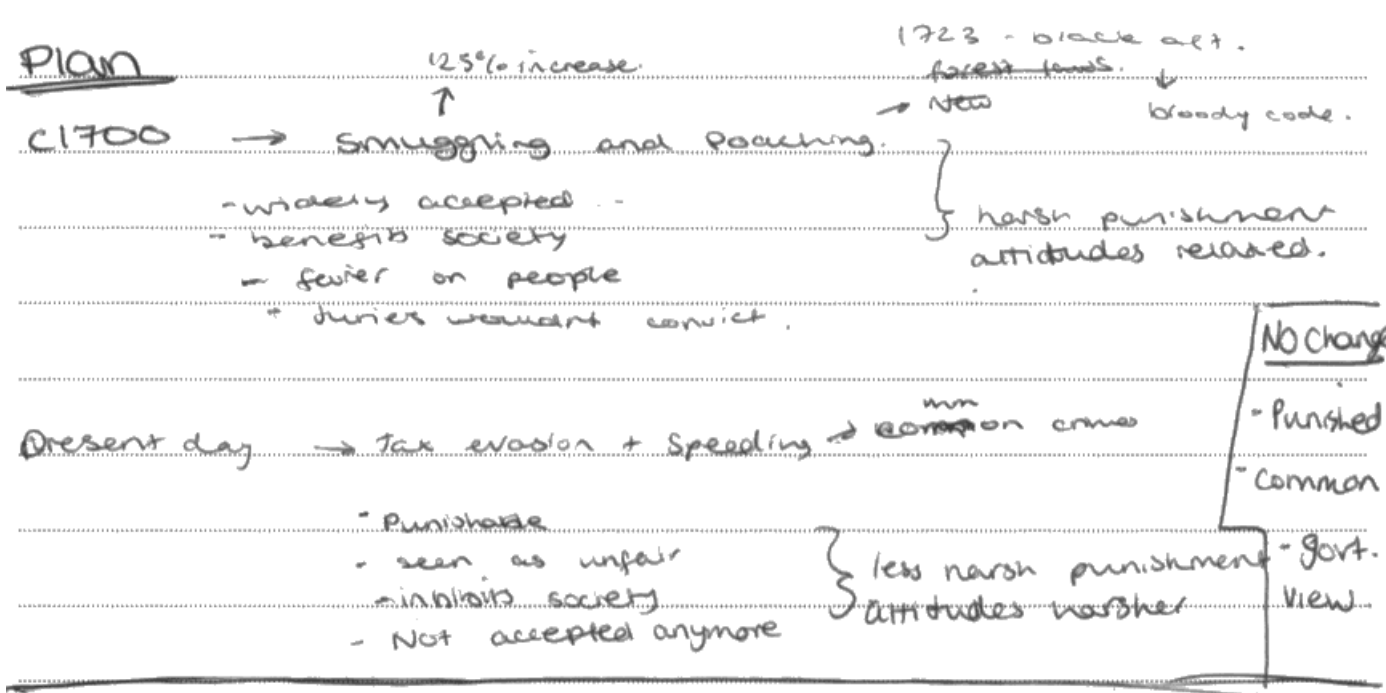
Question 6

This question was less popular than Q7. Answers usually began well because most candidates understood that during the period 1750-1900, smuggling was illegal and yet many ordinary people did not regard it as a crime. They could explain why ordinary people and even vicars and JPs were willing to break the law and buy smuggled goods. They could also explain that modern smuggling is less well received, because people disapprove of smuggled goods such as drugs, weapons or people smuggling. Therefore, many candidates were able to explain how attitudes towards the crime of smuggling changed, which allowed them to reach Level 3.

However, some candidates had difficulty in finding other examples of social crimes. Some wrote about poaching and could make good comments about poaching during the eighteenth century. They explained that it was a combination of trespass and theft, usually carried out because of poverty, and they could also show how the attitudes of the poor clashed with those of rich landowners. Few candidates seemed to be aware of modern examples of poaching but some answers drew a comparison with modern fox hunting, which is illegal, and yet many people do not regard it as a crime. Candidates also talked about highway robbery, which was seen as a serious crime by the authorities but not by the poorer classes of society, because highwaymen only robbed the rich.

The specification lists tax evasion and drug taking as modern examples of social crimes. A number of candidates described public condemnation of tax evasion through offshore investments and by multi-national companies, pointing out that taxes were needed to fund the NHS, education, transport etc, while others talked about the poll tax protests. Relatively few answers talked about attitudes towards drug taking. Some candidates offered examples of modern crimes that were not examples of social crime: car theft, computer fraud, sexism and racism are all new crimes. In some cases, they have become crimes because of changes in attitude but that does not make them social crimes, because they are not seen as socially acceptable.

Many answers described the crimes, especially smuggling, rather than focussing on attitudes and therefore stayed at Level 2, yet there was still a sizeable number that reached Level 3 for their discussion of changes in attitudes towards smuggling. However, since this question focussed on the nature or extent of change in attitudes towards social crimes, candidates found it difficult to progress beyond Level 3 if they could not identify other valid examples of social crimes. Nevertheless, there were some excellent answers, with a clear focus on changes in attitude, sometimes differentiating between the attitudes of the authorities and popular attitudes.



Attitudes to social crimes have changed between 1700 and present day, along with punishments. The key change has been the view ~~to~~ of society on ^{social} ~~crimes~~ crimes, during ~~these~~ ~~to~~ this time.

During the 1700s social crimes became more obvious with a key crime being smuggling. The tax in the ~~17th~~ 1700 ~~was~~ on products such as tea and tobacco was vastly increased by 125%. This caused a rise in smuggling across ~~the~~ Britain. Smuggling became a social crime, ~~at that~~ ^{involved} ~~with~~ violence, high status members and a harsh punishment. The violent nature of gangs such as the Hawkhurst gang in Hampshire who attacked Customs officers led to smuggling being punished by death under the bloody code. It was a widely accepted crime as it was seen as helping the community.

In the same way Poaching was seen as benefiting the community. As more restrictions of ~~on~~ land ~~earn~~ Britain were introduced after the Norman Forest laws, ~~poaching~~ poaching increased as it was a way to earn money and eat. The 1723 Black act made anyone accused or ~~the~~ believed to be poaching punishable by death. This was an attempt to deter people from poaching but as ~~so~~ ^{many} jury ~~would~~ ^{allowed} members would not convict, ~~the~~ poachers were ~~able~~ ^{allowed} to go free.

Social crimes in the earlier time periods were

dealt with harshly under the influence of the Bloody Code however attitudes towards them were lenient as they were seen to benefit society and many thought they were because of unfair restrictions, ^{taxes} and laws and laws. This means in 1700 social crimes were widely accepted and attitudes were more lenient towards them.

In comparison to this social crimes of the present day are seen in a worse light. Social crimes are still common with the most obvious being ~~speed~~ speeding. However they are now seen as a disadvantage to society with many ~~calling~~ calling for ~~harsher~~ stricter laws on them. After the improvement of technology more people were able to speed, meaning an increase in this crime.

Tax evasion also increased over ~~this~~ time with high ~~or~~ status members being punished for it e.g. 2016 politicians being found avoiding tax. ^{Tax} evasion is now seen as a ~~harsher~~ harsher crime as people deem it unfair on society. A change from 1700 where social crimes benefitted ~~for~~ people, because of this social crimes are not widely unaccepted among society.

On the other hand there has been no change in the fact social crimes are still punished even if the punishment is no longer capital. There

are also still the most common crimes seen in society and therefore can still be ^{difficult} harder to punish. Finally there has been no change in the ^{attitudes to} Governments ~~perception~~ of social crimes with the focus being how to limit their affects.

There has definitely been more changes in the attitudes to social crimes ~~there is~~ than there is not however the key change is how they are seen by society. In the C1700 they were seen as a ^{beneficial} benefit and therefore ^{accepted} accepting where as in present day they are seen to inhibit society & ~~be~~ meaning a far harsher view on ~~so~~ social ~~crimes~~ crimes and ~~the~~ the impacts ~~it~~ linked to them.



ResultsPlus Examiner Comments

There is a clear focus, here, on changes in attitudes towards these crimes and also a nice distinction that the attitudes of the authorities changed very little, whereas the attitudes of the general public changed more.

Question - 15

SPaG good - 3

18 marks



ResultsPlus Examiner Tip

Many of the best answers have a plan, because this helps to keep the answer focussed on the question.

* Social crimes are crimes that are illegal but not as ~~bad~~ serious as crimes such as murder and have changed throughout the time // .
Some may say attitudes to smuggling have changed as during the 1700's it was at a small scale but now is ~~at~~ a multi million pound industry meaning it is happening more. People are now smuggling much more dangerous things than before such as guns (weapons) and harmful drugs. Therefore attitudes towards social crimes have changed and are more negative.

Others may have a more positive attitude towards smuggling as during the 1700's smuggling was not frowned upon but smugglers were known as heroes. People didn't think that what they were doing was wrong or illegal. People who lived near the coast often helped them and hid them from officials showing their optimistic views. Most people were happy as they were ^{getting} receiving things that were not available such as alcohol and cigarettes as they didn't have to pay taxes. However in both times authorities attitudes towards smuggling have always been negative especially as amount of tax payed decreases and

the things smuggled are often illegal.

Prostitution is also another crime. ^{Present attitudes} ~~Recent~~ attitudes towards prostitution are negative and frowned upon as people believe that there are other options (jobs) than prostitution and the government helps people a lot financially. Some believe these women are lazy and wrong. However child prostitution has always been considered wrong so there is no change in attitudes for child prostitution.

During the 1700's prostitution ~~was~~ ^{by} females was considered a major sin in Christianity so was against the law and punished by death. However some may say the men are hypocritical as they are the ones who use and force the women to prostitution through unemployment and no money, then punish them.

~~trafficking~~

People trafficking is also another crime which shares negative views in both time periods. When it first started it was known as the white slave trade as women, men and children were brought in large numbers from other countries and used for prostitution or forced labour. Attitudes to this by many people have always been wrong and immoral. However traders then and now would have positive

attitudes to this as they are getting ~~free~~ free labour and 100% profit. So attitudes from the public have always remained negative to trafficking and positive from the ~~traders~~ traders.

Identity theft and Tax evasion may be considered a new crime by many people. However it has been an old crime. Even during the 1700s people would pretend to be someone else and use that identity to steal money. However attitudes have changed in now as it is more easier and quicker to carry out and get away with Tax evasion and identity theft due to advanced technology. Information available on the internet (facebook) and complex DNA equipment make it easier to impersonate someone and steal their money. Some hackers have become so intelligent that they can erase any traces of their activity. Hacking due to computers may be considered a new crime but others may say people have always stole information from others whether it's from a computer or written records.

In conclusion I believe attitudes towards social crimes have changed through some aspects such as improved technology leading to hacking and ease in crimes such as identity theft. Attitudes towards smuggling could have changed and become more negative as people are smuggling more dangerous weapons and drugs. However attitudes towards people trafficking have generally remained the same saying it's wrong. Overall I believe that social crimes attitudes towards social have changed as due to technology and advanced means of travel and science it has become more easier.



ResultsPlus Examiner Comments

This response has a very good discussion of changing attitudes towards smuggling and prostitution but tax evasion is not properly explained and the other examples discussed are not social crimes.

Question - 10

SPaG good - 3 marks

13 marks



ResultsPlus Examiner Tip

When the question asks 'how far' or 'to what extent' you need to discuss both sides of the issue and then weigh them up, to see which side seems the stronger.

Question 7

This question was far more popular than Q6.

There were few Level 1 answers because the case of Derek Bentley was well known. Many candidates wrote in detail about the ending of the death penalty and this often formed the bulk of the answer at Level 2, usually describing the cases of Evans, Bentley and Ellis. At Level 3, this could be linked to a shift from punishment and deterrence, to reform and rehabilitation and some answers also included earlier moves to restrict the use of the death penalty.

Candidates also wrote about the use of community service to allow criminals to make restitution – although some appeared to think this was used for serious, as well as minor, crimes. Other examples of changes in punishment included the use of electronic tagging and Anti-Social Behaviour Orders (ASBOs). Relatively few candidates discussed the development of open prisons or of parole, but some discussed other changes in the use of prison, for example how education and drug programmes in prison were intended to help rehabilitate prisoners.

At Level 2, the answer simply described the ending of the death penalty or the introduction of a new punishment, but many candidates were confident in explaining the nature of changes in punishment and were able to access Level 3. However, candidates were much stronger on change than on continuity and this kept many knowledgeable answers in Level 3, rather than Level 4. Where continuity was discussed, it was usually in the role of prisons or the use of fines as a minor punishment. Since the focus of the question was an evaluation of continuity and change, candidates needed to weigh examples of change against examples of continuity, in order to assess the nature, or extent of change, and thus to reach Level 4.

Problems of chronology meant that some candidates did not recognise the timescale of c1900 onwards, and they included details from the nineteenth century such as Fry and prison reform, the ending of transportation and the abolition of public execution. In many cases, these answers developed their comments into the twentieth century but it is essential that candidates are familiar with all the conventions of indicating timescale. Some comments could not receive any credit, for example answers about the use of capital punishment outside this country, or where candidates offered their views on the morality or effectiveness of various punishments. Some candidates also tried to use the material from Q1 and wrote about the creation of Borstals, which ignored the question focus on the punishment of adults, while others wrote about changes in crime.

In this essay, I am going to evaluate how much ~~has~~ the punishments of adults changed during the period of C.1900 to the present day.

First off, the use of the death penalty has dramatically decreased, this is because of all the injustices, that people complained about.

From my own knowledge I know that people protested because of the innocent hanging of Derek Bentley, who was hung in 1957,

he had a mental age of 11 and didn't kill anyone, this upset many people. ~~and~~ The case of Ruth Ellis, who was the last woman hung in 1964, she tried to escape her violent husband, but no-one listened to her story, this shows social injustice. These cases made people upset and the death penalty went down.

The change is community service. This is a deterrence, so people who committed minor crimes can reform and do something good for the community, so they can pay back for the community about committed crimes & apologise.

This method is better because it's fair and people are learning. This changed people's attitudes about punishments, and people are forgiving them and it makes people more aware than killing them off.

In conclusion, the punishments of adults changed during the period 1940s to present day because people are seeing the light & are trying to change and it's giving them a second chance rather than killing them.

It's making the community better & referring
past criminals, so it changed a lot.



ResultsPlus

Examiner Comments

This answer makes valid points about the death penalty and community service but it is descriptive, with little explanation of change.

Question - 7

SPaG reasonable - 2

9 marks



ResultsPlus

Examiner Tip

Make sure that you explain the nature or extent of the change that has occurred: do not say only that there was a change.

The punishment of adults has changed quite a lot since 1900. Reasons include the death penalty, community service, prisons and probation.

Firstly, the reduced use of the death penalty has changed the punishment of adults.

The death penalty was abolished in 1969, ~~it~~ this was due to changing attitudes towards punishment.

In 1953, Derek Bentley, a 19 year old man with the mental capacity of a 10 year old, was wrongly executed. He

was killed for shooting a police officer, when it was in fact his 16 year old friend, who

didn't receive the death penalty because he was a minor. There were protests

because of this injustice and in 1969 the government abolished capital punishment.

This change showed that punishment was ~~being~~ going to be more about reforming criminals, not just retribution.

A second change since 1900 is community service. This changed the punishment of adults a lot. Community service is when convicts are released back into society, but are made to do manual labour for the community, like cleaning ~~grass~~ graffiti, painting walls and

picking up rubbish. This was introduced to encourage criminals to reform and prove themselves worthy to re enter society as a changed person. It ~~was~~^{is} also used as a deterrent ~~to~~ to potential offenders. This shows again that punishment of adults has changed from being purely about retribution to being about reforming people and getting them back into society.

Thirdly, the use of prisons has changed punishment of adults. Prisons have been used a lot since 1900. Although they are not used now ~~for hard labour~~ to make people do hard labour in them, it is now used as an environment where people ^{reflect on} ~~repeat~~ what they have done, prisoners can get jobs in prison and it prepares them to be released into the world at the end of their sentences. This shows that punishment since 1900 has changed to reform people and give them second chances in the world.

Paper Summary

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

Spelling, punctuation and grammar

The SPaG marks will be reduced if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of') and casual language ('chucked') — this is not appropriate in an examination
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaG mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered
- Poor handwriting: this is causing an increasing number of problems and exacerbates the difficulty in understanding a badly-expressed answer

General Points to note

- Confusion over chronology is the main difficulty for candidates
- High-level answers are characterised by a focus on the specific question being asked, and the use of precise detail
- Well-prepared candidates demonstrate excellent knowledge being deployed to support thoughtful analysis and evaluation
- Examiners noted that there were many candidates who displayed impressive knowledge deployed in well-structured answers that were a joy to mark.

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
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