



Examiners' Report

June 2024

GCSE History 1HI0 10

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June 2024

Publications Code 1HI0_10_2406_ER

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Introduction

Candidates had clearly been well prepared for this examination in terms of both knowledge of content and the skills required for this paper. Examiners noted many answers showed confident treatment of answers in both sections, the Historic Environment and the Thematic Study.

Many of the following comments are made every year and remain relevant. As a general point, centres should remember that the Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Candidates should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key themes and the factors involved in the Thematic Study, as identified in the specification:

- Nature and changing definitions of criminal activity
- The nature of law enforcement and punishment
- Individuals and institutions (Church and government)
- Science and technology
- Attitudes in society

It is also important to remember that this is a Thematic Study in British history. Examples from other countries cannot be rewarded.

In the extended answers, the stimulus points are usually intended to remind candidates to cover different aspects of content and the full timescale of the question. Candidates do not need to include these stimulus points in their answer, but they do need to cover three aspects of content in order to show breadth in their answer and to access the higher marks.

A number of answers to these questions remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Candidates who responded to the topic rather than the key idea were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

While the target for the 12 mark question is an explanation of causation, there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, in the 16 mark questions there is an additional element of judgement. Many candidates structured their answers in questions 5 and 6, to discuss points supporting the statement in the question, then points challenging the statement, before offering their judgement. In a number of answers, this resulted in a judgement that summed up the two sides, with the conclusion that the statement was 'somewhat true' or 'true to an extent'. This is a logical structure and can be very effective but for the higher marks, the criteria being applied need to be explained and the judgement needs to be consistent with the overall answer. In high scoring answers, the application of appropriate criteria included an explanation that some aspects had a longer lasting impact, more people were affected, and a factor acted as a catalyst for other developments. Many high-scoring answers had a sense of evaluation running throughout the answer so that judgement was not just restricted to comments at the start and end of the answer.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards. We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes. Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com.

Question 1

The key feature named in the question is always something that is in the specification. Extended knowledge is not needed but it is important that candidates know something about everything in the specification, so that they can add a further detail which will explain the feature or provide some context. They should make sure that the additional detail provided is linked to the key feature that has been identified and also that different material is used in the two sections of the answer.

When candidates had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided, while answers which listed four disconnected points of information were limited to a maximum of two marks.

Candidates should use the mark and the space in the answer booklet as a guide for the length of their answer. There were relatively few answers that continued beyond the lined space, but these were often wasting time as the answer had already scored the full 4 marks and no further marks could be awarded. Where the candidate was unsure about the answer, the additional comments were usually irrelevant. It was very rare for additional comments to gain any marks.

This question on the features of the types of crimes that were committed in Whitechapel was accessible to a wide range of candidates. There were very few blank answers, and the majority of candidates were able to identify a variety of features associated with different types of crime. Theft, murder, vandalism, racketeering and violent attacks on migrant groups were often identified with poverty, overcrowding, alcohol and the nature of the Whitechapel environment often being linked as supporting features.

A few answers did not provide relevant supporting detail, often this was because they focused on the problems of policing rather than the features of the types of crimes. Candidates should be clear that the additional detail needs to be linked to the feature.

Centres should note that the format of this question will be different next year as candidates will be asked to provide a key feature and supporting detail for each of two questions.

1 Describe **two** features of the types of crime that were committed in Whitechapel.

Feature 1

one type of crime ~~was~~ that was committed in white chapel was murder but because of the lack in technology it was hard to find the murderer.

Feature 2

Another type of crime that was committed in white chapel was stealing but the lack of evidence ~~was~~ made it hard to catch the criminal.



ResultsPlus
Examiner Comments

Valid crimes of murder and theft are identified. The supporting detail relates to problems associated with policing, not features of types of crime.



ResultsPlus
Examiner Tip

Look carefully at the focus of the question and provide additional supporting detail for each feature.

1 Describe **two** features of the types of crime that were committed in Whitechapel.

Feature 1

Theft and robbery were quite common due to the high rates of poverty, people could not afford things such as food or water. They had no other option.

Feature 2

Drunk and disorderly was also common due to high rates of alcoholism and again poverty. Alcohol was cheap and helped relieve pain and stress. This led to lots of violence and vandalism.



ResultsPlus
Examiner Comments

Two valid features are identified for types of crime in Whitechapel. The additional supporting information is linked to the identified feature.



ResultsPlus
Examiner Tip

Make sure you can identify two features of everything named in the Historic Environment specification.

Question 2 (a)

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry, but it is nested within the context of the Thematic Study and therefore knowledge of both the specific and the general context is expected.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry, in this case, an enquiry into conditions in lodging houses in the Whitechapel area.

The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned, and sources should not be dismissed because they do not cover every detail that might be helpful in an investigation. Candidates should also recognise that unreliable sources can be very useful.

Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. However, it should not be offered as additional information. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation. It is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge – some additional detail is needed as a demonstration of that own knowledge.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. At the lower levels, answers identified information contained in the source that was presumed to be useful because it was relevant to the enquiry, or they listed limitations in the content coverage. Low level answers also asserted that a source was reliable because of the date it was produced, from an eyewitness, or limited because it was biased or simply a 'snapshot'.

Level 2 answers were often detailed explanations of the way the sources contained useful information or the significance of the provenance. However, it should be noted that answers cannot reach the top of Level 2 without contextual knowledge.

At Level 3, comments need to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and integrating the candidate's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, and how representative the source is.

However, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Candidates who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source, but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

There were some impressive answers which had very good knowledge of the conditions inside lodging houses: the temporary nature of accommodation, shift system and variety of sleeping options were often given as examples. Some candidates also commented on the heightened media interest in the situation of poorer women in lodging houses after the Jack the Ripper murders. There was some confusion about the difference between workhouses and lodging houses from some candidates and some responses failed to focus on conditions in lodging houses instead providing more general knowledge about the housing situation in Whitechapel or problems of policing which was not the focus of the enquiry.

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into conditions in lodging houses in the Whitechapel area?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

From Source A, I can tell that lodging houses did not have great conditions. The part of the source that tells me this where it says "many of them never washed at all", this shows that they were not provided with essential hygiene, although they were able to purchase foods from the manager. However, with so many men in a room, there was bound to be a couple of fights. I know this because in the source it tells me that there was a great deal of smoking, and that the manager had been woken up 2 or 3 times because of "appalling fights".

Source B shows me some relatively similar information to source A. There are many wooden cots that seem to be beds and every single person shown in the source looks unhappy, or to an extent, depressed. Both of these sources are showing the extremely poor conditions and are both decently helpful.

However, I think that source A is much more useful compared to source B. This is because source A mentions other things that the lodging houses offer. For example, it says that they can purchase

Food from the manager, and an "enormous red-hot fire" but Source B doesn't ~~make~~ show any positives towards lodging houses at all, and only shows us how rough the beds / sleeping area is.



ResultsPlus
Examiner Comments

In the answer for source A the content is considered in relation to the usefulness of the source for the enquiry, the suggestion that lodging houses did not have great conditions, for example, with some selection of content about the lack of washing facilities and appalling fights. In source B the suggestion is made that conditions were poor with some selection of content related to the despair on their faces used to support the argument. The answer fits the descriptor for Level 2 (developed comments relating to the content **and/or** provenance of the sources) but there is no contextual knowledge used to support comments about usefulness of either source.



ResultsPlus
Examiner Tip

Instead of focusing on the source content or provenance, make sure you cover all three strands of the Assessment Objective (source content, contextual knowledge and provenance) when evaluating the source utility.

2 (a) Study Sources A and B in the Sources Booklet.

no
only
purpose
context
comment

How useful are Sources A and B for an enquiry into conditions in lodging houses in the Whitechapel area?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is very useful ~~and~~ for an enquiry into conditions in lodging houses. This is because the source is an account that was printed in a magazine that was open to the public. ~~It was also written by Hugh Plaine who had previously had taken over the running of a lodging house. This makes it useful because it makes the source trustworthy as he had seen the conditions first hand. In the source it says, "the air in my lodging house sometimes smelt remarkably disgusting", this is useful for an enquiry because it shows the air that these people would have to breathe and that the conditions weren't very nice to live in. It also said, "many of them never washed". This is useful because from my own knowledge I know that lodging houses had people cramped in close quarters, and if they weren't washing that wouldn't be good conditions to live in. Another thing that it said was, "two or three times I was woken up by appalling fights", this is useful because from my own knowledge I know that this was very typical of the time due to the high alcohol rates causing lots of violent fights. Overall this~~

Source is very useful for an enquiry into conditions in lodging houses.

Source B is useful for an enquiry into conditions in lodging houses. This is because it was an illustration that was published in a public source during the time when there was high levels of people staying in lodging houses. This is useful because it had a vested interest in informing the public about what the conditions were like in lodging houses. In the source it shows poor lighting, this is due to there being no large windows and only two little ones. This meant that there wasn't any fresh air, and from my own knowledge I know that the lodging houses were very stuffy and didn't smell good due to the high amounts of people cramped together who didn't wash. It also depicts lots of women being cramped together. Again from my own knowledge I know that this was typical of the time and due to the cramped conditions disease would spread quickly. Due to its typicality this makes the source useful. Overall, this source is useful for an enquiry into the conditions in lodging houses.



The analysis of both Sources A and B is Level 3. There is a clear focus on the enquiry into conditions in lodging houses. In source A the typicality of fights is explained with the example of high alcohol rates used to support the argument and in source B the suggestion that cramped conditions lead to disease is explained. The answer assesses the usefulness of the sources' content, by taking into account the provenance, and uses contextual knowledge in the process of interpreting the sources' usefulness. Criteria for judgement are also applied when assessing each source and a judgement is offered on the usefulness of both sources.



Make sure contextual knowledge is used to evaluate the usefulness of the sources.

Question 2 (b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (an enquiry into conditions in lodging houses in the Whitechapel area) and the aim is for candidates to show that they understand how historians work. The first sub-question asks them to identify a detail from the source that could form the basis of a follow-up enquiry. This was most commonly done by quoting a phrase from the source but a clear reference to the source content is also valid. Candidates should be aware that a detail from the provenance cannot be rewarded.

Candidates then have to propose a question they would ask to follow up Source A in relation to the overall enquiry. Consequently, the proposed question should be broader than following up a very specific person or event mentioned in the source. It should also not be a question they would ask the author of the source. Questions about the background of the author, general housing problems in Whitechapel or problems policing Whitechapel were examples of a questions that did not link to the focus of the enquiry about conditions in lodging houses. The failure to recognise the link to a broader enquiry limited the marks available to these candidates for this question.

While it is recognised that candidates cannot have detailed knowledge of all possible sources, the specification states that candidates should be aware of the types of sources available and the nature of the information they contain. Answers such as 'government records' or 'other articles' are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, a mark could be awarded because the explanation in the final sub-question made it clear what sort of information might be located in those records and how that information would help the historian with the overall enquiry. However, if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed question, then marks could not be awarded for either of these sub-questions.

Candidates should be showing an awareness of appropriate sources that already exist for the historian to consult. This means that answers suggesting they would carry out an interview were not rewarded. They also need to be clear that they should suggest a source from the period in question – history books, the internet, documentaries were all unsuitable answers. Instead, it would be more appropriate if they tried to think about the sources consulted by the producers of history books, internet articles or documentaries.

When multiple suggestions had been given to a sub-question, it was often counter-productive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

Successful answers treated the questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question. In general, the simple approach was most effective, for example questions about the food available, the extent to which there was overcrowding or violence inside lodging houses.

(b) **Study Source A.**

How could you follow up Source A to find out more about conditions in lodging houses in the Whitechapel area?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

The fights that happen 2 or 3 times a night

Question I would ask:

How violent the fights could get.

What type of source I could use:

an illustration posted in a magazine

How this might help answer my question:

As it will show the violence of the attacks and the fearfulness of the people around them.



A valid detail has been selected from the source with an appropriate follow-up question about levels of violence in lodging houses. A specific source is not identified, and the explanation does not make clear how the evidence could be used to answer the enquiry.



Ensure that the source that you identify is a specific source of information. An illustration would not necessarily include these details or be accurate.

(b) **Study Source A.**

How could you follow up Source A to find out more about conditions in lodging houses in the Whitechapel area?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

~~"There was a long, ~~so~~ low room filled with men."~~ "about twenty men and women were sitting or standing around the fire"

Question I would ask:

~~where the men and women seperated or did they share the same rooms?~~ Around how many people lived in one lodging house?

What type of source I could use:

Census 1881.

How this might help answer my question:

* Census tells you how many people lived within one house/ place.



A detail has been selected from Source A which is then the starting point for a broader enquiry into the conditions in lodging houses. The 1881 Census is a specific source, and the explanation makes it clear how the evidence would be used to answer the enquiry.



Be as precise as possible when suggesting sources to be used in following up the enquiry and explain clearly how the information in the suggested source might help to answer the proposed question.

Question 3

It is important to note whether the focus of this question is to identify a similarity or difference. Detail by itself cannot score highly. In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was similar in the other period. Occasionally, answers did not focus on the treatment of the crime of witchcraft, instead focusing on descriptions of trial by ordeal or common features of witches.

While many candidates scored the full four marks, some wrote far too much. Such answers demonstrated excellent knowledge in support of a valid comparison, but they could not be rewarded beyond four marks, and possibly the time taken here affected the completion of the longer answers which carried more marks.

Much excellent understanding was demonstrated by candidates about the changes in religious and political beliefs between the two periods along with the development of scientific thinking. Supporting details about the roles of Henry VIII, James I, the Civil War, and Royal Society were common examples of specific information being used to support comparisons.

One way in which the treatment of the crime of witchcraft in the years c1500 - c1700 was different to the years c1700 - c1900 is because people in c1500 - c1700 were more against than they were in c1700 - c1900.



There is some relevant general information about the change in attitudes towards witchcraft. This answer lacks specific support from either period in the question.



Identify the similarity or difference clearly and then provide relevant supporting detail from both periods.

3 Explain **one** way in which the treatment of the crime of witchcraft in the years c1500–c1700 was **different** from the treatment of the crime of witchcraft in the years c1700–c1900.

In 1500–1700, ~~witches~~ under the rule of James I, witches were harshly treated. Any woman accused of witchcraft was executed via hanging. This was because James was highly religious, and was afraid of witches. This changed in 1700–1900, due to the advancement of technology. Witches were no longer perceived as powerful, but rather seen as con artists, or "confidence tricksters". This led to George II decriminalising it so that the punishment went from the death penalty, to a fine. ~~This was~~ ~~related to the religious beliefs in witches~~ Overall, 1500–1700 treated witches harshly due to religion, whereas 1700–1900 decriminalised them due to scientific ~~advancements~~ advancements.



ResultsPlus
Examiner Comments

A difference in the treatment of the crime of witchcraft is explained. Supporting detail is provided from both time periods with examples of the fears of James I in contrast to the change in the law under George II, fulfilling the descriptor for Level 2.



ResultsPlus
Examiner Tip

Make sure supporting detail is provided from both periods.

Question 4

It was pleasing to see that a number of answers were awarded level 4 for this question. These candidates had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive. A number of answers had excellent knowledge of the reasons for changes in the use of transportation as a punishment. Some answers did not have a clear understanding of the chronology of the period and were unclear about when transportation to America and Australia occurred or the reasons for the change in use as a punishment. A small number of answers talked about methods of transport rather than addressing the focus of the question.

There were lots of examples of candidates using the stimulus points to explain reasons for change. The need for labour to develop colonies, the American War of Independence, discovery of gold in Australia, transportation as an alternative to the death penalty and the increasing use of prisons were all used effectively to explain reasons for both the increase and decrease in the use of transportation as a punishment.

Some candidates were not able to develop their responses beyond the stimulus points or appeared unclear about the role America had in the use of transportation, suggesting they would benefit from a wider understanding of the reasons for transportation in the 17th Century.

4 Explain why there were changes in the use of transportation as a punishment in the period c1610–c1868.

(12)

You **may** use the following in your answer:

- colonies in North America
- the discovery of gold in Australia

You **must** also use information of your own.

There were changes in the use of transportation as a punishment because of the discovery of gold in Australia. Britain used to send criminals to Australia for 7 years as a punishment, but because of the discovery of gold, many people then wanted to travel there and found it unsavoury that they were surrounded by criminals. This means that people had started paying large amounts of money to travel to Australia, and didn't think it was fair that many criminals stayed after their sentence, and didn't want to live around criminals.

Furthermore, another reason there were changes in the use of transportation as a punishment is changing attitudes of the public. This is because of cases such as the Tolpuddle Martyrs where the public felt there was a miscarriage of justice. The Tolpuddle Martyrs were farmers who formed a union to attempt to get higher wages, however,

This failed and they were sentenced on an old law and sentenced with 7 years transportation. ~~The job~~ This caused an uproar from the public and eventually, the Tolpuddle martyrs were brought back, as they thought transportation was a very harsh punishment. This is because criminals had to complete hard, ~~the~~ physical labour in the extreme heat.



ResultsPlus
Examiner Comments

This answer demonstrates Level 3 for Assessment Objective 2 (analysis) with reasons for change clearly explained for two examples; the discovery of gold in Australia and the case of the Tolpuddle Martyrs. There are two aspects of content therefore this answer is demonstrating some of the descriptor for Level 3 Assessment Objective 1 (knowledge and understanding) with accurate and relevant information.



ResultsPlus
Examiner Tip

Aim to show that you are covering the whole period in the question and three or more aspects of content.

4 Explain why there were changes in the use of transportation as a punishment in the period c1610-c1868.

(12)

You **may** use the following in your answer:

- colonies in North America
- the discovery of gold in Australia

You **must** also use information of your own.

→ Tolpuddle Martyrs
(1834) Dorset

→

One reason for change in transportation could be the increased ^{effective} usage of transportation in Early Modern England, as an alternative to Capital Punishment. For Example, transportation was first introduced under ^{Wm} James I in the early 17th century, transporting criminals to North America for 7-14 years. Transportation was seen as an efficient punishment - alternative to capital punishment which was seen too severe in cases. Transportation allowed for criminals to contribute for their city whilst also deterring others. In addition it was seen as a fit punishment for crime and benefited England^s through rididg the country of criminals so that they could establish English colonies elsewhere. Overall, during this period transportation increased due to it's benefits to England and it's role as ~~an~~ a less severe yet effective punishment - popularising due to ~~the~~ ~~dis~~ disagreements about overuse of capital punishment at the time?

Although a ^{decrease} reason for an increase in transportation in the 18th century, could be the Tolpuddle Martyrs (1834). For example in Dorset, England (1834) 6 farm workers joined a 'friendship society' appealing for a pay ~~to~~ rise, they were then prosecuted under ~~the~~ ~~new~~ oaths laws and sent to Australia for 7 years as punishment. This ~~was~~ caused

200 000 signatures
public outrage - ~~possibly~~ getting ~~people~~ to sign for their
return ~~and~~, although the Home Secretary refused. Protests continued
and the ~~6~~ ²¹ were eventually returned in 1836. This showed the
injust and unfair abuse of the transportation system - further
exemplified by the Home Secretary's refusal and then ~~of~~ approval
of their return - showing acknowledgement of the unfair nature the
punishment was used for. This then factored into a decrease of
transportation usage, it being seen as unfair and too severe to
be used in ~~the~~ ^{the} less severe crime such as 'oath taking'.

in Industrial Britain
Furthermore, another reason for a decline in transportation usage
was the introduction of prisons as alternative punishment. For
example, during Industrial Britain, there ^{was a} rise in prison usage
across England - being seen as a more effective, fairer alternative
to transportation to Australia. ~~Although prison was transportation~~
This could be because after many transportation sentences, prisons
were unable to return due to high costs and the inability to earn money
in their sentence, whilst prisons kept criminals in England and so after
their sentence - still had the ability to return to their family. ~~Think~~
~~mean~~ ~~the~~ ~~that~~ ~~are~~ ~~people~~ Furthermore - prison reform meant prisons
had better conditions and improved efficiency ~~being~~ e.g. Elizabeth Fry's
focus on reformatory prisons in Newgate Prison. Overall, these factors
meant prison was ~~seen~~ ^{highly} increasingly valued higher by the public
as well as the government and had more ~~highly~~ ^{highly} than transportation -
leading to a decrease in its usage and total stopping of its usage
by ~~the~~ the 20th century.



This answer reaches Level 4 for Assessment Objective 2 (analysis) with a sustained focus on reasons for changes in the use of transportation as a punishment. There is clear analysis of the reasons for covering both in introduction and decline in use of transportation, supported by relevant detail of James I, Tolpuddle Martyrs and changing attitudes to the use of prisons. Assessment Objective 1 (knowledge and understanding) is also Level 4 with precisely selected examples. There are three clear aspects of content clearly selected to exemplify the changing use of transportation as a punishment.



Make sure the details you include are used to support your analysis and explicitly linked to the question; don't just offer them as information.

Question 5

This question was chosen by fewer candidates. Those who had selected this question often demonstrated excellent understanding, particularly of the earlier part of the period in the question. The focus of this question was evaluating the extent to which attitudes in society was the most important factor affecting crime and punishment in the period c1000-c1500. Some candidates did not evaluate the extent to which attitudes in society was the most important factor and focused only on describing or explaining examples of change and continuity in crime and punishment. A small number of candidates appeared unclear in their understanding of what was meant by attitudes in society, often not recognising the role of the government or church as institutions.

The stimulus points of punishment in public, particularly in the period of the Norman Conquest, were used confidently by candidates. Answers often provided details about the Forest Laws, humiliating punishments, Wergild and Murdrum fine. A smaller number of answers also tried to describe some examples of crime, punishment or law enforcement from the time period 1500-1700 which were not relevant.

Strong answers were able to weigh the extent to which attitudes in society was the most important factor in comparison to the role of the government or religion. There were some excellent answers which were able to draw on candidates' knowledge of Saxon and Norman society to demonstrate the extent to which attitudes in society was the most important factor affecting crime and punishment. In these answers a sense of an argument and evaluation developed consistently throughout the answer and then in the conclusion, explicit criteria were applied to explain the final judgement. Many answers focused on the first 200 years of the time period in the question in excellent detail. Candidates are reminded that examples should address the full time period in the question in order to demonstrate wide-ranging knowledge.

I disagree with the statement as attitudes in society played a ~~that~~ role in crime and punishment but factors like ~~religion~~ ^{religion} and the Norman Conquest played a bigger role. *compensation

One factor that affected crime and punishment in the years 1000-1500 was attitudes in society. This was due to the fact a punishment was in public like the stocks and pillory, they were used to publicly humiliate the criminal as many could watch and see the embarrassment they had to face due to their crime. ~~and~~ This shows attitudes in society was a factor affecting crime and punishment as this punishment was put in place to deter others and show them what they will go through if they commit the same crime and the attitude in society was not wanting to face the same humiliation.

Another factor that affected crime and punishment was the ~~at~~ Norman Conquest

As they introduced new crimes and punishments like it was a crime to cut down a tree, 30% of England's forests were protected by this, and it was a crime to kill a Norman and the punishment was the whole village to pay a fine which went to the King, the Mordrum fine. And the punishment of Wergild was not to be paid to the victim and ~~£~~ instead to the King thus affecting ~~the~~ crime and punishment. This shows the Norman conquest was an important factor in affecting crime and punishment as various crimes and punishments were introduced after their conquest making a bigger impact on crime and punishment.

~~Another factor affecting crime was retribution. An example was a blood feud, the victim's family held the right to kill the criminal.~~

Another factor affecting crime and punishment was compensation. Wergild was a fine that had to be paid by the criminal to the victim's family as a

way to make up for the crime they had committed against them and wergild was a common punishment and was used for most crimes. This shows compensation was a factor in affecting crime and punishment as it allowed the victim to be paid and was commonly used even after the Norman conquest despite the money going ~~to~~ to the king instead.

In conclusion attitudes in society was not the main factor as factors like the Norman conquest which introduced new crimes and punishment and compensation which is commonly used today and then played important roles in affecting crime and punishment.



This answer meets the Level 3 descriptor for both assessment objectives. The analysis is mainly directed at the conceptual focus explaining a range of factors that affected crime and punishment, attitudes in society, the Norman Conquest and compensation are all identified as factors for change. More than three aspects of content are covered in the answer: stocks and pillory, wergild and murdrum fine. The overall judgement is then given with some justification meeting the descriptor for Level 3. There is no real attempt to weigh up the extent to which attitudes in society was the most important factor in the answer.



Try to have a sense of evaluation running throughout the analysis.

though attitudes ⁱⁿ ~~of~~ the society was one factor in driving crime and punishment, other factors, such as the King and Church affected were also significant.

Public humiliation was a common punishment for minor crimes such as drinking and swearing. ^{The} stocks and ~~tittorus~~ pillory were most often used, where the criminal would be bound by their ~~ne~~ neck, wrists or feet and humiliated. People would often throw things such as stones and rotten foods at them to further their discomfort. This acted as a deterrent to commit further crime and its prevalent use shows that it was effective. This shows that attitudes in society were an important factor affecting crime and punishment as they dictated the punishments given through their use of tithings and trial by jury and also the crimes committed. The effective use of public humiliation shows that people were actively deterred by the punishment and saw it as fit.

Poaching became illegal under the Forest Laws

introduced by the Normans. Under these laws, people were now unable to cut down trees for fire or building ^{and} own dogs and bows and arrows. People caught ~~breaking this law~~ hunting deer had their two forefingers chopped off and repeat offenders were blinded. However, this was labeled as a social crime as, usually, if people saw someone committing this offence, they would turn a blind eye as they disfavoured the laws. This shows that public attitudes in society were important in dictating crime and punishment as people would readily allow criminals to get away with their crime if they saw it as unjust.

Under the Norman Conquest, many laws affecting the King and Church were introduced such as the Murder Fine. If a Norman was killed, everyone in the region would need to pay a heavy fine, not to the victim's family as once done before but to the King. This compounded the debt of those who were in poverty. Moreover, wergild was shifted with fines being paid to the King's officials instead of the victims. This shows how many new crimes were introduced and some old crimes changed

under the authority of William the Conqueror, proving that figures of authority were also a significant factor affecting crime and punishment.

In conclusion, though figures of authority such as William and the Normans played a part in changing the definitions of crimes and administering punishments, ultimately, it was left to the public to decide if the punishment was worthy or not. Due to this, more often than not, ^{it was} the public, ^{who} either acted as a deterrent or joined together to combat social crimes, proving that the impact of attitudes in society were much more pivotal in dictating crimes and punishments than authorities such as the King. Moreover, crimes ^{changed} by the king were sometimes minor and so their effect was limited, such as fines which the use of paled in comparison to public ~~but~~ humiliation.



This answer reaches Level 4 for both assessment objectives. There is a clear line of reasoning and consistent analysis. It is supported by precisely selected information and covers 3 aspects of content. The answer identifies the king and church as other significant factors affecting crime and punishment in addition to attitudes in society. There is evaluation throughout the answer reaching an overall judgement with criteria established. All of the precise examples selected are from the earlier time period.



Try to include a range of examples that address the whole time period in the question.

Question 6

This was a popular question with candidates. The focus of the question was to evaluate the extent to which there had been significant change in the work of the police in the years 1829 to present. The majority of candidates were able to explain examples of change in the work of the police, making use of the stimulus point about the introduction of the CID linked to the work of the Metropolitan Police and the Jack the Ripper case. The stimulus point of patrols was often used to counter the statement along with other examples of continuity in the nature of police work. Candidates were able to confidently deploy examples of the work of the police from across the time period in the question. Aspects of content linked to science and technology, specialisation, prevention and detection, were all well used to explain the extent to which there had been significant change in the work of the police. The strongest answers were able to draw on aspects of content linked to both change and continuity in the work of the police in their analysis.

A few answers chose to provide examples from the early modern period or described the work of the Bow Street Runners suggesting their sense of chronology was not secure. Some answers also focused entirely on policing in Whitechapel, limiting their ability to demonstrate their understanding of the work of the police in the 20th Century or outside of London.

Some answers remained descriptive, with little analysis, but many answers were able to show understanding of the extent to which there was change in the work of the police from 1829 to present. Fewer answers recognised the need for an evaluation of the extent to which there had been a significant change in the work of the police.

I agree that the work of the police has changed significantly because of the introduction of the Criminal Investigation Department (CID). This was a large sector of the Metropolitan Police force dedicated to sufficiently investigating any ~~serious~~ regular or abnormal crimes committed. This meant that as the development of the criminal justice system also expanded, evidence gathered by a group of qualified and dedicated investigators gave a much more likely chance of conviction.

However, I disagree that the work of the police has changed significantly in the years 1829 - present because ~~police patrols~~ of police patrols. This was where sectors of the police force would watch over areas with high crime rates and police these areas, however, this was ineffective in most cases due to the lack of members of the police forces. They were also unable to patrol a wide range of

- areas most of the time. This meant that no many arrests were made by the police patrols and that not many were convicted of their crimes.

Lastly, I also agree that the work of the police has changed significantly due to forensics. This was where criminal investigators would investigate a crime scene and things such as DNA were taken for sampling, furthermore a national database was created, detailing many repeat offenders which meant any repeat offenders were easier to catch and any new offenders were added to the national database. This meant that in court reliable and accurate evidence could be provided in order to had a strong case against a criminal.

In conclusion, I agree that the work of the police had changed significantly due to development in the criminal justice system and also technological advancements that were made.



This answer reaches Level 3 for Assessment Objective 2 (analysis). The analysis is mainly directed at the conceptual focus of the question, explaining change and continuity in the work of the police. There is some good knowledge offered about the work of the police with aspects of content covering the CID, police patrols and forensic science, thereby meeting the descriptor for Level 3 for Assessment Objective 1 (Knowledge and Understanding). The overall judgement is given with some justification, meeting the descriptor for Level 3.

Overall, the answer demonstrates some examples of good knowledge and understanding, so this answer was awarded Level 3, 11 marks. Spag 3 marks.



Be explicit about the criteria being used to make a judgement.

I mostly agree that the work of police has changed significantly in the years 1829 to the present. This is because of the introduction of specialised branches of police such as the Criminal Investigation Department (CID) who do ~~not~~ new, more specific work, and also because police have to use new methods to stop modern crimes such as ~~and~~ cyber-crime. However the main ~~role~~ role of police has remained; to deter and prevent crime.

I agree that the work of the police has significantly changed in the years 1829 to the present because of the introduction of the CID. Before this time, the role of police was mainly to stop crime as it happened, however the CID was introduced as part of the force in the ~~not~~ mid 1800s. Their role was to investigate crimes that had already happened but the criminal had not been caught. They would use methods such as looking at evidence left at the scene and

asking witnesses, and, later in the 1900s, using forensic science. This led to the work of the police changing significantly as they now had the responsibility of tracking and apprehending criminals who had already committed the crime, as opposed to deterring and stopping crime that happened in front of them.

A further reason I ~~disagree~~ ~~agree~~ agree that the role of ~~police~~ ~~have~~ ~~the~~ police have has changed significantly is because they have to combat new forms of crime. New ~~and~~ and more accessible technology in modern times meant ~~that~~ ~~that~~ such as cars and ~~cars~~ the internet meant there were more ~~ways~~ ways for crimes to be committed and new crimes created, such as motor crimes and cyber-crime. As ~~para~~ a result, the police had to significantly change how they tackled crime and the technology they used. Examples include using cars and speed cameras to stop motor crime, and the creation of new police departments to stop cyber-crime. This was a significant change as the police did not have to ~~do~~ the role of dealing with these crimes in the past.

However, I disagree that the role of police has changed significantly as it could be argued that police still have the role to deter ~~at~~ crime and apprehend criminals. Since the inception of the ~~met~~ Metropolitan Police Force by Robert Peel, the police have always been responsible for intervening with crime they have witnessed, and also being on the streets to deter crime. Even now, the police have this role. This means that the role of the police ~~is~~ has not significantly changed as the main role of police has remained the same despite new crimes, technology and methods introduced since 1829.

Overall, I believe that the main role of police has changed significantly between the years of ~~the~~ 1829 - present because of the new departments, crimes and methods of the police. However I do recognise the ~~same~~ ^{counter} argument of police roles staying the same.



This answer reaches Level 4 for Assessment Objective 2 (Analysis), offering a line of reasoning and consistent analysis. The explanation consistently focuses on the conceptual focus of the question with an analysis of the extent to which the work of the police changed significantly from 1829-present throughout the answer,

Accurate and wide-ranging knowledge covering a variety of different aspects of content is included covering the work of the CID, the impact of the changing nature of criminal activity, and the role of technology. Therefore, this is Level 4 for Assessment Objective 1 (Knowledge and Understanding).

There is an explanation of judgement running throughout the answer, and criteria for the required judgement are justified. This answer has met all the demands of the Level 4 mark scheme and received the full 16 marks.



Check the focus of the question as well as the topic, so that you can make sure all the detail you include is relevant.

Paper Summary

Examiners commented that there were a number of impressive answers where candidates seemed well prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation. In particular, candidates seemed well prepared for the 8 and 16 mark questions, with most answers having a clear structure and good use of precise own knowledge.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly expressed answer. Also, a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

If extra paper is taken, candidates should state clearly in the answer space for the question that it has been continued on separate paper and this should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and candidates should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

Where there has been weaker performance, the following points can be made:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as how the term 'century' is used, for example the nineteenth century refers to dates 1800-1899.
- A number of knowledgeable answers failed to reach the highest level because they were not focused on the specific question being asked or did not deploy precise detail.
- It is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content.
- While there was good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.
- A small number of candidates would benefit from a reminder to focus on the specific knowledge required for each paper. When candidates tried to include general knowledge from their period or depth studies it often led to them being distracted from the focus of the question.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

