

Edexcel GCSE History A and B

Controlled Assessment

CA8: Crime, policing and protest in England c1886-c1926

What are the changes to content?

This topic has been significantly revised to make its chronological range comparable to other topics: it now covers crime, policing and *protest* c1886-c1926. The content is now structured into the following three bullet points. The blue text below indicates new content, while the green text indicates content that has been clarified, expanded or moved.

- **Dealing with crimes against property and the individual c1886–c1926: the role and effectiveness of the police force – the beat policeman**; developments in investigative policing – creation of the CID 1878; use of technology – **photography, telegraph and telephone**; the Belper Committee and the creation of the fingerprint bureau 1900–01. Case studies: investigations into Jack the Ripper; the conviction of Dr Crippen.
- **Policing protest: defenders of the community or instruments of repression? The problems of policing public order and the relationship of police to society and government.** Case studies: Trafalgar Square riots 1886–87; suffragette protests 1908–14; the General Strike 1926.
- **Protest and social change: did militancy advance or hinder the suffragette cause? The reasons for the extension of the franchise to women in 1918.**

This option must not be combined with:

- History A specification Unit 3A War and the transformation of British society c1903-28
- History B specification Unit 1B Crime and punishment in Britain c50AD to the present day
- History B specification Unit 2A The transformation of British society c1815-1851
- History B specification Unit 3B Protest, law and order in the twentieth century.

Has the representation focus changed?

Previously the representation focus for this option was: How effective was policing in late Victorian Britain? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

The following student book was published in 2010 to support the CA8 topic in the 2009 specification. Note it has not been updated for the 2013 specification, so does not include material on protest, but some of the content will still be of use to students.

Edexcel GCSE History: CA8 Crime, Policing and Punishment in England c.1880–c.1990 Controlled Assessment Student Book, ISBN 9781846906466.

Teachers may also wish to use material from the following MWH and SHP text books for other units.

Edexcel GCSE History A Unit 3A War and the transformation of British society c1903-28 (Pearson) – contains material on suffragettes and the General Strike

Edexcel GCSE Edexcel GCSE SHP 1B3B Crime and Protest Student Book (Pearson)

GCSE Modern History for Edexcel: War and Transformation of British Society 1903-1928 (Hodder)

Edexcel Crime & Punishment Through Time (Hodder)

The Internet is a useful source of information for this topic.

There are interactive teaching and learning activities on Turning Points in Law and Order at: www.schoolhistory.co.uk/revision/crime.shtml

A detailed chronology of the Metropolitan Police force can be found at: www.met.police.uk/history/index.htm.

The National Archives website has lots of useful resources.

www.nationalarchives.gov.uk/education/

The National Archives Cabinet Papers also cover law, liberty and society

www.nationalarchives.gov.uk/cabinetpapers/themes/law-liberty-society.htm. They also run

a series of workshops on Jack the Ripper

www.nationalarchives.gov.uk/documents/education/jacktheripper.pdf.

More resources on Jack the Ripper:

- There is a thorough examination of Jack the Ripper on: www.bbc.co.uk/history/historic_figures/ripper_jack_the.shtml
- There is also the 1998 film *Jack the Ripper*.
- There are full details of cases attributed to Jack the Ripper at: www.casebook.org.
- There is also a section on the Metropolitan Police History website: <http://content.met.police.uk/Site/jacktheripper>.
- Jack the Ripper walks are arranged by: www.jack-the-ripper-walk.co.uk and www.jack-the-ripper-tour.com.

Dr Crippen:

- <http://content.met.police.uk/Article/Dr-Crippen/1400015339071/historicalcases>
- <http://drcrippen.co.uk/index.html>

Suffragettes:

- The Public Records Office has many resources about the activities of the WSPU: www.nationalarchives.gov.uk/education/britain1906to1918/pdf/complete_g4.pdf
- There is a section on parliament's website about women's campaigns to gain the vote: www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/
- The Spartacus website contains both information and primary sources: www.spartacus.schoolnet.co.uk/Wwspu.htm

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1878 Creation of the CID.
- 1883 Creation of Special Irish Branch of the CID.
- 1886-87 Trafalgar Square Riots.
- 1888 The Whitehall Murders.
- 1900 E R Henry's The Classification and Use of Fingerprints is published.
- 1901 Fingerprint branch created at New Scotland Yard.
- 1903 Women's Social and Political Union formed by Emmeline Pankhurst and her daughters, Christable and Sylvia.
- 1906 WSPU members arrested after protest in House of Commons.
- 1909 Marion Wallace Dunlop went on hunger strike; forced-feeding introduced.
- 1910 WSPU and 'Black Friday' protest.
Dr Crippen hanged for the murder of his wife.
- 1911 The Siege of Sidney Street.
- 1913 Cat and Mouse Act.
Death of Emily Davison.
- 1914 Special Constables Act.
- 1918 The Metropolitan Police Strike.
Representation of the People Act.
- 1919 Metropolitan Police Women Patrols established in London.
Flying Squad created.
- 1923 Special Constables Act.
- 1926 General Strike.

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>Dealing with crimes against property and the individual, c1886-1926</p> <ul style="list-style-type: none"> The role and effectiveness of the police force – the beat policeman, the creation of specialised groups, the impact of the First World War, the introduction of policewomen. Developments in investigative policing – the creation of the CID, the use of photography, telegraph and telephone; Belper Committee and fingerprint bureau. Case studies – investigations into Jack the Ripper; the conviction of Dr Crippen. <p>Policing protest</p> <ul style="list-style-type: none"> The problems of policing public order, the relationship of police to society and government. Case studies – Trafalgar Square riots, 1886-87; suffragette protests 1908-14; the General Strike, 1926. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> Part A will require analysis with a focus on explanation of change, causation or consequence. Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry: • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use • Students to compare different ways of recording it, for example, bullet points, charts, diagrams <p>Practise write –up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as Homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>Protest and social change: did militancy advance or hinder the suffragette cause? The reasons for the extension of the franchise to women in 1918.</p> <ul style="list-style-type: none"> • Suffragette militant tactics – public disorder and vandalism, seeking arrest, hunger strike, Emily Davison, use of publicity • Reactions to suffragette militancy – government use of forced-feeding, cat and Mouse Act, public reaction to militancy. 	<p>Weeks 11-12</p>

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>