



Examiners' Report

June 2025

GCSE History 1HI0 10

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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, a factor acted as a catalyst for other developments etc. and 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 2025. 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

This is now a two-part question, with a question asking for a key feature of each of two topics. This was expected to make the question more accessible, and most candidates gained two marks for identifying a feature of provision of accommodation for the poor. Most often the examples of overcrowded lodging houses and rookeries, features of workhouses, the Peabody Estate and examples of unsanitary conditions were included as examples by candidates.

The second feature asked candidates to describe one feature of the problems the police had when investigating the crimes of Jack the Ripper. Many candidates were very knowledgeable about this topic with examples of the role of the media, lack of forensics, communication issues between police forces and the role of the Whitechapel Vigilance Committee often used as examples of problems the police faced. Sometimes candidates were less secure on the specific problems associated with the case, instead focussing on more general problems associated with policing the environment of Whitechapel.

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.

When candidates had written two sentences for a 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 two disconnected points of information were limited to a maximum of one mark.

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 answers had already scored full 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.

Both parts of this question were 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 examples.

- 1 (a) Describe **one** feature of the provision of accommodation for the poor in Whitechapel.

(2)

workhouses were accommodation houses for the poor, they had to work for long periods of time in return for a hot meal and a bed.

- (b) Describe **one** feature of the problems the police had when investigating the crimes of Jack the Ripper.

(2)

One feature is that the police didn't have enough advanced technology to investigate the murders such as DNA testing.



A valid feature is identified of provision of accommodation in Whitechapel. Workhouses have been identified as a feature of provision with the supporting information that a bed and a hot meal was provided in return for working. A valid feature of the problems the police faced is identified with supporting information linked to the feature.



Make sure you can identify a feature of everything named in the Historic Environment specification.

- 1 (a) Describe **one** feature of the provision of accommodation for the poor in Whitechapel.

(2)

One feature is that it was unhygienic in accommodation for the poor

- (b) Describe **one** feature of the problems the police had when investigating the crimes of Jack the Ripper.

(2)

~~many~~ The attitudes during this investigation towards the police were against them from the public



A valid feature is identified of provision of accommodation in Whitechapel. There is no supporting detail. A valid feature of the problems the police had when investigating the case of Jack the Ripper is identified. There is no supporting detail.



Look carefully at the focus of the question and remember to provide additional supporting detail.

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 the lives of people living in Whitechapel?

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 one's 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.

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, how representative the source is etc.

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 accommodation options and the problems associated with homelessness and unemployment in Whitechapel. Candidates were also very knowledgeable about the problems of street crime in Whitechapel. Sometimes candidates did not consider why the provenance of the sources could be useful to the enquiry. The strongest responses recognised the author of source A worked among the poor and was therefore useful as they provided accurate knowledge of poverty in Whitechapel. Similarly, candidates who recognised that the author of source B was focussing specifically on the East End and was also knowledgeable about the area were able to effectively explain how the provenance

affected the usefulness of the source content.

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

How useful are Sources A and B for an enquiry into the lives of people living in Whitechapel?

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

(8)

Source A is very useful because it tells us about how the poor struggled and also tells us an estimate of how many people were on the streets. This is shown when William Booth says "there are hundreds who sleep outdoors every night" and also when he says "There are people outside in the rain and the storm" This is important because it emphasises the issues there was in the 1800's.

Source B is also useful because it tells us about how the homeless caused problems for others. This is shown when Walter Besant says "There are people who are drunk; men who will not work; street thugs; street sneaks; street thieves" This is helpful because it highlights specific things, ~~saying~~ telling us how disruptive/disrespectful

these people could be



In the answer for source A the content is considered in relation to the usefulness of the source for the enquiry highlighting the problems people faced in Whitechapel. In source B the problems associated with anti social behaviour in Whitechapel are also highlighted. 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.



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.

How useful are Sources A and B for an enquiry into the lives of people living in Whitechapel?

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

(8)

Source A is somewhat useful for an enquiry into lives of those living in Whitechapel. Source A states "there are hundreds who sleep outdoors every night", inferring large numbers of homeless. I know that ~~there~~ there were many living in Whitechapel, ~~who~~ ~~lacked~~ without shelter, and homelessness was a major problem in Whitechapel, making Source A more useful. Source A also states that these "homeless, hungry people are too utterly miserable to bring attention to themselves". I however know that it was often homeless people in Whitechapel who would cause disturbance in the streets, and had a lot of attention, ~~being~~ ~~often~~ ~~suspects~~ for their disturbance in Whitechapel streets. This as a result makes Source A less useful. Source A was published in 1890, making it relevant to the time and more useful therefore, and was published by William Booth, who "worked among the poor". This ~~therefore~~ makes the source more useful as he would likely be experienced with the poor and perhaps the lives of the poor in Whitechapel. Overall, Source A is fairly useful as it has a legitimate author, who would be writing to inform likely, and is fairly ~~rather~~ accurate in details about the lives of people living in Whitechapel.

but is restricted to the poor, and not fully accurate.

Source B is highly useful for an enquiry into the lives of people living in Whitechapel. Source B states that those on the street would "often cause trouble". I know that lots of crime emerged in Whitechapel from those in poverty, both due to needing to survive, and general resentment towards the government and society. This makes Source B more useful. Source B ~~also~~ states that those causing trouble "are people who are drunk". I too know that alcohol and drunkenness was very common in Whitechapel, and it was those ~~people~~ who were drunk who often caused trouble in Whitechapel, such as Irish immigrants, who would fight under the influence of alcohol and were strongly disliked in Whitechapel as a result. Thus this makes the source more useful. Source B was published in 1901, fairly close to the peak of issues in the lives of those in Whitechapel, making the source more useful. Besant "wrote several books about the history of living conditions of different areas of London", so the author has authority and is knowledgeable about the topic. Source B was likely written to inform, and is written without bias likely, so Source B is made more useful. On balance, Source B is highly useful as it has a valid author and gives valid details about the lives of people living in Whitechapel accurately, exploring issues at the time.

Source A is fairly useful, but not as much as Source B.



The analysis of both Sources A and B reaches Level 3. There is a clear focus on the enquiry into the lives of people living in Whitechapel. In source A the problems associated with homelessness are explained and in source B the problems of drunkenness and disorder are highlighted. 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 the lives of people living in Whitechapel) and the aim is for candidates to show that they understand how historians work. The first sub-question simply 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 B 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 or that they wanted to conduct a live interview with the teenagers in the source could not be rewarded. Most candidates were able to use the details from the source to compose an enquiry question about the lives of people in Whitechapel. Enquiries about unemployment, crime and drinking, were common examples of enquiries.

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 '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, enquiries about the levels of crime affecting the people of Whitechapel.

(b) **Study Source B.**

How could you follow up Source B to find out more about the lives of people living in Whitechapel?

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 B that I would follow up: "There are people who are drunk; men who will not work"
Question I would ask: Why don't you try and help them?
What type of source I could use: An article
How this might help answer my question: As it may describe what the conditions were really like.



A valid detail has been selected from the source; the question is not appropriate as a follow up question. 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 and that the question proposed relates to the focus of the enquiry.

(b) **Study Source B.**

How could you follow up Source B to find out more about the lives of people living in Whitechapel?

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 B that I would follow up:

"Street thugs; street sneaks; Street thieves"

Question I would ask:

How often was crime committed in Whitechapel by these street thugs, ~~snakes~~ sneaks and thieves.

What type of source I could use:

Police records in Whitechapel.

How this might help answer my question:

It could provide ~~an~~ accurate information of the crimes committed in Whitechapel.



A detail has been selected from source B which is then the starting point for a broader enquiry into lives of people living in Whitechapel. Police records in Whitechapel are identified as a 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 that candidates note whether the focus of this question is to identify a similarity or difference, the topic and the periods in the question.

In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was different in the other period. Occasionally, answers did not focus on the attitude of the government to the use of the death penalty instead focussing more broadly on general attitudes of the public.

Many candidates scored the full four marks, and these answers demonstrated excellent knowledge in support of a valid comparison. There were some answers that wrote far more than was necessary and could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

There was lots of excellent understanding demonstrated by candidates about the attitude of the government to the use of the death penalty. The changing government attitude moving from deterrence to a more humanitarian approach as well as the changes in the severity and use of capital punishment were common examples. Specific information being used to support comparisons included the use of the Bloody Code, problems at public executions, the role of the cases of Derek Bentley, Timothy Evans and Ruth Ellis and subsequent legislative changes in the 20th Century.

- 3 Explain **one** way in which the attitude of the government to the use of the death penalty in the eighteenth and nineteenth centuries (c1700–c1900) was **different** from the attitude of the government to the use of the death penalty in the modern period (c1900–present). → industrial

One way in which the attitude of the government to the use of death penalties during the industrial period was different to that in the modern period was because there was a decline in capital punishment.



There is some relevant information about there being a decline in the use of capital punishment. 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 attitude of the government to the use of the death penalty in the eighteenth and nineteenth centuries (c1700–c1900) was **different** from the attitude of the government to the use of the death penalty in the modern period (c1900–present).

In the eighteenth and nineteenth centuries the death government saw the death penalty as a useful punishment, one that would deter people from committing crimes. During this period up to 225 crimes were made punishable by death. However in the modern period the death penalty is considered an extreme punishment, that was abolished in the 1965 Murder Act. ~~Many~~ The government realised it wasn't effective and abolished it due to the public's changing attitudes.



A difference in the attitude of the government to the use of the death penalty is explained. Supporting detail is provided from both time periods with examples of the Bloody Code and changes to the law on the use of the death penalty fulfilling the descriptor for Level 2.



Make sure supporting detail is provided from both periods.

Question 4

This question was well answered by candidates with many confident in a range of reasons for increases in crime in c1500-c1700. 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 increases in crime. Increasing poverty, political instability, religious changes, the role of key individuals and new definitions of crime were often given as reasons for change. Some answers did not have a clear understanding of examples relevant to the period sometimes providing examples linked to the Industrial rather than early modern period.

There were lots of examples of candidates using the stimulus points to explain reasons for increases in crime, increasing poverty and the problems associated with Vagabonds as well as new definitions of treason in the Tudor period were all used effectively to explain reasons for the increases in crime.

Most candidates were able to provide a third aspect of content for this question; examples of increasing accusations of witchcraft, the social and political impact of the Civil War, examples of heresy and treason and examples of increased smuggling and poaching were often provided. Some candidates were also able to explain early examples of highway robbery.

4 Explain why there was an increase in crime in the years c1500–c1700.

(12)

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

- vagabondage
- treason

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

In the 1500's and onwards, crime rates of all sorts soared. An example of this is vagabondage. Many people were left homeless and unemployed due to many economic crashes. These crashes were a result of many wars being funded, debasement of the coin, etc. Normally, unfortunate people would seek help from the church, but due to Henry VIII's separation from the Catholic Church, the monasteries used ~~to~~ for help were no longer available, which consequently led to an explosion in the crime of vagabondage.

Similarly, treason became a popular crime too. This was largely due to religious and/or political beliefs differing. The most famous example of this was in the 1600's with James I and the gunpowder plotters. The entire attempt to blow up parliament was due to the hatred between Protestantism and Catholicism. The importance of religion at the time that caused these riots was ~~ex~~ ultimately the biggest

Cause in the increase of treason.



This answer demonstrates Level 3 for Assessment Objective 2 (analysis) with reasons for increases in crime clearly explained. For Assessment Objective 1 (knowledge and understanding) there are two aspects of content (vagabonds and treason), a maximum of 8 marks is available for answers that do not address three or more aspects of content.



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

4 Explain why there was an increase in crime in the years c1500–c1700.

(12)

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

- vagabondage

- treason

- Smuggl

- Heresy religious reformation

- Witchcraft

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

One reason why there was an increase in crime was because of social and economic factors. The people of England in the 1500s and 1600s found it difficult to find work due to high inflation and the lack of people had harvest. Vagabondage were people who were unemployed and homeless the amount of them increased because many people began to move to towns in the hope of jobs however they were if they were unable to find jobs they would just wander the streets. These in authority saw vagabondage as a threat because they were high in numbers meaning they could all join together and form a rebellion. This was emphasised by the Puritan belief of the 'devil makes work of idle hands' revealing how the Vagabonds could cause anarchy in society. Therefore the Vagabond act and the poor act were passed to place Vagabonds into houses of

Correction:

Another reason why crimes increased specifically crimes against authority was because of the religious reformation. This meant that many would find themselves believing in the wrong beliefs. This led to 283 protestants being executed for heresy by Queen Mary. This revealed how the crime of heresy only increased as religious tensions increased. Another crime that increased was treason this can be seen by the infamous gun powder plot of 1605. This meant that King James 1st only increased the amount of crimes deemed as heresy to secure his throne.

Another crime that was introduced was the witchcraft act of 1542 allowing those who are even suspected of being a witch to be tried and executed. A famous witch finder expert of the time was Matthew ex Hopkins who believed he had a special ability to find witches. Furthermore the belief in witches was only fuelled by King James 1st belief in witches trying to usurp him and destabilise

his country this can be seen through his book
Daemonologie. Roughly 1000 women were
executed for witchcraft between 1542 and
1776. Highlighting the rise of the crime.



This answer meets the descriptor for Level 4 for Assessment Objective 2 (analysis) with a sustained focus on reasons for increases in crime c1500-c1700. 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 reasons for increases in crime.



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 more candidates, those who had selected this question often demonstrated excellent understanding, particularly of the role of trial by ordeal, Benefit of Clergy, and Sanctuary and their influence on crime and punishment. The focus of this question was about the significance of trial by ordeal as the most important feature of the Church's influence on crime and punishment during the medieval period. Some candidates did not evaluate the extent to which trial by ordeal was the most significant feature instead explaining more generally how the role of the Church was important or attempting to evaluate the influence of the Church in comparison to other factors like the role of authorities. A small number of candidates appeared unclear in their understanding of the influence of the Church on crime and punishment focussing more generally on law enforcement in the medieval period.

The stimulus point of trial by hot iron was used confidently by candidates. Answers often provided details about the various ordeals with trial by hot water, cold water, consecrated bread and battle often used as examples alongside trial by hot iron. A smaller number of answers also tried to describe some examples of community law enforcement which were not relevant.

Strong answers were able to weigh the extent to which trial by ordeal was the most important feature of the church's influence. There were some excellent answers which were able to draw on candidates' knowledge of Benefit of Clergy, Sanctuary, Church courts and Heresy in the Medieval period. 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. Some answers focussed only on the earlier part of the period in the question or solely on the different trials by ordeal. The strongest responses demonstrated wide ranging knowledge of the role of the Church and often used the discontinuation of trial by ordeal in the 13th Century as an example of criterion for judgement in comparison to other examples of Church influence on crime and punishment.

Although trial by ordeal was significant and showed the church's influence on crime and punishment, there were many other ~~influence~~ features of the church which I think were more influential and gave the church more power over crime & punishment, such as the church courts and their leniency which undermined the royal court's power as well as offering sanctuary to criminals which further undermined power of the king.

The church courts were a significant feature of the church's influence on crime and punishment, where in proving your connection ^(also called benefit of the clergy) to the church, you could be tried in the more lenient church courts. These punishments were much more lenient, compared to the royal courts, and crimes & that would be punishable by death could instead be punishable by prayer or a forced pilgrimage. This benefit of clergy was important, as it directly undermined the power of the king and his royal courts, and in doing so, gave the church a huge influence on crime and punishment. *You could prove your connection to the church by reading 'psalm 51', nicknamed the 'neck verse' as it would help criminals escape a much harsher punishment.

~~Another way the church had influence over crime and punishment was by offering sanctuary to prisoners.~~

The corruption of the 'neckverse' and its usage to falsely claim the benefit of the clergy actually accelerated the church's influence further, as more people ^{were tried in} used the church courts compared to Royal courts, showing just how powerful the church could be in altering how crime ~~and pun~~ was dealt with and what punishment was received, solidifying their influence over crime and punishment.

Another way the church had influence over crime and punishment was by offering sanctuary to criminals, keeping them under the church's protection against the law (this was only for 40 days, however) and helped the criminal look over what they had done and make decisions on what they were to do next. Offering sanctuary meant criminals were allowed a 40 day period of safety before they either faced trial or permanently left England. This is significant as it allowed criminals potentially facing the death penalty an opportunity to escape the law. The church helping ~~the~~ ~~the~~ the law be, in simplicity, ignored, ~~not~~ undermined the influence of ~~actual~~ Royalty and ~~before~~ the king's power, perhaps in this case being more powerful than the king as they actively helped criminals escape justice even to the extent that they were not allowed

to be forcefully removed from the church offering sanctuary. This shows the influence and power the church had over the law and ~~how crime~~ and punishment, showing their significance ^{in different} ways other than trial by ordeal.

on the other hand, trial by ordeal still gave the church a large influence over England's crime and punishment. If a decision on someone's guilt or innocence was not found in trial by jury, the accused would go through a trial by ordeal to reach their guilt / innocence. An example of a trial by ordeal was trial by hot iron, where the accused would have to carry a glowing iron 5 paces before dropping their hand in cold water. Their hand was then wrapped. After 3 days if the wounds on the accused healed, the person was innocent, but if it wound became infected, they were guilty and punished. This gave the church control over deciding a person's innocence or guilt, proving how they still had influence over crime and punishment. However, ~~before~~ trial by ordeal was abolished in 1215 by Pope Innocent III after he recognised the trial as inhumane. You could argue that the church - and the pope - had such influence over crime and punishment that they could choose when something was abolished whenever they wanted, ~~however~~ But Trial by ordeal's abolishment in 1215

does show that ~~the~~ trial by ordeal was not as significant for the church's power ~~as it~~ over crime and punishment, as it didn't last.

In conclusion, although trial by ordeal ^{by the church} did have some influence over crime and punishment it was not the main feature of the church's power, and many other factors like benefit of the clergy and church courts as well as offering sanctuary was much more influential and reflected their power better.



This answer reaches Level 4 for both assessment objectives. There is a clear line of reasoning and consistent analysis. It is supported by wide ranging and precisely selected information, aspects of content include the Church courts, Benefit of Clergy, Sanctuary and trial by hot iron. There is evaluation throughout the answer reaching an overall judgement on the extent to which trial by ordeal was the most important feature of the Church's influence on crime and punishment with criteria established.



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

One reason I agree with the statement that trial by ordeal was the most important feature of the church's ~~feature~~ influence on crime and punishment is because of trial by hot iron. For example, trial by hot iron only occurred after a jury couldn't come to a conclusion on a case. In Medieval England, it was believed that God would choose whether people were guilty or innocent. This was done through multiple ways, with one being trial by hot iron. This was when ^{a suspect} ~~a suspect~~ had to walk ^{holding} ~~a~~ ^{heavy} ~~strider~~ ^{strider} ~~strider~~ burning iron, and if it healed after a few days, it was seen that God had proved them innocent. But if the wound had carried on and caught an infection, it was seen that God had judged the suspect guilty. This would then later lead to their execution. This ~~statement~~ supports why I agree with the statement because it shows ^{of} the influence ~~of~~ the church on crime and punishment and how the church frequently called up on God to judge.

However, ^{one} ~~one~~ reason I disagree with the statement

is because of the benefit of the clergy. This[↓] was when someone who had committed a crime^{courts} could be tried in a church court and swear an oath that they did not commit the crime. This was done through reciting a neck verse (Psalm 51). ~~Those who could not recite the neck verse~~ In addition, many suspects who recited the neck verse were let free. So this suggests why I disagree with the statement that trial by ordeal was the most important feature, because ~~many~~ many suspects may have recited the neck verse in vain and got out of the given punishment, so others would want to be tried in church courts instead, making this ~~a~~ possibly ~~a~~ more important feature of the church's influence on crime and punishment.

However, one final reason why I agree with the statement that trial by ordeal was the most important feature of the church's influence on crime ~~and~~ and punishment on Medieval England was due to trial by cold water. Similarly, to trial by hot iron, this ~~was~~ only occurred when a jury couldn't come to a final decision on the suspect, so they turned to God for an answer. ~~The suspect was~~ The suspect was tied up with rope, and thrown into a river. If they

sunk then God deemed them innocent. However, if they floated, then ~~B~~ it was seen that God had judged them guilty. This was commonly used against people that were accused of being witches. This suggests why I agree with the statement because trial by ordeal had impacted crime and punishment very heavily, because crimes such as witchcraft were always looking to be solved.

In conclusion, I agree with the statement that trial by ordeal was the most important feature of the ~~church~~ church's influence on crime and punishment due to the fact that it was ~~was~~ more common than other features such as the benefit of the clergy, and the sanctuary. However ~~the~~ I am able to see and understand why this statement can be disagreed upon.



This answer meets the Level 3 descriptor for both assessment objectives. The analysis is mainly directed at the conceptual focus explaining how trial by ordeal was the most important feature of the Church's influence on crime and punishment during the medieval period. A counter argument is provided with an explanation of the importance of Benefit of Clergy. Three aspects of content are covered in the answer with trial by hot iron, Benefit of Clergy and trial by cold water all included as examples. The overall judgement is then given with some justification meeting the descriptor for Level 3.



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

Question 6

This was a less popular question than question 5, the majority of candidates who chose this question were confident in their understanding of developments in the use of prisons c1800 to present. The focus of the question was on the extent to which the separate system was the most significant development in the use of prisons c1800- present. The majority of candidates were able to explain examples of change drawing on examples from across the specified period. The stimulus point of Pentonville prison was often well used to support the statement with examples of isolation, prison design, work and exercise commonly identified by candidates as examples of developments in the use of prisons. Some candidates were confused in their understanding of the separate system often describing examples of different types of prisons, problems of overcrowding or they did not link Pentonville prison as an example of a separate system in their explanation. Aspects of content linked to prison reformers such as John Howard or Elizabeth Fry, the 1823 Gaols Act, the introduction of hard labour, hard fare and hard board were often used to counter the idea that the separate system was not the most significant development in the use of prisons. The strongest answers were able to draw on aspects of content from across the time period with borstals, Open prisons and alternatives for young offenders often used as examples from the 20th Century.

A few answers chose to provide examples about punishment more generally to counter their argument with transportation or changes in the use of the death penalty given as examples. The strongest answers demonstrated an understanding of the significance of the introduction of the separate system in comparison to other developments in the use of prisons and were able to apply valid criteria relevant to changes in the use of prisons in the process of reaching an overall judgement.

* In ~~1842~~¹⁸⁴³ Pentoville prison was opened. This was the first prison that was designed for the separate system. This was where prisoners had to wear masks ~~when~~^{when} outside to stop ~~them~~^{them} from communicating with each other. Prisoners were also kept in their cells for most of the day. This led to many going mad and many committing suicide. However Pentoville's design also allowed there to be less guards as ~~it was~~^{all cells} doors were in corridors blocks that all led to the centre. Pentoville prison is an example of the separate system and links to the statement that it was one of the most significant changes.

* The separate system was designed to stop prisoners communicating with each other. It was significant. There are other ideas that could be argued to be the most significant.

In 1902 the first Borstal was set up which kept young offenders from being imprisoned with hardened criminals. Borstals were meant to decrease reoffending rates and also help rehabilitate young offenders. ~~However they were mostly ineffective~~ This was further backed up by the 1908 children's act which set up juvenile courts to stop young offenders from facing severe punishments like hardened criminals. However Borstals were mostly ineffective as reoffending rates ~~didn't~~ stayed high and they were later abolished in 1982. This is a reason for why I don't believe Borstals were most significant when it came to the most significant development in prisons.

^ In 1823 Robert Peel passed the gaols act, ~~this~~ The gaols act meant that prison guards were paid and prison cells were made better. The gaols act focused more on rehabilitating criminals rather than retribution.

as it was meant to stop prison guards exploiting prisoners. The gaols was a significant change as it's ideas are still used today in prisons. This is why I don't believe the separate system was the most effective significant development.

* Overall I ~~believe~~^{disagree} that the separate system was ~~rather~~^{the} most significant development in the use of prisons as most of the ideas used by the separate system aren't still in use today. However I believe that the gaols act was the most significant as some of the ideas are used today.

* In 1933 the first open prison in the UK was opened. An open prison was where prisoners would come to the prison work and then allowed to go home. This was a significant change as it allowed prisoners to gain experience that they could use in later life. This was a significant change as they are still used today.

and also is why I don't think
the separate system was most
effective.



This answer reaches Level 3 for Assessment Objective 2 (analysis). The analysis is mainly directed at the conceptual focus of the question explaining how the introduction of the separate system was a significant development in the use of prisons in the years c1800-present.' There is some good knowledge offered about other developments in the use of prisons with borstals, the 1823 Gaols Act and Open prisons 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.



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

On balance, I mostly disagree with the statement, as while the separate system was a major development, I don't believe it to be as significant as the introduction of forstocks and open prisons during 1800-present.

It could be argued that the introduction of the separate system was in fact the most significant development in the use of prisons in the years 1800-present, as it created a new blueprint to ~~for~~ what prisons were. Pentonville prison was introduced during this era, which acted as a model for the separate system. The prison ~~acted~~ ~~contained~~ was split into 5 wings, and ~~prisoners~~ prisoners weren't allowed communication with others. Had labour and Church hearings were ~~held~~ performed with physical borders separating inmates. This aimed to reform prisoners by giving them time to reflect on their actions. However, lack of communication with others and the confinement of their cells with tiny windows containing bars at the top of ~~the~~ ~~their~~ their walls meant that many inmates hallucinated, developed mental health issues, and suicide became common. Prison reformer Elizabeth Fry disagreed with this system. So while it may be argued the separate

System was the most significant prison development during this time, its ~~effectiveness~~ results were not what was hoped.

One reason why I disagree with the statement is because I believe the set up of borstals were more significant. First set up in Kent in 1902, borstals were prisons for youth male offenders only, allowing them to be kept separate from dangerous adult criminals. The focus in borstals was on education, rather than punishment, with the hope that these youth offenders would be able to re-enter society with a changed mindset, and a life without crime. The 1908 ~~Prison~~ Prevention of Crime Act created a national system of borstals around England, showing the significance ~~of them~~ that borstals had in the use of prisons. Therefore, the usage of ~~borstals~~ borstals is one reason why I disagree with the statement, as I believe they were a more significant ^{than the separate system, by} ~~development~~ ^{reforming the youth to not commit crimes.}

Another reason why I disagree with the statement is due to the introduction of Open Prisons. The first Open Prison was set up at New Hall, Wakefield, in 1933. Open Prisons were prisons ~~where~~ where inmates were granted more freedom, and were

allowed on day release, so that they could work and develop, rather than being trapped in ~~lonely~~ lonely prison life due to the separate system. Open prisons ~~and~~ were established so that prisoners/criminals could re-integrate ~~the~~ back into society upon finishing their sentence, and therefore not need to commit crimes ~~on~~ again. ~~Thus~~ Open prisons effectively reformed ~~the~~ criminals into functioning members of society, and have been a great ~~social~~ success. Therefore, open prisons is another reason why I disagree with the statement, as open prisons were a major change in the use of prisons, and was a positive and significant development.

Overall, I mostly disagree with the statement. This is because I believe the introduction of borstals and open prisons were more significant ~~than~~ in the development of prisons, due to their widespread positive effect, than the introduction of the separate system.



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 introduction of the separate system was the most significant development in the use of prisons in the years c1800-present. Accurate and wide-ranging knowledge covering a variety of different aspects of content is included covering the whole time period with examples of the separate system, treatment of juveniles and open prisons. Therefore, this is Level 4 for Assessment Objective 1 (knowledge and understanding). An overall judgement with criteria is reached, the criteria are not always well applied in the process of reaching the overall judgement. This answer was awarded 15 marks.



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

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, 12 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 eighteenth century refers to dates 1700-1799.
- 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>

