

Examiners' Report
June 2013

GCSE History 5HB01 1B

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Introduction

Many candidates showed good knowledge and also good examination technique. Where these were combined, there was a number of excellent answers. However, good knowledge alone, which is not shaped to answer the specific question, will usually be limited to a mark in Level 2. Where students have good technique, or good understanding of the issue, but cannot support their comments with accurate and relevant detail, answers are likely to remain at Level 1.

This is a *Study in Development* and covers approximately 600 years, therefore a sense of chronology is vital. Candidates need to be aware of the different periods in the specification so that they understand the nature of medieval society and do not talk about the police, prisons or nineteenth century reforming ideas. They also need to understand that 'the 19th century' refers to the period 1801-1900. This point has been made constantly in Principal Examiners' Reports, because these mistakes frequently result in candidates receiving no marks for an answer that has no relevant details.

Many candidates also seem to have limited knowledge of events after the nineteenth century. They should be aware that this paper covers developments up to the present day. Questions are likely to focus on change and continuity within the key themes in the core specification: ideas about the nature of crime, punishment and law enforcement, as well as the various factors involved in change and continuity. However, questions may also be set on key individuals or events, so teachers should check the specification carefully. Teachers should ensure that candidates have enough knowledge to answer questions thematically or in depth.

The stimulus material provided in Q3 and Q4, and in part (b) of Q5 and Q6, is intended to prompt candidates to cover the whole period in the question or to look at all aspects of the topic. If the stimulus material is included in the answer, it has to be used. There are no marks for repeating the information in a different way or for offering comments without supporting detail.

The rationale for an individual detail offered in a bullet point may be to point out that:

- not everything was the same
- the pace of change might have varied
- there were several causes or effects
- there were both positive and negative aspects.

However, it is not compulsory to use this material and if candidates do not see the relevance of it, they should not attempt to incorporate it into their answer. Better answers try to construct a coherent response rather than jumping from one bullet point to another.

The difference between Level 1 and Level 2 is that at Level 2, statements are developed. Either further detail is provided or the explanation of a comment is rooted in accurate context rather than being generalised. Many answers at Level 1 will make a relevant comment or list relevant examples but with little explanation or supporting details. Sometimes, the inclusion of such support would raise an answer to Level 3.

Many candidates want to write an introduction. This often takes the form of stating that they will answer the question or of making unsupported claims that a development had 'a massive impact' or that something was important 'to an extent'. Candidates should be aware that they do not gain marks for these comments until they are supported with accurate and relevant details. It is understandable that teachers encourage an introduction as a way of focusing on the specific question but an introduction which lasts over half a side is a waste of time.

The key to high-scoring answers is to analyse the question, rather than simply provide information on the topic. A question about 'impact' is asking for an explanation of the effects of something – what changed and why was that important? A question asking how two periods were different or who the most important person was, needs the comparison to be explicit. Too often, candidates produced a good answer to a different question, presumably one they had prepared in class; in most cases this resulted in low marks.

Different aspects of a topic are often treated separately at Level 3, but at Level 4 there should be a sense of a logical and structured argument. Planning is a crucial element here, either on paper or in the mind. A concise, well-planned answer will often score more highly than a long, detailed but unfocused answer.

Part (b) of Q5 and Q6 calls for sustained analysis and often requires evaluation for Level 4. This is more than simply repeating what has already been said or offering an opinion, such as declaring that the impact was 'massive' or things are 'somewhat different'. The judgement and criteria used, need to be explicit, showing why differences are greater in extent or more significant than similarities, or showing that one person's actions had a more long-lasting or wide-ranging impact than those of another.

Question 1

Most students seemed to understand that in Source A, non-conformity was punishable by death, whereas in Source B, there was no official religion and it was religious hatred that was punished. However, some candidates:

- thought that Source A showed that women being burned for witchcraft were confused about what the crime was in Source B
- thought that Source B showed religious crime was still being treated very severely.

A number of answers focused on the attitude of the authorities. They commented on the way the situation was inverted from lack of tolerance to insistence on tolerance. There were other good comments about the fact that there was an official religion in Source A, where religion was linked to crime, yet there was an apparently multi-faith society in Source B, where religious belief was not a crime.

The question required students to use the sources in combination and make an inference about change. Answers that simply juxtaposed comments about Source A and then Source B and stated that there had been a change, remained at Level 1. For the full four marks, the comment must make clear the nature or extent of change that is being inferred, and show how the two sources support that inference. Candidates sometimes failed to use both sources in their answer or did not explain the change that was being inferred.

As always, a large number of the scripts where extra paper had been taken had used this additional paper for Q1. In most cases, this made no difference to their marks because they tended to use extra paper to add details from their own knowledge about heresy or religiously-motivated terrorism. The answer-booklet is designed with lines on only half the page and that is more space than candidates are expected to need.

1 What can you learn from Sources A and B about changing attitudes to crimes involving religious beliefs?

Explain your answer, using these sources.

(4)
From source A I can infer that back then religious beliefs were a crime instated about the government. However source B states that aggressive behaviour towards religion will be severely treated promoting equality. Source A shows the death penalty for not corresponding to the ruling government. Therefore over time religion has gone from being a crime to treatment of other religions as a crime showing growing equality.

(Total for Question 1 = 4 marks)



ResultsPlus
Examiner Comments

Although it is not always clearly expressed, this answer has understood the change from a situation where it is a crime to be the 'wrong' religion, to a situation where there is religious tolerance.

The inference is supported by reference to the sources and therefore this is Level 2.

Level 2

Question 2

The option on transportation was overwhelmingly more popular than the option on probation. This was because transportation tends to be a favourite topic and is well-known. However, this question was about the introduction of transportation c1660. It was not about the details of transportation, why criminals were transported to Australia or the end of transportation.

This failure to appreciate the context of the question kept many answers at Level 2, because they were rooted in the eighteenth and nineteenth centuries. Such answers explained the context of crowded prisons, hulks, the need to develop Australia and concern about the Bloody Code, sometimes including the example of the Tolpuddle Martyrs. Often, the details about the problems of public execution, or the reluctance of judges and juries to use the death penalty, would have been more appropriate in Q3.

Good answers stressed that prisons were not widely used during the 17th century and therefore penalties tended to be either corporal punishment or capital punishment, without a 'medium severity' option. They also explained the idea of removal from the country as both a punishment and a deterrent and showed an awareness of the need for labour in America and the West Indies. A few excellent answers included reference to the Monmouth Rebellion and the Bloody Assizes.

The option about the introduction of probation rarely had any sense of context. In some answers, the candidates did not seem to know what probation actually is, often confusing it with parole or community service. Comments were made about changing attitudes - reflected in the end of the death penalty, corruption in prisons and new ideas about punishments - that were more appropriate to the 19th century or to the 1960s.

Candidates seemed unaware of the context of the early 20th century. The introduction of probation in 1907 did reflect a changed attitude and the attempt to reform, because this period saw changes in the crimes carrying the death penalty, the introduction of Borstals and the end of the crank and treadmill - but this was still a time when hard labour and flogging was in use.

2 The boxes below show two different types of punishment.

Choose **one** and explain why it was introduced at that time.

(9)

Transportation as an alternative to execution, c1660.

Probation as an alternative to prison, 1907.

Before transportation there were very few alternatives to hanging or fires for criminals. Prisons were very rarely used so often repeat petty criminals were hanged. It was felt by many that hanging was too harsh a punishment for criminals such as petty thieves ~~and~~ but an almost non-existent prison system meant that the choice was execution or go unpunished. One of the main aims of punishment being deterrence, the latter was obviously not an option.

Although some prisons had been introduced in 1572 they were often aimed at vagrants and judges rarely used them as it was felt they were expensive and ineffective at deterring crime. With the

discovery of America in 1660 it was realised that criminals could be sent to work on plantations in America which would not only remove them from society ^(and so protect the public) and provide deterrence to others, it would also help build the empire. The criminals would set up British colonies so they could stake a claim on America's resources and prevent other countries, such as France from colonising the area and reaping the rewards.

As such transportation was a less harsh alternative for petty criminals which fulfilled the aims of punishment (namely deterrence) and also helped increase the wealth and power of Britain. Therefore it became a common punishment after it was introduced in 1660.



ResultsPlus Examiner Comments

This answer identifies several reasons why transportation was introduced and is firmly rooted in the context of the seventeenth century.

Level 3



ResultsPlus Examiner Tip

Candidates need a good sense of chronology so that supporting details are contextually accurate.

2 The boxes below show two different types of punishment.

Choose **one** and explain why it was introduced at that time.

(9)

Transportation as an alternative to execution, c1660.

Probation as an alternative to prison, 1907.

Transportation was ~~then~~ when the criminal was sent away to Australia instead of being executed. ~~They were~~ While they were they had to do work until they got given something which was called the escape card. If they returned back to ~~to~~ England and then got transported back to Australia then they would be out there for life.

Transportation was not as successful & as they hoped, ~~the~~ for the criminal it was seen more as a holiday than a punishment.

It also was used instead of the Bloody Code, so the criminals didn't get hanged even if it was a minor crime. ~~It was used instead of the Bloody Code, so the criminals didn't get hanged even if it was a minor crime.~~



ResultsPlus
Examiner Comments

This answer is descriptive and has limited detail.

However, it also relates to a later period, so it cannot go beyond Level 1.

Level 1

Question 3

Surprisingly, this was a less-popular question than Q4, with few candidates choosing to write about the end of the Bloody Code. This is normally a favourite topic.

Possibly candidates realised that the same material could not apply to two questions and, having (mistakenly) written about the problems of public execution when discussing transportation in Q2, they chose Q4 here, instead of repeating the material.

Generally, answers were well-done, identifying a range of reasons why the Bloody Code ended, usually securely-rooted in the context of the mid-nineteenth century. These usually included the fact that:

- public executions were not acting as an effective deterrent
- many judges and juries would not convict if it meant imposing the death penalty
- prisons now offered a viable alternative punishment
- there was the influence of reforming ideas.

In most cases, the link between this factor and the ending of the Bloody Code was clearly explained, but where the answer simply described the work of Fry or the attitudes of the time, the answer was likely to remain at Level 2. Errors tended to be the assumption that the use of the death penalty ended in the mid-nineteenth century and the idea that transportation was introduced at this point. In fact, the ending of transportation in the mid-nineteenth century was part of the end of the Bloody Code.

There was also a number of answers which included out-of-period details, such as the cases of Timothy Evans, Derek Bentley and Ruth Ellis. Once again, the problem of the prepared answer affected a number of candidates, with the answer explaining why public execution ended, rather than why the Bloody Code ended.

Answers at Level 2 tended to focus on either the problems of capital punishment or the development of reforming ideas. Level 3 answers were able to show the interaction between these two factors. Some answers did mention both aspects but tended to make brief statements, rather than developing the explanation and offering supporting detail.

Many good answers also explained that the development of a professional police force and improved law-enforcement meant that there was less need for extreme punishment to act as a deterrent. Level 3 answers were also more likely to make links between changing attitudes and the work of reformers. It was particularly pleasing to see specific details being used to support these comments. For example, references were made to the Enlightenment, mention of Samuel Romilly, John Howard, Elizabeth Fry and Robert Peel, or the understanding that a harsher prison regime was introduced in the mid-nineteenth century to provide a punishment/deterrent effect as public execution ended.

Indicate which question you are answering by marking a cross in the box ☒.
If you change your mind, put a line through the box ☒
and then indicate your new question with a cross ☒.

Chosen Question Number: Question 3 ☒ Question 4 ☒

The Bloody Code was introduced in the 1680's and was put in place to make more crimes punishable by death. Between 1688 and 1815, 225 crimes were punishable by death. This meant you could even be hung for stealing a bag of bread!

However the Bloody Code was set up to deter crime ~~by~~ but with an evergrowing population, the number of crimes continued to increase. This meant that the Bloody Code was ~~s~~ failing at serving its purpose even though people were being executed.

In 1823, the Gaols Act set up so criminals were sent to prison to serve a sentence rather than being executed. This gave them a second chance, and if they weren't guilty, they wouldn't have lost their life. During this time, Sir Robert Peel (Home Secretary) set up the Metropolitan Police force (1829) to deal with crime and he created new prisons like Pentonville Prison in order to hold more criminals.

The improved police force meant that they were more honest and more reliable and this meant that the prisons were considered to be a better alternative than execution.

Sir Robert Peel also lowered the amount of crimes punishable by death so the prisons could be put to greater effect. ~~By 1877~~ other people like John Howard and Elizabeth Fry helped to improve the conditions of prisons for male, female and young criminals who have escaped execution in order to serve time in prison.

By 1877, 90 new prisons had been built. They were ready to accommodate more criminals and the Bloody Code by this time had decreased dramatically and less crimes were subject to execution. By 1906, under 16's were no longer hanged and by 1933 this applied to under 18's. Capital punishment was abolished in 1969 for murder and then completely abolished for treason in 1998 by Jack Straw, Home Secretary.



ResultsPlus Examiner Comments

This answer covers several areas that could be relevant to the question and it has some precise detail.

However, the material is presented as information in its own right and not linked to an explanation of why the Bloody Code ended, therefore it remains at Level 2.

The last section is also out-of-period.

Level 2



ResultsPlus Examiner Tip

Many candidates use the acronym PEE to remind themselves to develop their explanation with evidence. A better one is PEEL.

Point

Evidence

Explanation

Link with the question

Indicate which question you are answering by marking a cross in the box ☒.
If you change your mind, put a line through the box ☒
and then indicate your new question with a cross ☒.

Chosen Question Number: Question 3 ☒ Question 4 ☒

The Bloody Code was firstly introduced because the crime rate was increasing in the ~~1600s~~^{1600s}. The crime rate was extremely high, and the government introduced it as a deterrent to try scare people away from committing crimes. However the Bloody Code ended for many reasons. It didn't achieve the main reason it was set up for (to decrease the crime rate) the crime rate was still as bad it didn't deter criminals in any way.

Also the Bloody Code didn't scare people. This is because of many reasons. Firstly because judges in court ~~saw~~ saw this as a unfair punishment for some crime, therefore they would punish criminals in other ways and sentences as death seemed to harsh.

~~Another~~ Another reason is ~~that~~ transportation was introduced, ~~and~~ as a sentence which was to be sent to Australia for years. Judges started to avoid sentencing people to death by transporting criminals, and they started to see transportation as a holiday so it wasn't a threat.

Another reason why ~~the~~ the Bloody Code didn't scare people away from crime was that it was the punishment for everything it wasn't new and threatening. By 1815 over 200 crimes were punishable by death. As well as this criminals weren't scared about getting caught as policing wasn't great or to a high standard. People weren't getting caught which made it a easier option.

New methods of dealing with and punishing criminals was introduced. New and more prisons were being built and by 1877 90 new prisons had been built this was a new and better alternative to the Bloody Code as prisons reformed criminals by making them work and get education. The government wanted to reform criminals instead of execution. Also silent, pointless work made prisoners think and these methods in prison deterred people from committing crime again unlike the threat of execution did. Also the country getting richer being able to afford a trained police force to catch criminals and the courts

act paying Croales through tax instead
of criminals paying themselves made it
cheaper to nr and have better conditions



ResultsPlus

Examiner Comments

This answer covers a range of points, showing the:

- failure of the Bloody Code as a deterrent
- change in attitudes towards punishments
- increased range of alternative punishments.

The comments are supported by well-chosen detail and explanations are clear.

Level 3

Question 4

This question was far more popular than Q3, with quite a large number of candidates writing about the impact of technology on the role of the police.

However, most answers were based on the bullet-points and did not develop them with any further details. Furthermore, candidates often did not make explicit the link between technology and changes in the role of the police. Examiners felt that although this was the more popular option, it was chosen by less-able candidates. Candidates assumed that it was enough to make generalised comments about the use of technology, based on the examples in the bullet-points. In some cases, the attempt to show change meant that a large amount of detail was given about the nineteenth century. Candidates should remember that the emphasis has to be on *change* – ie what came afterwards.

Far too often, the answer was a description of how the police *used* technology, accompanied by general comments that technology made the police more efficient / more effective because they could respond more quickly, communicate better or catch criminals more easily. The understanding that this question was about changes in the *role* of the police, rather than changes in the technology that they used, tended to be the discriminator between Levels 2 and 3.

The bullet points suggested various aspects of police work: forensic evidence, communication and surveillance. Good answers developed these examples to show the changing role of the police. For example, forensic evidence, involving finger-prints and DNA, allowed detection to be more efficient by:

- reducing the importance of police 'on the beat' identifying crime as it happened
- increasing the chances of identifying the criminal long afterwards.

The importance of radio was often stated simply, in terms of allowing police to respond to emergencies or to support each other but these comments rarely referred to the 999 phone line.

Few answers showed how important it was for police to be able to communicate directly with each other, as well as the police station, or discussed the situation before this – the use of police phone-boxes, the whistle, the difficulties in co-ordinating action.

Many candidates explained that CCTV cameras meant that criminals could be identified after a crime was committed but few developed this in relation to a reduced police presence on the streets or explained that cameras also have a deterrent effect.

Good answers included other examples of technology, such as the use of computers to improve access to records and thus profile and identify criminals, or convict them of several crimes when they were caught. Cars were also discussed, both the way police need cars to combat the use of cars in crime but also the fact that new crimes such as drink-driving need to be policed.

The best answers were explicit about the change in the role of the police, with an increased emphasis on detection after a crime has been committed. They also noted a more pro-active and preventive role through better surveillance and communications.

The shift from walking-the-beat to police based in cars was discussed, as was the need to take on extra responsibilities or skills to deal with new crimes, for example the specialisms needed to combat computer crime.

Many good answers also developed the impact of technology to show how it has affected the role of the police within the community. Candidates noted that it has created a more distant relationship as law-enforcers and emphasised the developing police role of prevention and protection.

Indicate which question you are answering by marking a cross in the box .
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

There have been many

ways the police have been affected by the change of technology since 1900. For example: the use of CCTV cameras.

Firstly the roles of the police has changed severely throughout the years, but in a good way. For example, if there was a crime at a local town centre and the criminals got away, the police could look at a CCTV camera and see who it was or which will help the investigation. Also it means the police doesn't have to be everywhere at one time. It's easier for the criminals to be caught.

Secondly in 1903 Fingerprint was set up. This was a start of a whole new era which gradually grew. This type of technology was very useful for the police.

because it could identify a criminal who has committed a crime. Further more, this is changed the police's roles by a lot because it saved them time. For example, they would know where to start of the investigation and it would save them from chasing criminals that might not have been involved.

Lastly, miniature police radios was introduced. This meant that the police could communicate with each other much easier. This changed the police's roles significantly because it meant they could get in contact with each other quicker if there's danger or someone to catch.



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Examiner Comments

This answer is based on the stimulus material in the question.

This is perfectly acceptable and it is possible to gain full marks, whilst only discussing the examples in the bullet points.

However, this answer does not develop the examples with extra details. The explanation of how this led to changes in the role of the police tends to be a statement about the police becoming more efficient.

This lack of analysis keeps this answer at Level 2.

Level 2

Indicate which question you are answering by marking a cross in the box .

If you change your mind, put a line through the box .

and then indicate your new question with a cross .

Chosen Question Number: Question 3

Question 4

Before 1900 crime detection had been very difficult for police. Much like in Medieval periods the police often had to rely on the public to report crimes or on criminals being caught in the act. Since 1901 however the police have been able to use fingerprinting to identify criminals and place them at the scene of a crime. They have also had the use of computers since the late 20th century which has allowed a DNA database since 1984 and also police to track suspected criminals. This ~~now~~ has led to the role of the police not only to be law enforcers, but crime detectors and preventors also.

Increased mobility with the introduction of cars and motorbikes has meant that the police are less of a community force and are instead expected to respond only where they are

needed. Despite cars on patrol still offering some deterrence, some people feel they would offer more reassurance still on the beat walking down the road but the increased mobility means they can quickly respond to emergencies and are more likely to catch up with criminals than if they were on foot. It also means that laws concerning new crimes such as speeding can be properly enforced as police can travel on roads and monitor people's safety.

The introduction of CCTV has increased the police's role as monitors of crime. By 2011 many towns had CCTV which allows the police to watch many places but also increase their role in catching criminals as recorded footage on CCTV could provide vital clues as to the identity of criminals and the execution of their crimes.

Due to the use of forensics the

Police are now also used to identify not only criminals, but also their victims. For example the identification of a body can be used as evidence or the identification of the criminal's DNA at a crime scene.



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Examiner Comments

This answer develops the examples in the stimulus material, for example linking the use of DNA with the bullet point about fingerprints.

However, the key that moves it to Level 3 is that it is very explicit about the impact of each development in technology on the role of the police. For example, it:

- identifies a shift from the role of law enforcers to crime detectors
- explains how increased mobility and responsiveness have also distanced the police from their role as a reassuring presence in the community.
-

Level 3

Question 5 (a)

Q6 is usually more popular than Q5 but the difference this year was very noticeable, with a very few candidates answering Q5 and many more answering Q6.

A large number of answers explained how the hierarchical or male-dominated nature of Roman society affected the way crimes were viewed and the punishments that were used. Another approach was to discuss 'fairness', often focusing on the legal system. Good knowledge was shown of Roman society and of Roman punishments. Answers explained the different punishments for rich and poor, or men and women, and the severity of punishments used on slaves. They also explained that harsher punishments were used for certain crimes, such as rebellion against the Emperor or the murder of a slave's owner.

However, many answers remained at Level 2 because they did not respond to the use of the word 'links' in the question and simply described attitudes or crimes during the Roman period.

It is worth noting that the title of this extension question is *Crime and Punishment from Roman Britain onwards*. The examples offered by students should therefore focus on Roman Britain, rather than on Rome.

Question 5 (b)

Candidates are normally confident on the idea of change and continuity between the Saxon and Norman periods, but some of them missed the emphasis on 1066 as a turning-point. Consequently, they did not evaluate the nature or extent of change.

The focus tended to be on 'punishment' and there was little discussion of crime beyond the Norman introduction of Forest Laws. This was often described in some detail but the comment was not developed to show whether this was a turning-point in crime.

When discussing punishment, many candidates used the bullet-point about mutilation to suggest that the Normans were less savage. Other candidates used their own knowledge to say that Norman punishments were harsher, since there was greater use of the death penalty. There was little recognition that there were aspects of both change and continuity in this situation.

Answers were often based around the bullet-points but students found it difficult to make good use of them if they did not understand how these examples related to the question. For example, candidates were often confused about *Benefit of Clergy*. Even those with an accurate understanding focused on commenting how unfair this was and how people falsely took advantage of this 'neck verse'; yet they did not explain that this was introduced by the Normans. Candidates are reminded that it is not obligatory to use the stimulus material.

Where additional examples were offered from the candidates' own knowledge, these again tended to be descriptive. For example, at Level 2, answers could describe various forms of *Trial by Ordeal* but few explained that the Normans kept the existing forms and added *Trial by Combat* or that *wergild* was not abolished, but became payable to the king. Some faulty knowledge also limited answers, because they offered valid analysis but could not support the points with accurate detail.

It is unfortunate that a number of answers displaying good knowledge of both Saxon and Norman crime and punishment tended to describe one and then the other, with only limited discussion of change and continuity. Far more effective were answers that had been planned around key points: typical crimes, typical punishments, the use of the death penalty, the role of religion etc.

At Level 3, candidates were good at discussing the differences but often did not discuss

similarities. The best answers identified both similarities and differences, and then weighed the extent or nature of the difference in order to reach a judgment about whether 1066 was a turning-point. At this level, the comments were supported by specific and accurate details from both the Saxon and Norman periods.

Indicate which question you are answering by marking a cross .

If you change your mind, put a line through the box

and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) In Roman Britain the crimes that were seen as the most serious were crimes such as rebellion. This was because of society's highly hierarchical nature. This meant that crimes against the emperor were seen as very serious. Another crime that was punished severely by this highly hierarchical society was theft. This was because the property was in the hands of the rich, so stealing from them was seen as very serious.

However, crimes such as petty theft and assault were not punished very severely. This was because they were committed by people on the same social level as their victims, so therefore the crime was not as bad.

Crimes committed by the rich to the poor were not taken as seriously. Whilst a poor man would be executed for murder, a rich man would be exiled. This shows how society was very hierarchical.

Groups such as Christians who refused to worship the emperor were punished

((a) continued) Severity. This is based up the social
view of the importance of the political and
social order.



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Examiner Comments

This answer explains why the hierarchical society viewed crimes against the Emperor so seriously.

It shows that punishment also varied according to the social status of the criminal.

Level 3

(b) The Norman Conquest was a ~~substantive~~ significant turning point throughout history, relating to crime and punishment.

During the Anglo Saxon period, 500-1066, religion became a key influence in the attitudes towards trial and punishment. ~~Instead of~~ Executions still remained for serious crimes such as murder, however the number of executions were reduced due to the king being of a Christian faith. ~~Lighter punishments such as the stocks and pillory were used to deter criminals.~~ As there was no official police force, a system of tithings were developed where a group of 10 men became responsible for bringing a fellow member to court.

Due to the little use of execution ~~for~~ which was only used for serious crimes, wergilds and the blood feud were developed. This enabled victims of a crime to prosecute and ^{punish} criminals themselves; ~~to~~ which sometimes lead to even more crime and violence between communities.

When the Normans invaded in 1066, trial by ordeal was still used. This was originally set up by the Anglo Saxons when a jury could not make his decision on the evidence presented. Instead criminals had to undergo trials, such as trial by hot water to prove whether they were innocent. The decision was handed over to God. ~~When the~~ The Normans also introduced trial by combat, where God would chose the winner of a fight to show he was innocent. All trial by

((b) continued) ordeal were abolished by 1215 and a new system of courts was introduced.

The Normans were heavily religious and so introduced a system known as the Church Courts. Church courts offered more lenient punishments, and were only used for priests; ^{on} Church courts did not sentence the death penalty, known as the 'Benefit of Clergy'. Many criminals memorized a verse from the Bible which demonstrated that they were religious to ~~show~~ then be able to be tried in a Church Court, and receive a less severe punishment.

The introduction of religion, soon ~~to~~ started a crime later to become known as heresy.

Criminals were able to claim sanctuary if they could get to ~~an~~ escape to a church. This would mean that the criminal was offered the choice of exile without being tried.

The Forest laws of 1080 soon became a law which prevented anyone from poaching. Many people felt this law was unfair as it limited their ~~own~~ rights; they felt they had just as much right to hunt on the land as anyone else did. As a result of these Forest Laws, created by and to protect the wealthy landowners, it became punishable by death to be caught poaching. This will have influenced crime rates, as many people poached out of desperation for food.

Overall, I feel that the Norman Conquest was a

((b) continued) Significant turning point as it influenced peoples attitudes towards certain punishments. Due to their strong beliefs, execution was ~~not~~ rarely used, only for serious crime; punishments became a lot ^{more} lenient compared to the previous years, significantly due to the use of Church Courts.

Another influence to the Normans had was the fact that they introduced new laws, which in turn affected crime rates. The Norman Conquest suggested that brutal punishments were not the answer to act as a deterrent for other criminals, instead give the chance for reform.



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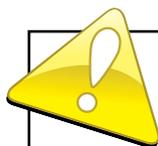
Examiner Comments

This answer describes crime and punishment before and after the Norman Conquest. It has a good range of relevant information and identifies change and continuity.

However, it does not evaluate the nature or extent of change and continuity in order to address the question concerning whether the conquest was a turning-point, until the conclusion, which means that this response stays at Level 3.

There are some occasional mistakes in spelling but punctuation and grammar are generally correct. The language and sentence structure are mature.

Level 3
+ 2 SPaG



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Examiner Tip

In comparison questions, it is important that candidates avoid a plan that includes lengthy sections of description and only answers the question at the end.

(b) I think the Norman conquest was a big turning point in crime and punishment. I think they have changed the way they punish people and they have definitely changed how they found out if people are guilty of a crime or not.

In the Anglo-Saxon period if the jury couldn't decide if the person was guilty or not they would often use trial by ordeal. This would be things like trial by hot or cold water or trial by hot iron. But when the Normans came over they didn't use it as much and changed to trial by battle. This is when two people (the accused and the 'victim') would battle between each other. We can tell from this that the Normans had ~~changed~~ changed their way of finding people guilty. Before it was based around

((b) continued) the church and that God would show of your guilty or not. But the Normans made it so it didn't revolve around the church as much.

The Normans also brought over shaming punishments, so things like the pillory and the stocks. This was a change in the punishment of offenders because if they did a petty crime then they might have to pay a fine but now they used shaming punishments which would of also been humiliating for the people to. This would of been a deterrent but only for small crimes.

The Normans I think also introduced the murdrum fine, I think this would of counted as a punishment. The murdrum fine was what if they found a dead (Norman) body in their village.

((b) continued) the whole village would
d) need to pay a fine
Even though I have explained
a great deal of change in my
answer there is continuity as well

The Normans still did use things
like the Heri - cry and other
crime preventions and punish-
ments the Anglo Saxons
had used but I do think the
Norman conquest did make
a big turning point in punish-
ments. Most of the ~~punishment~~
crimes were the same but they
did make the forrest laws so
that made lots of new crimes
which people weren't happy
about. So overall I do think
there was a lot of change
in crime and punishment.



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Examiner Comments

This answer is a little confused about the role of religion under the Normans but most of the details offered are correct.

It identifies examples of change and continuity briefly but does not develop these statements in relation to the question. There is no sense of a structured answer.

Spelling is mainly accurate but punctuation is basic and there are errors in grammar, for example 'would of'.

Level 2

+ 2 SPaG

Question 6 (a)

Accusations of Witchcraft was another favourite topic, with a large number of candidates answering this question.

Candidates' knowledge seemed to polarise between those with very accurate understanding of specific details and those with a weak understanding of the basic idea and very inaccurate details. In particular, the 'swimming' test did not involve accused witches being tied to rocks, tied a chair, tied to a plank or deliberately left to drown. Furthermore, accused witches were not weighed against a chicken or thrown off a cliff and Anthony Hopkins was not the Witchfinder General.

The 'needle' test was well-known, as was the search for the 'witch's tit'. A number of candidates thought that accusations by 'possessed' children, or sleep-deprivation, were also commonly used, whereas these tended to be specific to particular cases and torture was actually illegal.

In some cases, answers lost the focus of the question and began to discuss the 'fairness' of such tests or explained why accusations of witchcraft were made. Many examiners commented on answers that contained excellent detail about religious influences, the attitude of James I, the social and economic issues of the seventeenth century and the political instability of the Civil War - but failed to answer the question.

The question asked about treatment and punishment. Although a number of candidates assumed that treatment such as the swimming test was a punishment, a pleasing number did distinguish between these two elements, frequently adding that a witch who floated in the swimming test would then be executed.

Few candidates recognised the unofficial nature of these tests and that formal execution came at the end of a legal process. Whilst many pointed out that witches were hanged rather than being burned, a very large number still explained that they were 'burnt at the stake' or thought that both forms of execution were in use.

Answers could not move into Level 3 when the details of punishment were incorrect. Even when the question did recognise that the two elements of the question needed addressing, 'punishment' tended to be treated briefly. Consequently, very few achieved the full nine marks.

Those candidates who knew that Matthew Hopkins' role was unofficial and self-awarded, seemed to have a better understanding that these unofficial trials were entirely distinct from any official process and punishment. Some outstanding answers explained the legal distinction between minor and major witchcraft, and the different punishments for these crimes that had been laid down by acts under Henry VIII and Elizabeth I.

Question 6 (b)

Candidates generally had good knowledge about the treatment of conscientious objectors (COs) during the First World War. This was obviously a topic that aroused both interest and strong feeling from students, indicating that they were very engaged and had strong opinions.

In a number of cases, the context of the introduction of conscription was explained in order to show why conscientious objection was treated so seriously. Reference was made to specific individuals or very precise detail was included, displaying impressive knowledge of absolutists and alternativists, tribunals, prison, and the persecution of conscientious objectors.

There were also some misconceptions. The most common involved the white feather. Candidates were clear that this symbolised cowardice (although some thought that it was a yellow feather or a white flower) but they appeared to think that it was some kind of

official award, almost like a badge, and had to be worn permanently. Possibly this was being confused with the yellow *Star of David* worn by Jews under the Nazi regime but candidates did not seem to appreciate that COs were not forced to display the white feather constantly.

A common assumption was that COs were afraid of war and that this became more understandable once the horrors of modern war were known. Some candidates suggested that as a result of this knowledge, people were more sympathetic to COs during the Second World War. This misses the whole point of conscientious objection. It also assumes that people would be sympathetic to a CO whilst their own family members were fighting in the war. Further, it fails to develop the point that many COs displayed extreme bravery during the First World War when acting as stretcher-bearers and medics, and some even received awards for their bravery.

Knowledge of the treatment of COs during the Second World War tended to be less secure than of their treatment during the First World War. Many candidates seemed to assume that absolutists accepted alternative work such as ambulance-drivers or working in the munitions factory. Few answers could explain properly that many COs were willing to work on the land since providing food was not contributing to the war effort and that the government made greater effort to provide such alternatives that were not connected to the war. Candidates also found it difficult to use the bullet-point about the Peace Pledge Union and are again reminded that it is not compulsory to make use of the stimulus material.

However, there were very good comments about the changed constitution of tribunals and the number of exemptions granted. Many answers also showed how COs were physically attacked and vilified in the media during the First World War. They also showed that the persecution of COs continued after the war, when they were discriminated against in the media and denied the right to vote for five years.

Where students did not respond to the focus of the question, they tended to describe the treatment of COs in the First World War and then in the Second, only making any comparison at the end. These answers were likely to remain at Level 2. Candidates who did recognise the focus of the question and planned their answer thematically (tribunals, treatment by authorities, treatment by the public) identifying similarities and differences, were much more likely to reach Levels 3 and 4.

At Level 3, candidates were strong on the differences but often did not discuss similarities. The best answers identified both similarities and differences and then weighed the extent of the difference in order to reach a judgment. At this level, there were specific and accurate details from both the First and Second World Wars. There was also an understanding that the treatment from the general public did not change as much as that of the official treatment from authorities.

When answers did not progress to Level 4, it was because the detail was unbalanced or candidates simply stated that the treatment was 'very different' or discussed the differences in detail, adding a brief comment that public attitudes did not change much. The criteria for such a judgement need to be made explicit. For example, some answers stressed that in theory, there had been a huge change in treatment of CO's, with much greater efforts being made to accommodate their beliefs in the Second World War. Answers went on to note that in practice, legislation did not have much effect on individual attitudes and there was little change in CO's situation in daily life. Such answers supported these comments with details from both wars to exemplify both official treatment and public attitudes.

Indicate which question you are answering by marking a cross in the box .

If you change your mind, put a line through the box

and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) Witches in the 17th Century were treated ~~to~~ terribly. ~~Then~~ ~~so~~ Before their trials they would use a form of torture on the witches to try to make them confess. There is evidence they used to sleep deprive the witch by ~~to~~ waking them up in the middle of the night and not letting them sleep. This meant they confessed as they were tired and delusional.

~~Then~~ Witches also used to

In the 17th century a way of telling if someone was a witch was by pricking a spot and if it did not bleed they were considered a witch.

^(see) This is because the spot would be where the witch fed her familiars.

Accused

^{to} Witches were also thrown in the water to see if they would float. If they floated they were a witch. This was because people at the time were superstitious and believed if they floated they had powers so they thought they *

((a) continued) The main punishment of witches in Britain was hanging. This was to scare others and so the witch could not spread her evil ways as people in the 17th century were very religious.

were witches.



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Examiner Comments

The answer reaches Level 3 because it distinguishes between the tests used to identify witches and the punishment of witches by hanging.

It does not receive full marks because the rationale for the swimming test is not correctly explained. Further, there is no sense of the difference between the unofficial tests and the legal punishment.

Level 3

(b) The treatment of conscientious objectors in the First World War as compared to that of the Second World War, ~~was~~ although while mostly negative, was vastly different.

~~The~~
In the First World War, 15,000 men were conscientious objectors, but although the law said that a man could be given a certificate of exemption if he objected to fighting, on the basis of conscience, in reality ~~on~~ most conscientious objectors were rejected this certificate. This was, ^{partly} because the members of the tribunals before which they had to appear ~~was~~ consisted of ~~military~~ members of the military, who ~~to~~ did ^{not} have opposing views to the COs. ^{NP} COs ^{who} were also granted exemption from the war were also treated very harshly by

((b) continued) members of their community, who ^{often} viewed them as cowards or traitors. At This treatment was less severe for alternativists

COs, who would help the war effort in non-combattant ways, for example by doing dangerous, ^{unexploded} bomb disposal or first aid on the front line. Absolutists, ^{who refused to help the war in any way}, on the other hand, were treated very harshly indeed, with many being sent to military prisons and treated as criminals. Treatment in the prisons was often very brutal and they were often made to do hard labour. Some were sent to French prisons in France, where they were forced into military uniform and threatened with execution if they did not obey military orders. When the First World War was over, the stigma of the public remained so much so that it was ^{very} difficult for them to find jobs. ^{The government even had to open quarries to provide jobs for them. N/P}

((b) continued) However, after the horrors of the First World War, there were many more COs in the Second World War. The Government was now more ^{sympathetic}, allowing the Peace Pledge Union to put up posters, and taking members of the military off the CO tribunal.

29,000 COs did useful work in factories or on the land, and many were even given medals for bravery because of their work on the front line.

Treatment from both the Government and the public was much less harsh during the Second World War.

This difference is ~~proved~~^{shown} by the much higher number of men that were granted certificates of exemption - a ~~part~~ made ~~more~~ possible by the Government removing ~~and~~ military members from the tribunal.

The major difference was that COs were no longer seen as criminals by the Government or the public, which led to vast differences in the way they ~~were~~^{were} treated in the two world wars.

TOTAL FOR PAPER = 53 MARKS



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Examiner Comments

This answer has excellent detail about the treatment of conscientious objectors during the First World War and also good detail about the Second World War.

It reaches Level 3, because differences are identified.

It does not evaluate the nature or extent of similarities and differences and therefore does not reach Level 4.

Paragraph breaks have been indicated mainly afterwards but spelling, punctuation and grammar are generally correct.

Level 3

+ 2 SPaG



ResultsPlus

Examiner Tip

If the candidate had arranged this material more thematically, it would have encouraged more explicit evaluation of similarities and differences and might have become a Level 4 answer.

(b) Conscientious objectors (COs) faced great resistance and ostracism in both world wars. However there was differing treatment from government and society in the two wars certainly. Though to what extent is debatable.

Government treatments of CO's in the first world war was unjust and brutal. At the insistence of Quaker MPs there was a clause in the Conscription law that allowed people to apply for exemption. However the courts the government set up had juries of military and police officers and middle class men. They granted very few exemptions.

Absolutists were therefore breaking the law and treated harshly. The government sent some to gaol and forced them into uniform, many had to do hard labour and some faced solitary confinement. 10 COs died in prison another 33 on release and many had mental break downs. Such was the hatred felt by the government that they lost the right to vote for 5 years.

The society's treatment of CO's was not much better, spurred on by government propaganda many people attacked CO's and tried them from jobs. So many people

((b) continued) refused to hire alternatavists that the government had to set up there own work camps. Many saw CO's as Cowards avoiding death while there relatives where out there dying for there Country.

In the second world war the situation in terms of government treatment changed drastically. In the inter war period many people even past war heroes, turned to facism. Therefore this time the number of CO's was far greater. This time thousands got exemption where free of biased military influence and had representatives from every social class. The Majority of those who applied where granted full or partial exemption, a huge change from the first war. The peace ~~movement~~ ^{unions} who discouraged people from fighting where allowed to continue traveling and holding meetings. Absolutists where rarely imprisoned and many alternatavists played vital non-combat roles in the military.

This vast shift in treatment in terms of authority was not reflected in society's treatment of CO's. They where still subject to violence and unfair dismissal. Meetings of the

((b) continued) peace pledge union where often disrupted by those who still considered CO's as cowards.

Overall the variation of treatment between the two wars seems great however in reality public perception and society's treatment is almost of greater consequence. This negative view of CO's was encouraged by government in the first world war but society's views change at a slower speed than that of authorities. Therefore in the second world war this view was still held by many in society. I think the decision of how greatly you consider the treatment of conscientious objectors to have changed in the two world wars depends on whether you consider the persecution ~~of~~ by authorities or by society of greater importance. Because if you consider society of the greater importance ~~that~~ really ~~it~~ it changed very little if at all.



ResultsPlus Examiner Comments

This answer has less precise detail than the previous answer yet it has a greater focus on the question.

The organisation of the material allows the candidate to evaluate the nature and extent of difference in aspects of the treatment of conscientious objectors during the First and Second World Wars and it is therefore a Level 4 answer.

Although there are some errors in spelling and punctuation, the standard is generally good, taking into account the mature language and sentence structure.

Level 4

+ 3 SPaG



ResultsPlus Examiner Tip

A well-planned answer that is focused and structured is more likely to receive a Level 4 mark than a very detailed narrative answer.

Paper Summary

Spelling, Punctuation and Grammar

Poor handwriting is an increasing problem and this is not simply on the final question. When marks are being awarded for spelling, punctuation and grammar, it is important that examiners can identify capital letters, commas, full stops and apostrophes, and correct spelling.

Spelling was often reasonably accurate although certain terms challenged students and 'definitely' is often mis-spelt as 'defiantly'.

Basic punctuation was usually accurate but apostrophes were frequently placed incorrectly and there were some very long sentences, which lacked punctuation. A surprising number of students did not use capital letters for names; this was particularly noticeable in Q3 and Q5, when individual names were not capitalised and Romans/Normans were often written in the lower case (and sometimes with apostrophes).

The most common grammar mistakes were 'must of' and 'he done' but there were also many casual and vernacular expressions such as 'majorly' and 'chucking' witches into water in Q5 (a).

It is also worth noting that simple language, used accurately, is much more effective than attempts to impress the examiner through vocabulary or metaphors.

Examiners commented on the impressive answers seen, demonstrating good understanding of the concepts involved and supported by precise and wide-ranging knowledge.

Many candidates had clearly been very well-taught, both in terms of knowledge and in terms of examination skills.

Other candidates had grasped certain key ideas or details but could not develop them in a way that answered the question.

The performance of candidates in this examination has highlighted the importance of the following:

- Clear understanding of chronology and of the key features of each period
- Recognition of differing rates of change or the parallel aspects of change and continuity
- Secure knowledge of events and individuals named in the specification
- Answering the specific question asked
- Analysing the question and planning a structured response

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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