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Examiners' Report January 2011

GCSE History 5HB01 1B

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Introduction

Candidates seemed confident with the format of the examination but many are writing too much for the four marks in question 1. It was noticeable that in the majority of cases where extra paper had been used, this had been for question 1, yet in most cases this had no effect on the mark - candidates had already scored the full four marks on the half page within the answer booklet, or they wrote long descriptive answers or included material from their own knowledge, both of which failed to lift the answer out of Level 1.

The extension study question carries half of the total marks for this paper and candidates should ensure that they leave enough time to complete a thorough answer to part (b). They should also realise that the questions on the extension studies can call on material from the core, and that part (a) and part (b) are not linked. It is highly unlikely that answers in part (a) will be able to make use of bullet points in other questions.

On the whole, candidates seemed well prepared for the range of topics covered but it was noticeable that they were less confident on some of the new elements in this specification, for example, domestic violence in question 6. In other areas there were few blank or very short answers but sometimes knowledgeable candidates failed to shape their material to the focus of the question. As in all examinations, there was a tendency to produce a prepared answer - where this coincided with the question which was asked, as in question 4 or question 5(a), candidates could score highly but where there was a different focus, as in question 2 or question 3, some detailed and accurate answers received a low mark because they did not answer the specific question.

It should be noted that the stimulus material in questions 3 and 4 can take the form of prose, an illustration or bullet points, while the stimulus material in questions 5 and 6 will always consist of 3 bullet points. The intention of this material is to provide a starting point for candidates - a reminder to consider the full timescale, both sides of the issue, a range of causes or effects etc. Candidates are not obliged to use this material in their answer and the best answers will usually go beyond the bullet points and bring in some additional points; indeed, it is possible to produce a high level answer entirely from own knowledge and without reference to any of the bullet points. However, most candidates will find this stimulus material a helpful reminder of relevant points but they must have sufficient own knowledge to be able to explain the significance of the bullet point in relation to the question and to support their comments with additional detail. It is a mistake for candidates to feel they must include the bullet points even if they do not understand them. A typical example here is the bullet point about open prisons - the intention of the bullet point was to remind students that there were important developments in the rehabilitation of prisoners during the twentieth century. While many students obviously did not understand this bullet point, they still felt obliged to repeat it in their own words - the mark scheme does not allow any marks for such comments.

The key to moving from Level 2 to Level 3, and therefore to the higher grades, is to move away from a narrative or descriptive answer and to produce a structured answer which is focused on the question. Many candidates feel pressured to produce long answers containing everything they know about a topic - these rarely progress beyond Level 2. Time spent analysing the question to identify the focus on importance, change, continuity etc is well spent and candidates are far more likely to reach Level 3 and Level 4 if the answer has been planned so that it is structured in paragraphs. Key phrases such as 'this meant that ...', 'this was important because...' and 'the effect of this was ...' show a level of analysis that is clearly related to the question.

By its very nature, a Study in Development will focus on change and continuity. Candidates need to be confident in their chronology and to be able to work across periods. Therefore it is essential they understand terms such as Middle Ages, Tudor period, sixteenth century, nineteenth century etc. Far too many students lose marks because they think dates in the 1900s are the nineteenth century.

Question 1

Candidates should be reminded that question 1 does not require any own knowledge; it asks them to make an inference about change which is based on two sources from different periods. The focus should be on the nature or extent of change, not simply the recognition that change happened. In this case there were many excellent answers explaining the change from treating homeless people as criminals who need to be punished, to a more compassionate attitude which seeks to help them.

Repetition of source details is Level 1 at best and juxtaposing details from the two sources is not the same as explaining what has changed. Candidates also had a tendency to describe both sources before commenting on change yet the best answers identified the change immediately and used only enough details from the sources to support that inference. It was noticeable that many concise answers scored full marks while longer ones often remained in Level 1 or even failed to score because the answer was based on own knowledge, not the sources.

Sources A and B have a different perspective on homeless people. Source A is showing a vagrant being whipped and humiliated down a street, meaning that vagabonds were seen as criminals and useless in society. This contrasts with source B which is trying to influence people that the homeless are not criminals and they should be helped to get off the streets. This shows that the attitudes towards homeless people has changed to a more supportive view to that of the rulers.



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Examiner Comments

This answer focuses instantly on attitudes towards homeless people - 'meaning that vagabonds were seen as criminals and useless in society'. The change in attitude is also made explicit at the end, gaining the full 4 marks very easily.

In source A you can learn that ~~in~~ during Tudor period people got punished for been homeless and this was done on the streets.

In source B you can learn that the homeless here been treated nicely with somewhere to stay and has been helped with training so they can get jobs



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Examiner Comments

This answer writes about the sources individually and does not identify any change - no matter how much detail is included, this will remain in Level 1.



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Examiner Tip

Candidates need to use the sources in combination and focus on the change that has occurred.

Question 2

Very few candidates attempted to answer both parts of this question and the alternatives seemed equally popular, although answers were sometimes descriptive or narrative and therefore remained trapped in Level 2.

The focus of the question was on the problems faced by the government in dealing with these challenges. The events of the gunpowder plot were fairly well known but these details were not always linked to the difficulty in detecting or dealing with the threat, for example the absence of a police force or intelligence service. A number of candidates also produced the story of religious change, beginning with Henry VIII.

Answers on the suicide bombs tended to be more focused on the difficulty of anticipating and identifying such a threat, or the difficulty in dealing with the aftermath, both in terms of physical devastation and injury, and in terms of heightened racial tension and loss of trust. However, many answers lacked specific details in support of the comments. At the highest level there were some thoughtful answers explaining the added difficulty posed by suicide bombers, since they intend to die and cannot be questioned about their actions. Comparisons were also made with IRA bombs, noting that since suicide bombers aim to kill people, they do not issue a warning, so the area is not evacuated and emergency services are unprepared.

The problems faced by the government during the July 2005 bombings; varies. From identification of potential new bombers and how to deal with them, without causing offence in religion or ethical terms.

Other problems include spending money on technology used to detect bombers which in turn raises taxes and may cause dispute among the citizens of the UK, and lead to increased security in all key attractions and places where a lot of people will be present such as the London undergrounds and attractions like Big Ben. But that is only just in London and other places may be in risk of bombings by the 'at' culprits.

The main problem of Suicide bombers is ~~not~~ identifying them; as they are often in teams, for example in the July 2005 Bus bombings up to 5 suicide bombers were found which makes catching them a burden IF left too late the bombers explode taking their own life and those around them.

The stereotype of bombers is those of Muslim origin which the extremists stem originally come from, mistaking a Muslim for a Suicide bomber will cause great offence and even a lawsuit but they will be needed, to help stop Suicide Bombers for good.

The things mentioned and many more - just a few of the many problems, the Government faces from the threatening group of Suicide Bombers.

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Examiner Comments

This answer has a good understanding of the problems involved in dealing with suicide bombers and is based on accurate detail of the attack in July 2005.

Question 3

This question seemed to be the less popular choice and many answers were based entirely on the work of Fry. There seemed to be very limited knowledge of changes in prisons during the twentieth century, with many answers simply repeating the bullet points. Some answers included detail on John Howard but his death in 1790 meant that such comments were not strictly relevant here unless it could be shown how his ideas influenced later prison reform. However, it was surprising that so few answers discussed other changes during the nineteenth century, for example the separate or silent system, hard labour etc.

There are several important teaching points here. The specification is divided into three periods, which should receive equal coverage in teaching. However, this question also highlighted problems in examination skills. This question focused on change and such questions will often cover more than one period; it is not enough to describe the situation at one point - the nature or extent of change needs to be considered. Candidates also need to understand that there is no point in trying to use a bullet point if they do not understand it or cannot add some extra detail.

Reformers such as Elizabeth Fry persuaded the Home Secretary, ~~Robert~~ Robert Peel to pass the Gaol Act 1823. She ~~worked at~~ visited Newgate prison and was shocked at what she saw. She was appalled by the violence and disease suffered by children and women. She was a ~~Quaker~~ Quaker and was determined to show God's love for them. She published a book in 1825 on her ideas and reforming prisons. She wanted female ~~wardens~~ ~~gardeners~~ for female prisoners, ~~work~~ for women in prison, ~~and~~ religious education and clothing and furniture. Fortunately, her work coincided with Robert Peel becoming Home Secretary in 1822. It was Fry's work that persuaded him to pass the Gaol Act 1823. It stated that there should be female ~~gardeners~~ for female prisoners, paid ~~gardeners~~, work and education.

Reformers wanted rehabilitation and Elizabeth Fry set up female prisoner associations in Newgate and other prisons. Reformers:

wanted rehabilitation and reformation of criminals in prison. The government wanted deterrence and punishment so they invented the Silence and Separate system. This was not liked by reformers because it drove many ~~for~~^{to} suicide. It was abolished in ~~18~~ 1922.

A new prison-building plan started - the first was Pentonville in 1842. By the end of the 20th century 90 more prisons had been built.

There was a lot of juvenile crime and many wanted to reduce this amount. There were new juvenile prisons set up called Borstals. The first was in Kent in 1908.

Compulsory schooling was introduced which reduced the amount of juvenile crime.

In conclusion, prison reformers such as Elizabeth Fry persuaded the government that reforming prisoners was better than punishing them.



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Examiner Comments

This answer is stronger on the nineteenth century than on the twentieth. Nevertheless, it is a good Level 3 answer because it focuses on linking ideas about reform and rehabilitation to the changes in prisons. It has a good explanation of the importance of Fry's work, brings in some additional knowledge and can also explain the rationale for the introduction of Borstal.



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Examiner Tip

Candidates should aim to include additional own knowledge and not rely simply on the bullet points.

Question 4

This question produced a higher proportion of Level 3 answers. Candidates were well aware of several key reasons why transportation was started, although the reasons why it ended were not as well known, and many simply repeated the bullet point about the cost of transportation. There was also the misconception that transportation started because prisons were overcrowded. Nevertheless, there were some very strong Level 3 answers, which discussed the feeling that transportation was no longer a deterrent (especially after gold was discovered), that changes in the penal system made it unnecessary to have the alternative of transportation, and that the Australian government began to reject the use of transportation. However, these reasons were sometimes listed rather than explained.

They used transportation as a punishment in the 1660's to 1868 because during this time they did not use the punishment of imprisonment that often. Furthermore there were not enough room to keep all the prisoners in due to lack of prisons.

Secondly, they saw this as a good way of punishing criminals as they would have to be sent away from their family and ~~the~~ friends who they would unlikely ever see again.

Additionally they were sent to other countries to work as slaves for a number of years before being set free. So people who had been transported because of vagrancy would have to work anyway and the British government believed this to be a great punishment because criminals like vagabonds who faked an injury or illness to get out of working would end up having to work for a number of years anyway. moreover after one hundred years of

Question 5

Part (a) was well answered; candidates wrote easily about the hue and cry, tithings, Trial by Ordeal etc and a pleasing number of answers were clearly structured, often using key concepts such as the community policing itself and the role of religion.

In part (b) candidates seemed confident about law enforcement during the Norman period but less so on the Tudor period. Where the role of the JP was understood there was a good level of evaluation, with comments that JPs were a form of local community law enforcement being weighed against the fact that they were appointed by the monarch.

It was pleasing to see that many candidates understood that this question called for a comparison between two periods but some could not score highly because they lacked a focus on law enforcement, could not support their comments with accurate detail, or were confused about chronology.

(b) ~~Royal Command~~ The Royal control of over law enforcement increased ~~to~~ during the period of from the Norman Conquest to the Tudor Period.

Once the Normans took over and William was crowned king, he changed the laws to suit him and his army. Firstly he changed Wergild, so that all compensation was paid to him and not the injured. This caused controversy as he invaded the country then changed everything so that only he could benefit from it. He also created the Forest Laws which benefitted only him and his victorious and loyal army. Another change to the Royal control over law enforcement was when he brought back trial by ordeal but had introduced trial by combat, a sort of Roman punishment (Gladiator fighting).

The accused would fight to the death against a soldier of the Norman Army. This trial became the widely used trial not soon after William introduced it.

When Henry II took over, he set up the Court of King's Bench, the basis for courts today. He stopped trial by Ordeal altogether and introduced courts. So instead of trial by ordeal, dictating whether the

((b) continued) accused was innocent, they would appear in front of a court and a jury.

The Court of the King's Bench only took trials of murder and treason, so all other crimes were trialled in a church court with the jury being members of that village. Henry II also introduced the idea of Habeas Corpus or 'Innocent until proven guilty' a philosophy that courts and the law uses today. This meant that they could not imprison the accused if the trial lasted longer than a day.

When the Tudor Period came along, the number of JP's in each county (hundred) had doubled. This shows that the Royals had a major influence on the changing law enforcement because Henry VIII had more than doubled the average amount of JP's all over the country.

This proves that from the Norman Period all the way through to the end of the Tudor Period, the Royal control over law enforcement had increased hugely.

((b) continued) due to the fact that the Royal's passed the laws as there wasn't a Government to pass laws through.

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Examiner Comments

There is a very clear focus on the question throughout this answer, supported by accurate and relevant details which go beyond the bullet points.

Question 6

It was surprising to see a number of weak answers to part (a). Although most candidates did make the point that a witch or her familiar was supposed to get their powers from the Devil, very few explained the religious aspect of the various tests, such as the swimming test or the search for the Devil's Mark. Instead, many answers digressed into a discussion of the appearance of the witch or the role of Matthew Hopkins in the 'witch craze' of the mid-seventeenth century.

Part (b) covered a new area of the specification and candidates seemed happy to write about the 'rule of thumb' and offer their opinions on domestic violence generally but some could not expand on the bullet points or explain their significance. There were many comments about Women's Lib and the campaigns of the 1960s but few answers gave any details about, for example, the campaigns for equal pay or against sex discrimination. The bullet points about Jack Ashley and Erin Pizzey were repeated but few answers explained the significance of this issue being debated in parliament or the effect on public awareness of a refuge being opened, beyond saying these actions gained publicity. The factor most commonly identified from own knowledge was the role of the media but once again comments tended to remain generalised. However, there were some good answers which placed this issue in a long term context in order to show the gradual change in attitudes towards women. While a number of answers were able to reach Level 3 by explaining a reason why the Domestic Violence Act was passed, there were very few Level 4 answers which could evaluate the importance of several reasons. Some candidates thought the Women's Lib campaigns were in order to get the vote and wrote about the Suffragettes and others wrote about domestic violence generally, including events after the 1976 Act which were not relevant to this question.

(b) There are many reasons why domestic violence became a crime in 1976, one of them being the campaigns by women.

From WWI women were started^{ing} to be ~~seen~~ seen as more equal to men than they had before. This is because in WWI they proved that they could do a mans job just as well as he could. I think this is ^{mainly} the reason why women gained the same rights as men in voting in 1928.

Also there were many campaign groups, there were the suffragettes and in 1947 the womens aid federation, which got all the domestic violence groups together to put more pressure of the government to change the law. Then in the 1960s there was the womens liberation movement, who raised more public and political awareness about the issue of domestic violence. The role of the media also really helped the womens campaigns, because it ~~got~~ gave even more public and political awareness, putting enormous amounts of pressure ~~of~~ on the government to change the law concerning domestic violence.

The issue of domestic violence was first raised in 1971 by the MP Jack Ashley. This was probably

because
((b) continued) the government realised that if their party supports domestic violence, then they are more likely to get much more votes because the women of the country will vote for their party.

Then in 1975 the sex discrimination act was passed, this shows that men and women were now effectively equal, and it is no surprise that the Domestic violence act was passed a year later in 1976.

Overall I think that the campaign groups were the main reason why domestic violence became a crime in 1976. This is because it put an enormous amount of pressure on the government to change the laws, with the help of the role of the media which is a big key factor. These campaigns made the parties realise that if they address this problem, then they could become very powerful in government. So the other main key factor here is government, because without them the law on domestic violence would never have been passed and women may not still be seen as equal.

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Examiner Comments

Although some parts of this answer are not clearly expressed (women would not vote for the party which supported domestic violence), the understanding of the role played by various factors, and the importance of their interaction, is clear.

(b)

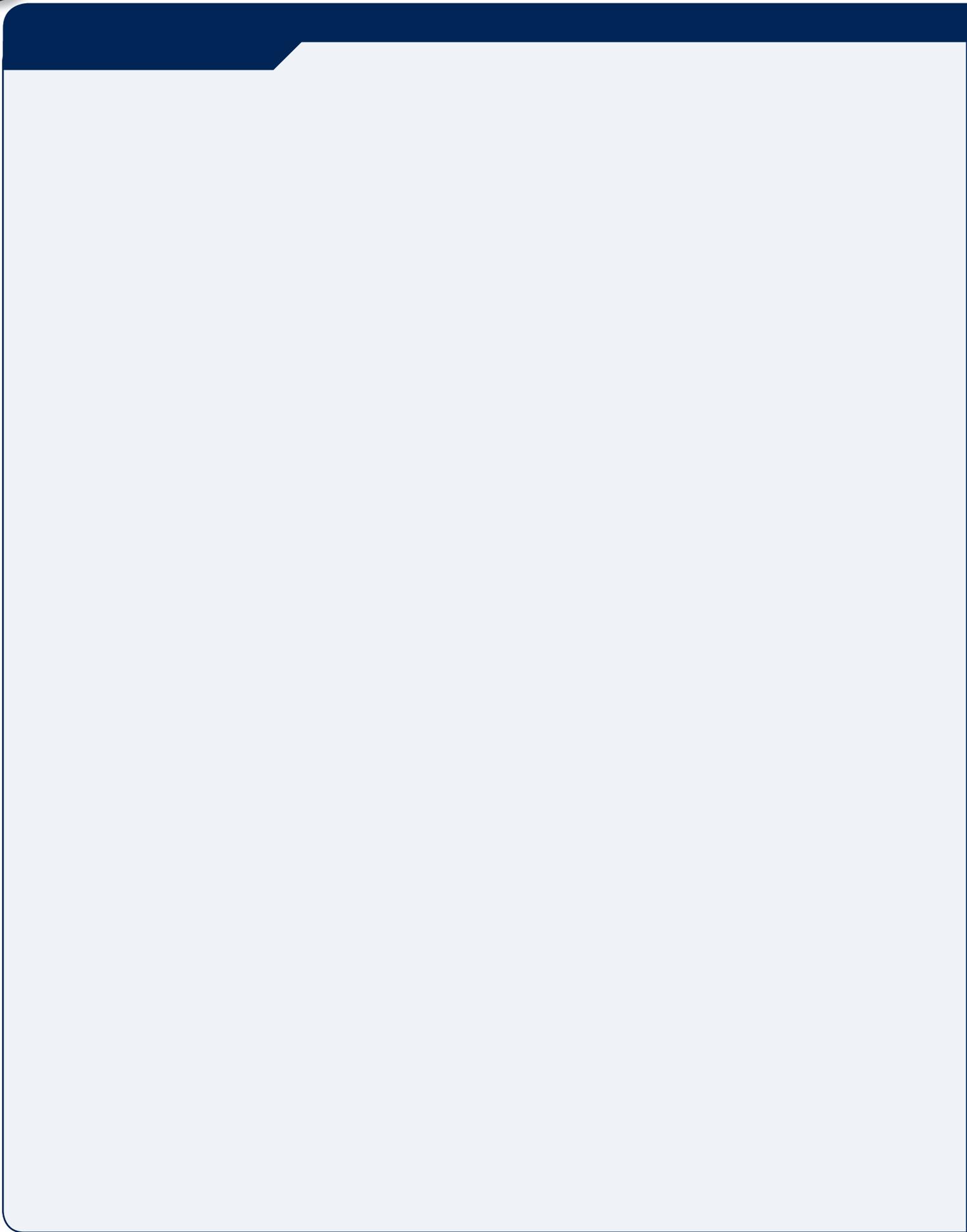
'Domestic Violence became a crime in 1976 mainly due to campaigns by women.' I agree with the following statement because feminist campaigners helped raise awareness and made women more confident and able to speak out. On the other hand society became more rational and accepting of cases of Domestic Violence. I do agree that campaigns by women were the main reason Domestic Violence became a crime but also new laws were passed like: abortion, divorce which meant women could escape from a violent marriage and would not have to bring a child up in that sort of home. These new laws gave women freedom and encouraged others to protest against Domestic Violence. The new laws for women was because of the 'Women's liberation movement' the campaign for more legal rights. In '71 a male MP raised the issue that something needed to be done about Domestic Violence.

Feminist groups and parliament were the main reason violence within the home was made illegal in 1976. Other factors like support groups and media awareness are also helping factors to the cause. I fully agree campaigns by women were the main aspects as well as some other small helpful things.

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Examiner Comments

This answer only focuses on one reason why domestic violence became a crime but produced additional own knowledge of changes in women's legal rights to support the explanation.



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