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Examiners' Report
June 2011

GCSE History 5HB01 1B

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Introduction

A total of 6825 candidates sat this paper. Examiners saw much that was impressive and the overall feeling was that candidates had found the paper accessible and that it offered them the chance to show what they knew, with relatively few answers left blank. This report highlights both strengths and weaknesses of the responses seen with the aim of providing feedback to teachers and helping them to prepare students for future examinations.

Candidates were clearly comfortable with the format of the new examination paper and generally seemed confident about the material covered. They should be aware of the key themes of the nature of crimes, the nature of punishment and law enforcement, and the influence of attitudes and they should also realise that the questions on the extension studies can call on material from the core, and that within the extension unit part a and part b are not linked.

Question 1

Most students recognised the change in the crimes committed as a result of identity theft commenting on the increased opportunities of modern identity theft or the importance of technology which meant that now identity theft does not need to be committed in person. They were therefore able to reach level 2. However, the quality of support they offered varied a great deal. Some students made explicit references to each source and also made comments explicitly identifying the nature of the change that had occurred; these cases obviously deserved the full 4 marks. Other answers were clearly based on the sources but made no reference to them or the explanation of change was vague. Some students simply said the sources showed differences in the crimes being committed or juxtaposed comments about each source with the only indication of change being the use of words such as 'whereas' or 'however' and these were restricted to Level 1. Some candidates also tried to develop this into a question about how much change had occurred and whether Source B showed new ways to commit an 'old' crime. This is a valid approach but they tended to write far too much for 4 marks and to bring in additional detail from their own knowledge; They should remember that question 1 always has a simple focus on identifying change based on using 2 sources in conjunction and comments identifying continuity have little relevance here. Answers deserving the full marks do not need to be long. Candidates who took extra sheets of paper here rarely changed their mark – either they had gained the full 4 marks within the allotted 12 lines, or their answer failed to address the question and additional detail and comment did not raise the quality of the answer. They should be reminded that this answer is based entirely on the sources and there are no marks available for additional own knowledge. Consequently, the inclusion of explanations or additional information does not gain marks but does waste time and can affect performance in later questions. Similarly, there is also little point in describing the sources or making inferences from the individual sources. The question is about using the 2 sources in combination to make an inference about change over time. The best answers began with an inference about change and then supported it by a reference to each source, rather than describing each source and only making the inference about change at the end.

1 What can you learn from Sources A and B about changes in crime using a false identity?

Explain your answer, using these sources.

(4)
Both source A and B show that there hasn't actually been a large change in some aspects - source A showing how David Davis pretended to be Charles Lloyd which is the same as the pie chart in source B showing the large amounts of theft through false identity also. Both were used to claim money, however source B shows the change in technology also changed the crime. For example, credit card theft was a large proportion in the 21st century, 60%, so it

shows how 'the' development of that as well as telephones created more ~~of the~~ opportunities for different thefts. Overall, the basic idea is the same in both sources, but source B shows how the development of technology develops opportunity for more crime with false identity.

(Total for Question 1 = 4 marks)



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Examiner Comments

This uses details from each source to identify the change in identity theft, showing how technology has created a broader range of opportunities for crime.

1 What can you learn from Sources A and B about changes in crime using a false identity?

Explain your answer, using these sources.

(4)

~~Back in 1695 it was alot easier to do, only having to write a statement then BAM you get your loan, but in the 21st century it's alot ~~easier~~ harder to do, but more ways to do so~~

From the sources you can learn that back in 1695 it was more simple to commit a crime using a false identity, unlike now there's many ways you can do it and could be harder to do so, instead of just forging a note



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Examiner Comments

The answer suggests a change and is clearly based on the sources but does not make explicit reference to them.

Question 2

Peel and the creation of the Metropolitan police was a more popular choice than the Fielding brothers but answers on both options had a tendency to be descriptive of what happened rather than why it was important and there were fewer answers than expected which were a clear Level 3. Many answers explained that the appearance of the police was deliberately unlike that of the army or explained why they were often unpopular at first but could not relate this to their importance. Other answers recognised the importance of the Bow Street Runners as the first organised body to try to deal with crime and the Metropolitan police force as the first professional police force but they lacked specific details to support their comments.

There were sometimes comments about the problems in the use of constables, night watchmen, thief takers etc which could be used to show the importance of this innovation but comments about the hue and cry were not really relevant to eighteenth century London. In many cases this was a result of insecure understanding of chronology but it is also possible to emphasise change at the expense of continuity when teaching, and therefore the seventeenth and eighteenth centuries can be glossed over too quickly.

Comments aiming to show the significance of the police by looking at the consequences tended to focus on late 20th century developments such as the use of DNA as a way of showing the importance of Peel's work. Better answers could show that crime lessened as a result of the presence of the Bow Street Runners / Metropolitan police and that there was now an opportunity to catch criminals after the crime had been committed rather than relying on chance to catch them in the act.

Candidates often stated that the Bow Street Runners acted as an inspiration for Peel's police force or that Peel's police force was so successful that it was expanded on a nationwide basis but offered very limited supporting detail, while answers on Peel sometimes became sidetracked into his work on prison reform and the reduction of the death penalty.

2 The boxes below show developments in policing.

Choose **one** and explain its importance.

John & Henry 1754-horse 1822 home secretary. (9)

The Fielding brothers and the creation of the Bow Street Runners.

Robert Peel and the creation of the Metropolitan police force.

The Fielding Brothers, John and Henry, were ~~was~~ a huge development in the early creation of policing. John and Henry were Magistrates of Bow Street in London, they both felt a need for a reduction in crime and a police-like force. They introduced the Bow Street runners, these were men to patrol the streets and keep peace. However they had gained a reputation for being old, poorly paid and drunk. John introduced

horse patrolling in 1754, The Bow Street Horse Patrol, ~~however~~ these were introduced to prevent highway crime and deter highway men. However problems arose, there simply wasn't enough of either the Bow Street Runners or the Bow Street Horse Patrol. The Bow Street runners didn't patrol the streets so they didn't actually prevent crime, it wasn't until the 'mounted' that people actually saw either of them patrolling.

Another drastic change which ~~the~~ The Fielding Brothers were responsible for was the link between crime and media, they published the Hue and Cry newspaper which informed the public of the criminal activities in the society they live in.

Overall the Fielding Brothers ~~to~~ provided a huge contribution towards the development of policing by creating the first few police-like figures, in different methods, on foot and on horse back. It wasn't until 1829 when Robert Peel introduced the Metropolitan Police force in London to replace the 'Bow Street Runners', that there was an actual effective Police Force.



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Examiner Comments

This answer has good detail about the work of the Fielding brothers and shows both the significance of the Bow St Runners as creating a precedent and some of the limitations of that group.

2 The boxes below show developments in policing.

Choose **one** and explain its importance.

(9)

The Fielding brothers and the creation of the Bow Street Runners.

Robert Peel and the creation of the Metropolitan police force.

Robert Peel played a very important role in the development of policing. He created the first ~~English~~^{Metropolitan} police force which operated in London.

Robert Peel was home secretary which played a huge role because he was able to bring about changes in government. ~~But~~ Before Peel there had been no real police force mainly because the government could not afford to pay for one. ~~With~~ With the increase of wealth the government had through various things such as taxing Peel was able to set up the Metropolitan police which were vital at the time because the majority of criminals were not being caught.

However when Robert Peels metropolitan police were introduced they were not very popular with general public because many people believed they were an invasion of their personal privacy. ~~On~~ Because of this the public did not

cooperate with his police force which made it even harder to catch the criminals. On top of this the criminals would have cookeries that they were able to escape into which made it even more difficult for the police to catch them.

It was a very hard job being in the police at the time because you had to walk great distances everyday and have everyone treating you unfairly. The pay was very poor which meant many of the men had to have two jobs. All of these things led to many of the men in the police force turning to drunkards.



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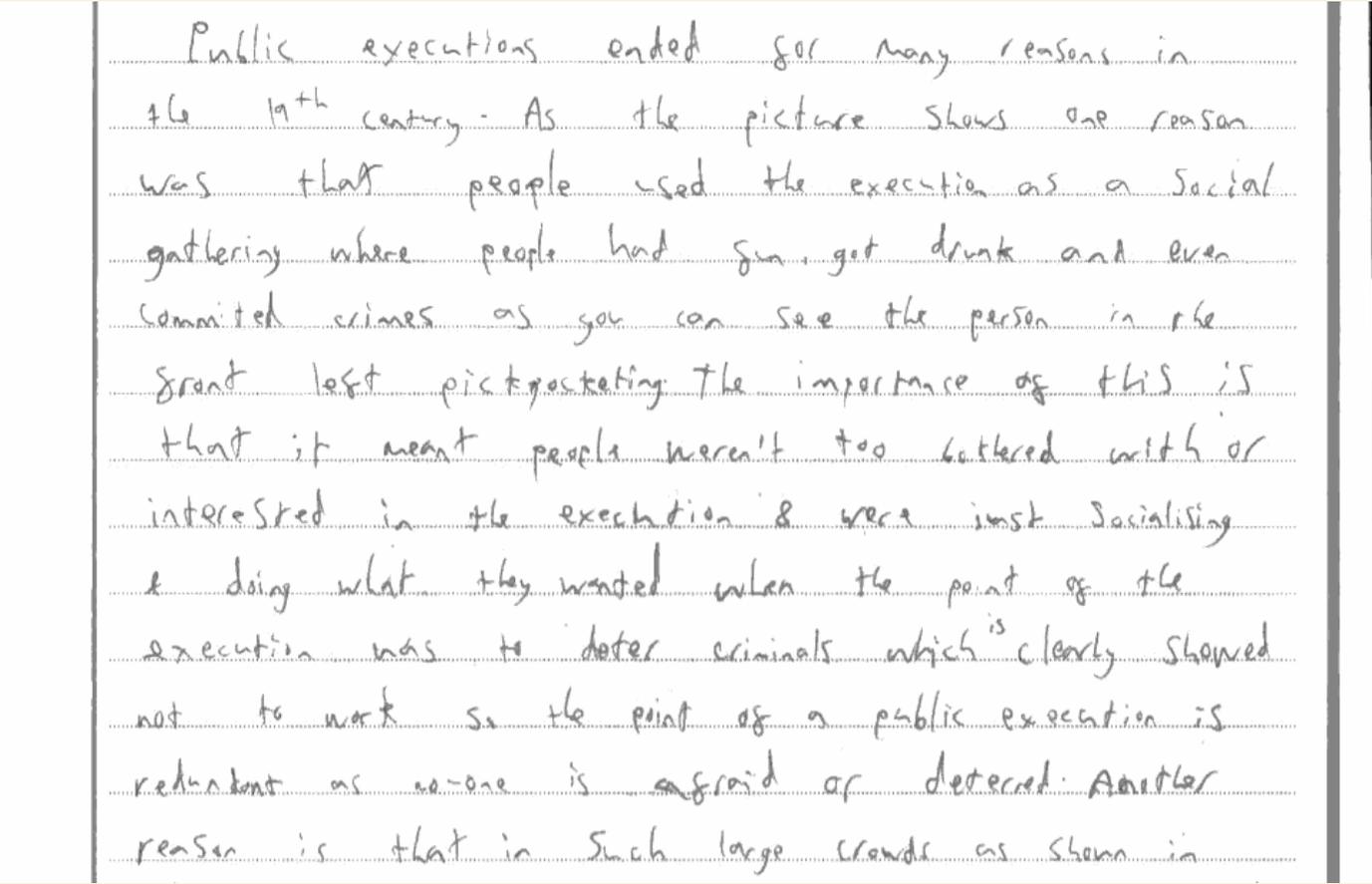
Examiner Comments

There are some points here which are similar to the previous answer but they are not supported with accurate detail and the overall answer tends to be about the Metropolitan police force and not clearly focused on the importance of its creation.

Question 3

This was the more popular choice between question 3 and 4 and candidates seemed very confident in answering this question. Most of them could explain the problems associated with public execution very clearly and they were also familiar with the picture used as stimulus material. As well as the increased risk of petty crime and public disorder, the answers showed a good grasp of the fact that the spectacle of public execution was not acting as a deterrent and thus did not fulfil its function. Other points made often referred to changing attitudes which led to an increased respect for human dignity and therefore execution shifted to being done in private - the influence of Charles Dickens was often cited here. However, some candidates drifted into an explanation of their own views on execution, explaining it was inhumane.

Comments about changing attitudes towards execution in general, the ending of the Bloody Code, the use of alternative punishments such as prison or transportation, or the shift towards reform and rehabilitation as the purpose of punishment, could not access the higher marks since they missed the emphasis in the question. Some answers also included comments about the government's fear of revolution since the French Revolution had 'recently' happened. Unfortunately, answers about the ending of capital punishment, often based on the cases of Timothy Evans, Derek Bentley and Ruth Ellis, rarely contained rewardable material. These problems highlight the 2 issues which often cause knowledgeable students to fail to do themselves justice: a faulty grasp of chronology and a failure to analyse the question.



Public executions ended for many reasons in the 19th century. As the picture shows one reason was that people used the execution as a social gathering where people had fun, got drunk and even committed crimes as you can see the person in the front left pickpocketing. The importance of this is that it meant people weren't too bothered with or interested in the execution & were just socialising & doing what they wanted when the point of the execution was to deter criminals which is clearly showed not to work so the point of a public execution is redundant as no-one is afraid or deterred. Another reason is that in such large crowds as shown in

the scene the public cannot be properly contained
by the few guards around the field & as a
result is ~~many~~ ^{many people try} to free the prisoners or
there is a mass riot then the guards & soldiers
will not be able to control the situation resulting in



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Examiner Comments

This answer discusses 2 key reasons why public executions ended – the failure of the punishment to be an effective deterrent and the possibility of disorder at the execution.

Question 4

Many students had clearly engaged well with the topic of the Gunpowder Plot and they wrote well informed answers about the aims and details of the plot, the capture of the plotters, problems with the evidence, and the details of the execution. The majority could also explain why treason was treated so seriously. However, fewer candidates could place this in the context of sixteenth / seventeenth century attitudes to authority, often assuming that parliament was the key organ of government, although the idea of treason being also a crime against God was well understood. There were also few that could explain the need for a harsh punishment because of the instability of the monarchy or because the king had such limited ways of enforcing order and obedience, although the basic idea of deterrence was usually explained. A small number of answers took the alternative route into Level 3 and explained how each step in the process of execution was meant to highlight the shocking and abhorrent nature of the crime.

There was some confusion over who was which religion and also a surprising number of statements that asserted the severity of the punishment was due to fear of revolution 'like the one that had just happened in France'.

There were many reasons why the gunpowder plotters were punished so ~~fairly~~ severely. The first reason why was that treason was considered a very high profile crime because of the fact it was against the one man that people were meant to respect and obey. ~~Also the~~ If they let it go then some of the other minority groups at the ^{time} (the gunpowder plotters were catholic) may have seen that the punishment was so weak that it was worth a try at getting rid of the monarch who they thought had no right to be there. Another reason was that a crime directly against the king was also considered a crime against God because the view was that the king was picked by god so if you tried to get rid of the king you were defying god. Another reason was to do with crime

prevention. The king knew that people would flood to the public execution of these men and would gain from seeing the suffering the men were going through to

deterred by it. It drew huge crowds, as shown in the drawing of the scene in 1606 and the king had hoped that anyone else who was harboring treasonous thoughts that day would have gone back to their groups or gangs or whatever and spread what had happened and this would have stopped any future treasonous acts.

Another reason why the punishment was so severe was that the king ~~had~~ ~~not~~ did not have the support of all of his subjects and this meant that he was very afraid of being poisoned. Many people thought that the monarch ~~was~~ ~~too~~ was too weak to rule the country. This is why they had to punish treason severely because if you have a strong government and the public are on your side there is no need to worry but the government at the time was weak so it needed to protect itself by putting out greater deterrent for traitorous activity.



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The student shows a good understanding that the nature of treason demands a severe punishment but also shows an understanding of the context of the Gunpowder Plot and James' insecurity.

Question 5

5a: This choice of question was far less popular than question 6. While many answers were not clearly focused on Roman Britain, a range of examples of Roman punishments were described by most candidates and a pleasing number structured their answer to show that punishment was affected by the nature of the crime or the criminal's wealth and social status. Examples were given of different punishments for nobles, men, women, soldiers and slaves. Although 'fairness' is a relevant theme in this question, some candidates included too much of their own opinion and not enough factual detail or historical analysis. Other mistakes included an answer based on explaining crimes rather than punishment or an answer which incorrectly used examples from later periods.

5b: Most students could elaborate on the bullet points and many discussed the significance of the introduction of forest laws as an aspect of increasing royal control. The introduction of Trial by Combat was used as an example of change brought in by the Normans or as an example of continuity where the Normans adapted existing customs, with the best candidates going on to point out that the Normans abolished all forms of Trial by Ordeal later but weaker candidates simply described Trial by Combat and often stated that Trial by Ordeal was a punishment. In the same way, those with good knowledge of wergild could discuss the significance of the changes made by William. A few candidates also offered additional points from the own knowledge, most commonly the introduction of the murdrum fine, changes made to the legal and judicial system and the growing power of the Church – these answers were usually very high scoring as they could weigh up the significance of different changes in order to reach a judgement on which was the most important change introduced by the Normans.

Examiners noted that the majority of answers were on the Level 2 / Level 3 borderline and that there were some very knowledgeable candidates who simply described changes and failed to assess their importance. The difference between Level 2 and Level 3 answers was not in the amount of detail they provided but in the structure of the answer – time spent planning and creating an argument was rarely wasted, and candidates who then provided a conclusion which assessed the different aspect, often moved into Level 4. A problem that was noted in both part a and part b was confusion of different time periods. Answers in part a about the Saxons and Normans could not be credited while answers in part b about the Romans also scored 0.

(a) Punishments of Roman Britain ~~primarily~~ were ~~at~~ very dependant on the social status of the criminal, ~~at~~ the punishments show a trend ~~between~~ the which suggests that the poorer the criminal the ~~more~~ harsher the punishment. Nobles were able to get away with murder effectively as they were given the opportunity of exile however a lower class citizen would have been murdered executed for the same punishment. A key example of harsh punishments ~~is~~ given to lower class citizens is shown through how ~~solider~~ slaves were treated, if a slave tried or succeeded ~~in~~ murdering their owner they, and the rest of the slaves in the household

would be executed, more specifically crucified. This ~~shows~~ type of punishment suggests that the Romans intent, when punishing was to keep social order and hierarchy.

There is also a trend with harshness of punishment and the affect ~~it had~~ the crime had on the Empire. Crimes such as Arson, murder and treason were all punishable by death whereas ~~theft~~ and other petty crimes ~~were~~ ^{would} mostly ~~punished by~~ mostly result in a fine. The Romans were intent at keeping their empire glorious and therefore Arson was taken very seriously as it could ~~also~~ effectively have damaged the whole empire. Punishments were tailored to keep authorities strong in conclusion and an example

((a) continued) of this is the use of legionaries, which meant that the 1 in 10 of soldiers in the same platoon as a soldier were killed, this punishment would have asserted the Empire's authority of the soldiers. In conclusion it seems as though ~~the~~ the punishments in Roman Britain were tailored to keep the empire strong and ~~assert~~ ^{to} ~~assert~~ social ~~status~~ ~~assert~~ authority over the people.



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This answer discusses Roman punishments, showing how they varied according to the social status of the criminal and the severity of the crime.

(b) I agree with the statement ~~to a extent~~ as the Normans made little change to law and order throughout their reign. ~~By~~ Mostly law was kept the same and punishments the same ~~except for a few exceptions~~ although more laws were added and punishments became harsher.

As the statement suggests, the Normans did ~~have~~ make new crimes by introducing new laws for example the Forest laws, which changed the farming section of society completely. Law was very similar to what it had been before and this is ~~a~~ most likely a cause of William wanting to show respect for the old Kings. Another important change to law was the fact that wergild and fines were now to be paid to the King and not the victim, however ~~there is not~~ this would not promote much change to law and order. New crimes, however would mean that law and order would be changed as punishments and methods of catching these criminals would have to be thought about.

The Normans made few changes such as the introduction of Trial by Combat which saw ~~to~~ the victim and the accused fight with the winner being the truthful person. However this would not have posed much change either as ~~it would just~~ ~~show~~ trial by ordeal was still present also and Trial by combat followed almost the same principles.

The abolition of the Wergild was a main change that the Normans did bring in and it was one of importance.

((b) continued) It changed the way of punishment used and therefore promoted ~~no~~ change however the introduction of new crimes was still a bigger threat as it showed ~~the~~ was the crimes which would lead to the punishment. If new crimes hadn't been introduced the wergild may not have been abolished. Punishments did become harsher however and this had a direct impact on the ~~or~~ crime rate of the period along with other factors. ~~The~~ Punishments scared criminals and the amount of murder lessened during the Norman period, William was a strong leader and ~~no one dared go against~~ little dared go against his law, which helped the Normans consolidate their power. The effect the Harsher punishments had directly on crime rate suggests that it was a big change however without the new crimes being in place the punishments may not have been invented and therefore I would say that ~~the~~ new crimes being created was the most important change ~~the~~ to English law and order ~~as it~~ as it changed peoples lives, for example the forest laws meant that farmers fell upon hard times.



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There is a good sense of evaluation here, both of the extent of change in individual examples, such as Trial by Combat and wergild, and of the relative importance of the changes to the existing system compared to the introduction of new changes.

(b) I agree that the creation of new crimes was the most important change to English civil law and order made by the Normans.

New laws were made by the Normans to protect the interests of wealthy people and landowners. The Normans created 'forest law' which was inspired by the increasing levels of poaching on land. This new law stated that you could not hunt for animals on private property. By introducing this law, the number of poachers decreased, but it also protected the interests of the land owners and the king who enjoyed hunting himself.

The Normans abolished the wergild. The wergild was a Saxon punishment whereby you a person would have to pay a fine for causing any physical harm to another person. For example, knocking out someone's eye would be a 50 shilling fine. Because crimes had changed and crimes such as causing physical harm were not a big issue any more, the wergild was abolished.

Royal courts were introduced by the king to deal with serious crimes such as murder. A Royal Judge would travel around the country visiting towns twice a year to hear cases ~~with~~ such as murder etc which were considered to be the most serious.

For lesser crimes, the trial would be heard in County Courts by a Judge or a Justice of the Peace -

((b) continued) a person who was selected by the king to hear these trials.

Trial by Combat was introduced by the Normans as a way to find if someone was innocent or guilty. This replaced trial by ordeal. Trial by Combat acted as a deterrent because people did not want to fight a part of their trial.



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Although this answer has good detail, for example on changes to the courts, it is descriptive in approach. The candidate assumes that Trial by Combat replaced other forms of Trial by Ordeal and therefore cannot discuss the extent or significance of change.

Question 6

6a: Candidates could confidently explain the social / economic / religious tensions or the influence of individuals such as James I and Matthew Hopkins, which led to accusations of witchcraft being made. Many also described the stereotypical witch but fewer explained the social / religious attitudes or the economic circumstances which made women particularly vulnerable as victims of these accusations. There was also a tendency to describe the various tests used to check if someone was a witch. However, some answers gave good explanations of the Church's influence on attitudes towards women as well as towards witchcraft, or explained women's inferior status in society and showed how that meant that they often became scapegoats when things went wrong.

6b: The treatment of Conscientious Objectors during the First World War was well known, with many answers explaining about the introduction of conscription and differentiating between the treatment of absolutists and alternativists. Descriptions of their treatment during the Second World War were less thorough but candidates usually reached Level 2 comfortably. When they moved into Level 3 by explaining the reasons for this change in treatment, it was usually based on an explanation of different membership of the tribunals, or on an explanation of changed attitudes after the horrors of the First World War or after the recognition of brave work done by COs as stretcher bearers etc. However, the focus of the question was not always recognised. There was sometimes confusion between the First and Second World Wars and also some students assumed the public attitudes were automatically more tolerant in the Second World War.

The best answers covered a range of reasons for the changed treatment, based on changes in the nature of warfare, the increased need for men to work on the Home Front and the portrayal of the Second World War as a war to preserve freedom. In a few cases, the attitudes of Asquith, Lloyd George, Chamberlain and Churchill were discussed but other high level answers discussed how far changes made by the government actually reflected changed attitudes among the public.

(a) During the 16th and 17th century a witch hysteria began. In these times you could be accused of witchcraft & even for reasons as simple as the way you looked. There were a number of reasons why witchcraft accusations were so high during these times.

Firstly, lack of scientific (basic - as we would see it today) knowledge lead to people not fully understanding why certain events occurred. For example people didn't know that disease was what was killing their crops and illness was why their cows were ~~die~~ dying. People used witchcraft as a scape goat to explain everything they couldn't.

Secondly, religious influence led to people believing that witches were to blame for all bad occurrences as they were minions of the devil. Religion specifically victimised women and left them to be the easiest ^{targets} ~~targets~~ for in the bible, women are depicted as the weaker sex, more likely to do the devil's bidding. In Genesis 3 'the fall' it is Eve who's tempted by the devil and

((a) continued) who causes original sin.

Finally, village tensions led to a lot of accusations being formed, sometimes just if a group of people didn't like one person. Accusing someone of witchcraft was almost a sure way to get them out of the village (especially in times with lack of authority such as the civil war 1642-8). When people became more wealthy, village tensions reduced as did witchcraft accusations.



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This answer addresses both aspects of the questions – it explains why accusations of witchcraft increased but it also explains why women were usually the victims.

(b) ~~"The attitude of the gov. was the most important reason why COs in WW2 were treated diff. from COs in WW1."~~

Conscientious Objectors (COs or 'concies') were new criminals in World War One, when conscription was brought in, and those refusing to fight had to have a good enough reason to excuse them from fighting. Pacifism was common with Quakers, economic and political reasons were also common, but moral reasons were as well.

In World War One, conscientious objectors were literally treated as criminals, if they weren't excused from fighting. The public would hand them white feathers, symbolising how they were cowards, and the authorities sent many of them to prison, particularly if they were absolutists (those who would object to fight under any circumstances whatsoever). Alternativists were sent to work as ambulance drivers, or in the factories or fields. In 1916, many absolutists were sent to Dartmoor prison, and it was known that there were several sent to military prisons in France. 10 COs were known to have died in prison, 63 were known to have died after and 31 had mental breakdowns.

In World War Two, there were 59,192 COs, of which only 12,000 were granted exemption from the

((b) continued) war. COs were treated differently in 1939 to 1945 ~~however~~ ~~from~~ to the way they were treated in World War One. In some ways this was aided by the government, who did not punish COs as severely as in WW1, and did not break up public meetings, and were generally more sympathetic. A lot of ex-soldiers refused to fight and this was understandable; having seen horrific events and friends dying in front of them, a large number had developed the '20-yard stare' and were never the same, particularly women.

However, the public were still fairly hostile towards the COs, still believing that they were cowards and not understanding why they were not fighting when their husbands and sons were. On the other hand, there were a lot more Conscientious Objectors who contributed to the war in other ways - just not fighting. For example, in WW2 there were 6,766 COs who carried out medical duties, bomb disposal and other non-combat work, which I think shows a key reason as to why COs were treated less harshly - there was greater respect for those who were still aiding their country even if it disagreed with their beliefs.

To conclude, I feel that whilst the attitude of the government to Conscientious Objectors in World War Two was significant, I do not believe it

((b) continued) to be the most important reason in why they were treated differently, for I believe there were several reasons that contributed, and a large one was the effect of World War One. The authorities were more respectful towards Conscientious Objectors' views, and I believe this respect came from past experience of World War One - many soldiers were distraught from their experiences and many people thought the government were being very hypocritical by forcing people to fight, when ^{lack of} freedom of speech and ^{back} human rights were exactly what they were fighting against in Hitler's Nazi Germany. There were several factors which contributed to why COs were treated differently in world war two, and whilst the rules of the authority were significant, the public still felt COs were cowards, and experiences of world war One were large factors in my opinion, along with the hypocrisy of the government if they forced men to fight.



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There is good use of contextual detail here but there is also a clear focus on reasons why treatment of conscientious objectors changed. The student shows good awareness of reasons for change in both government attitudes and also those of the public and attempts to evaluate their relative importance.

In 1959, just before WWA2, the prime minister at the time, ~~was~~ Neville Chamberlain, was quoted as saying: "Where scriptures are

((b) continued) conscientiously held, we desire that they be respected." which majorly shows the differing attitudes held by the authorities between both wars. In 1916 when conscription was first introduced, 16,000 men applied for exemption and only 400 were granted complete exemption. In 1939 when conscription was reintroduced, 59,000 people applied for exemption and all but 12,200 were granted either partial or full exemption. This shows, therefore, that the authorities treated C.O.'s with a lot more respect in WWA2 and wasn't as reluctant to grant exemptions on the grounds of conscience.

The way in which tribunals were conducted also shows how the authorities changed their views on C.O.'s. In WW1 military officers were known to reside over tribunals and showed no respect to C.O.'s, saying things such as; "You are only fit to be on the end of a German bayonet," and "It is people like you which

((b) continued) "start wars." A famous case in WWI was when 50 C.O.'s were sent to France to fight and 30-35 were formally sentenced to death, only for their sentence to be commuted to 10 years in prison. In WW2 however, no military officers resided over tribunals, making it much easier to give your case. This also shows that the authority's opinion on C.O.'s changed dramatically and was highly influential in how they were treated in both wars.

The authorities also gained a lot of respect for the alternativists by the second World War as well, due to the bravery of the stretcher bearers etc. This is shown in the fact that 6,766 C.O.'s performed non-combatant work such as bomb defusals in WW2.

Therefore, whilst the public's attitude towards C.O.'s played a huge part in how they were treated in both wars, the authority's attitude was certainly the most important.

TOTAL FOR PAPER = 50 MARKS



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This answer makes good use of detail to support the explanation of reasons why treatment changed, placing particular emphasis on the changed composition of the tribunals.

The attitude of the government was the most important reason that COs were treated differently because the government enforces the laws. The laws decide the treatment of COs, whether it be jail or execution. A



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This comment in a conclusion shows a clear focus on the question and attempt to evaluate the relative importance of different reasons.

Paper Summary

Examination technique is a key element affecting the achievement of candidates. Practising examination questions in timed conditions is crucial and many students clearly had their plan worked out as examiners often saw notes about timing written next to the question. The extension question carries a total of 25 marks – half of the total available for the whole paper. Part b of the extension question is the most heavily weighted and the only one to be marked on 4 levels – it is vital that candidates leave themselves enough time to answer this properly. Therefore candidates who write excessively on question 1 are limiting their chances of a high total. In the same way, question 2 and part a of the extension question usually have quite a narrow focus and do not require the same breadth of coverage that is required for question 3 / 4 or part b of the extension question. Practising in timed conditions is also an important way of ensuring candidates can write legibly throughout the whole paper: neatness is far less important than clarity and there seemed to be an increase this year of answers where handwriting was extremely difficult to read.

The second key element of successful examination technique is the ability to analyse the question and plan an answer which focuses on that precise question rather than an answer which provides information on that topic. Too often candidates lost marks by launching into a prepared answer which was not relevant for this question. This could be seen particularly in question 3 where many wrote about the abolition of capital punishment in the twentieth century, or question 6a where answers explained why accusations of witchcraft increased in the seventeenth century. Even when candidates began their answer with 'In this essay I am going to explain ...' they often simply wrote all they knew on a topic. Far better as an introduction, is an outline of their overall response.

Examiners commented how often candidates lost marks through insecure chronology. Unit 1 is a Study in Development and the focus is on change and continuity over time. Relatively few questions need knowledge of specific dates and events but most questions require candidates to place events in context and discuss contemporary events or talk about the preceding or succeeding situation. It is also essential that candidates recognise and sequence terms such as medieval, Tudor, and seventeenth century as well as key dates.

Questions 3, 4 and part b of the extension questions all include stimulus material; in questions 3 and 4 this can take the form of prose, an illustration or bullet points but in questions 5b and 6b it will always be bullet points. However, candidates should not assume the stimulus material is all they need to write a good answer and it is highly unlikely that the bullet points or stimulus material in one question will help them in another. The material is there to remind them to cover a range of aspects or the full timescale of the question but they must have enough understanding to see its relevance and enough knowledge to make use of it. It is not essential to include all the bullet points and if students do not understand what one bullet point means, they should ignore it. However, the best answers usually go beyond the bullet points and bring in additional details to supplement their explanation or to identify a new factor.

Nevertheless, the difference between Level 2 and Level 3 is not the amount of detail included but the use made of it. Level 3 requires analysis and therefore a few moments identifying the different aspects to be covered can help students to produce a structured response instead of one which is one long paragraph containing facts apparently scattered at random. Planning and analysis is also very important for Level 4 in the extension question. Part b questions will normally ask for some kind of evaluation, such as identifying the most important reason. It does not require a substantially different answer from a Level 3 response but it does need the analysis to be sustained over more than one point being made and prioritisation or evaluation to be explained in the conclusion even if it does not run throughout the answer. However, candidates should note that a conclusion which simply sums up what has already been said ('In conclusion we can see ...') is not the same as evaluating the importance of different reasons.

Marks are included within part b of the extension question for the Quality of Written Communication. There have been few examples of textspeak but the usual problems of 'would of' and misspelling of key words such as deterrent, parliament or government can mean that ideas are not communicated clearly.

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