

Examiners' Report

June 2023

GCSE History 1HI0 10

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Introduction

It was pleasing to see how well candidates responded to the examination paper and they had clearly been well-prepared in terms of both knowledge of content and the skills required for this paper. Candidates seemed confident on both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers.

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 and 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 access the higher marks.

A number of answers to the 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. 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.

Question 1

Question 1 asked candidates to identify two key features of the growth of socialism in Whitechapel. Extended details are not needed here but candidates should be aware that this question can be set on anything named in the Historic Environment specification.

Candidates should identify two features and, in each case, add a further detail which will 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 a maximum of two marks were rewardable.

Answers offered details about the growth of socialism giving details about the ideas appealing to poorer groups in society and examples of migrants from Eastern Europe spreading socialist ideas. A number of answers commented on the socialist organisations that were set up including the SDF and the 'Workers Friend' newspaper.

There were very few blank answers, but a small number of answers did not focus specifically on the growth of socialism, instead giving answers about different ways people socialised in Whitechapel or the problems caused by crime in Whitechapel.

1 Describe **two** features of the growth of socialism in Whitechapel.

Feature 1

one feature could be the growing idea of socialism that was introduced by the Eastern European Jewish community, who were thought to ~~have~~ ^{support} this idea; and due to the increase of immigration ^{in 1880's}, there would have been a growing amount of socialism.

Feature 2

socialism was also introduced by Darwin, who discussed social Darwinism; this outlined the nature of the human mind. Many people in Whitechapel supported this view, and as prison systems such as the separate system did not appear to work.



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Examiner Comments

A valid feature is identified for feature 1 only: the growth of socialism was due to increasing migration in Whitechapel with supporting details about the growth of the Eastern European Jewish community in the 1880s. 2 marks were awarded.



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 growth of socialism in Whitechapel.

Feature 1

One feature of the growth of socialism was due to the impoverished state of the area. The working and lower classes ~~mostly~~ had the lowest-paying jobs, and so there was a growing thirst for socialist change.

Feature 2

Another feature of the growth of socialism was the figureheads being Jewish immigrants due to the great influx of migration in Europe at the time. In Whitechapel, the Jewish people tended to accept low-paying jobs too.



ResultsPlus
Examiner Comments

Two valid features are identified about the growth of socialism in Whitechapel. The additional supporting information is linked to the identified feature. 4 marks were awarded.



ResultsPlus
Examiner Tip

Use separate sentences to identify the feature and to provide additional information.

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 the specific 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 how conditions in Whitechapel affected policing. The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned.

Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and students should recognise that unreliable sources can be very useful.

If the answer identifies omissions from the source as limitations on its usefulness, this should be linked to a consideration of the provenance, showing whether this is the result of lack of knowledge or deliberate omission.

Candidates found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of simple statements. When considering provenance, generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being unreliable because it came from a newspaper, could be made without any reference to the individual source and therefore remained at Level 1. Some points about the nature of source B remained at level 1 because candidates did not correctly identify that this was an illustration and not a photograph.

At Level 2, developed comments were made about the usefulness of the account provided for Source A, showing the way the environment of Whitechapel created problems for the police with its overcrowding, lodging houses and dark passageways. Comments about its provenance were related to its usefulness as an account published in the Daily News in 1888, giving a first-hand account from a reporter who was accompanied by the chief of H Division police. Some candidates did not focus on how conditions in Whitechapel affected policing, instead commenting on general poverty or describing conditions in lodging houses in Whitechapel.

When considering the content of Source B, candidates commented on the number of people on the streets and the dark and overcrowded living conditions and how this might create problems for the police to detect and arrest criminals. Comments about the provenance considered its nature, as an illustration published in a book to attract readers and highlight concerns about conditions in Whitechapel. Some answers referred to it as a cartoon and made general assumptions about it not being useful to the enquiry.

It was pleasing to see lots of answers including contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it continued to impact marks available for reward for some answers. Candidates should also recognise that 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. 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.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

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, listed limitations in the content coverage or asserted that a source was reliable because of the date it was produced, or limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and 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.

There were some impressive answers which had good knowledge of the conditions in Whitechapel and how this created difficulties for the police, the problems associated with lodging houses and rookeries, the transient population and hostile reception police often received. Many candidates also commented on the publication of Source A during the time of the Jack the Ripper murders and the heightened public interest in conditions and the policing of Whitechapel at the time.

Although a judgement should be reached on the overall usefulness of each source, 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.

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

How useful are Sources A and B for an enquiry into how the conditions in Whitechapel affected policing?

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

(8)

Source A would be useful because it shows how hard it was to police Whitechapel. The source describes how the darkness makes it hard to see if crime is happening. It also describes how there are too many people living in Whitechapel for the amount of police that there were. This would have made walking the beat hard for police as they would have been very outnumbered. The source is also from a national newspaper and had the involvement of the chief of H Division who were responsible for policing Whitechapel.

Source B would be useful because it shows the poverty in ~~the~~ Whitechapel. The children in the drawing look dirty and unhappy. The fact that ~~they are~~ the whole family is sitting on the street also shows their poverty. Whitechapel was known for being one of the poorest areas in London; and poverty always

leads to crime. This is why crime rates were so high in Whitechapel. The artist of the source actually visited Whitechapel which means that the source is probably quite accurate to what he saw.



ResultsPlus
Examiner Comments

In the answer for source A the content is considered in relation to the usefulness of the source for the enquiry. Contextual knowledge is used to make an inference about the police being outnumbered, with own knowledge about walking the beat being hard for the police.

Contextual knowledge is also used in the second paragraph to make an inference from Source B about levels of poverty leading to crime.

The answer as a whole meets the descriptor for Level 2, developed comments relating to the content **and/or** provenance of the sources with contextual knowledge used to support.



ResultsPlus
Examiner Tip

Try to write about both sources equally and consider the usefulness of both sources' content and provenance.

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

10 10:9

How useful are Sources A and B for an enquiry into how the conditions in Whitechapel affected policing?

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

(8)

Source A is useful for an enquiry into Whitechapel as it highlights how the dark atmosphere affected policing. The source mentions how "at night it was almost specially planned for criminal acts" which reflects how difficult it was for the police and how crime would be made "easy by the darkness". The nature of ~~the source~~ the source is a news paper article written in October 1888, ~~during~~ during the murders. However, this could make it a limitation as the media ^{paper} ~~uses~~ known to exaggerate things to ~~to~~ sell their copies which makes the source unreliable. Despite that, it contains information and insight from the chief of the H division which is significant as ~~he~~ he was an eye-witness to all the crimes. From my contextual knowledge I know that there was poor lighting and the alleyways allowed criminals to hide and commit further acts. Overall, the value of the source is that it is useful because it provides insight into the difficulties faced by the police and because the chief is ~~giving the~~ taking part it could seem reflective of the entire force, although he could be saying it just to show that the police weren't incompetent. Regardless of that, it is ~~very~~ ~~useful~~ useful as ~~it~~ ~~states~~ it ~~states~~ states that there are ~~many~~ many ways to escape in Whitechapel and lighting would "still not be effective".

Source B is also useful for an enquiry as it shows the dangerous parts of Whitechapel, cramped and crowded, affected policing as they had to patrol this area too which ~~it~~ gave them less time to ~~test~~ focus on Jack the Ripper. The nature of the source of an illustration in a book about London done in 1872. ~~This could be~~ It depicts sad, starved and ~~be unemployed~~ unemployed children looking hopeless. However the nature of the source makes it limiting as they could have chosen to exaggerate to publish their book but to also draw attention from the authorities. Mostly, it is true as I ~~know~~ know from my contextual knowledge that ~~at the~~ Whitechapel was a poor place where immigrants ^{lived} ~~lived~~ and families stayed in one room which was paid on a weekly basis. ~~The source is~~ Due to its nature being a picture, it could be open to interpretation. Overall, the value of the source is that it provides insight into why crime increased ~~and~~ and how ~~at~~ vulnerable people were, which affected policing as they had to try to resolve many issues.



The analysis of both Sources A and B reaches Level 3. There is a clear focus on the enquiry of how conditions in Whitechapel affected policing. 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.



Link the content to the provenance and to contextual knowledge to judge the usefulness of the source.

Question 2 (b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (how conditions in Whitechapel affected policing) 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 – this was most commonly done by quoting a phrase from the source; candidates should be aware that a detail from the provenance cannot be rewarded.

Candidates then had 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 in the source and it should not be a question they would ask the author of the source. Some candidates failed to recognise the link to a broader enquiry, instead focusing on the population of or living conditions in Whitechapel which impacted the marks available to these candidates for this question, since it also affected the source, they suggested that would help with their enquiry.

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 'diaries' or 'other articles or newspapers' 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 but if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed questions, then marks could not be awarded for either of these sub-questions. A large number of answers were able to select a detail to follow up often focussing on finding out more about the levels of crime committed or how the environment of Whitechapel created difficulties for the police. The suggested source was sometimes a vague reference to 'other accounts' or 'diaries' without an explanation of the information they would contain to answer the proposed question.

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 also not rewarded. They also need to be clear that they should suggest a contemporary source of 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 crime levels or the difficulties of police work, which could be followed up through analysis of various records such as police beat diaries or H Division police employment records.

(b) Study Source A.

How could you follow up Source A to find out more about how the conditions in Whitechapel affected policing?

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:

'How could I possibly see anything going on a short distance away?'

Question I would ask:

Was it common for officers patrolling to not be able to see crime especially in the dark?

What type of source I could use:

I would use sources from beat-journals that describe conditions.

How this might help answer my question:

Beat-journals are records from police officers walking around, so I could read them and see if there was less crime being spotted during the night and how officers described conditions.



A detail has been selected from Source A which is then the starting point for a broader enquiry into how the conditions in Whitechapel affected policing. Beat journals describing conditions is a specific source, and the explanation makes it clear how the evidence would be used to answer the enquiry. 4 marks were awarded.



Make sure the final section explains **how** the information in the suggested source could be used to answer the proposed question; don't simply state that the source would provide information to answer the enquiry.

(b) **Study Source A.**

How could you follow up Source A to find out more about how the conditions in Whitechapel affected policing?

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:

"6,000 people were staying in lodging houses and many of them would be criminals"

Question I would ask:

"How often was crime happening everyday?"

What type of source I could use:

background check from around 1888 and look at people's records.

How this might help answer my question:

It will show people who have committed crimes so I can then work out how often crimes were committed.



A valid detail has been selected from the source with an appropriate follow up question about levels of crime in Whitechapel. A specific source is not identified, and the explanation does not make clear how the evidence could be used to answer the enquiry. 2 marks were awarded.



Ensure that the source that you identify is a specific source of information. Remember that a suggestion that it would be possible to carry out an interview with someone in the present day to find out the answer to the proposed enquiry is not a valid source.

Question 3

In this question, candidates needed to explicitly identify a difference in the treatment of young criminals in the years c1700-c1900 compared to c1900 – present. The most common differences that were identified were changes in the treatment of young criminals in prisons with the examples of deterrence in the form of hard labour or the lack of separation from hardened criminals in comparison to a greater emphasis on education and reform with Borstals and Young Offender Institutes being commonly used. A number of answers also commented on changes in punishment of young criminals with the examples of execution and transportation compared to the introduction of the Children Act of 1908.

It is important to note that the focus of this question is to identify a 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. A small number of answers also failed to focus specifically on the treatment of young criminals, instead providing general answers about punishment or prisons.

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

- 3 Explain **one** way in which the treatment of young criminals in the years c1700–c1900 was different from the treatment of young criminals in the years c1900–present.

In c1700 to c1900 young criminals under a certain age were made to do either community work or do time in prison. In contrast, in c1900 to present, young criminals were treated like normal criminals based on how serious the crime was.



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Examiner Comments

There is some relevant general information about the treatment of young criminals in prison. This answer lacks specific support from either period in the question and a valid difference has not been identified. 1 mark was awarded.



ResultsPlus
Examiner Tip

Make sure that specific examples are provided from both the time periods to support a difference that has been identified.

3 Explain **one** way in which the treatment of young criminals in the years c1700–c1900 was different from the treatment of young criminals in the years c1900–present.

One way treatment that treatment of young criminals was different in the period 1700 to 1900 was the conditions for them in prisons. ~~from 1700 to 1900~~. In the period before 1700 to 1900, people in the old prison system, ~~you~~ all prisoners were mixed together with young first time offenders mixed with hardened criminals, becoming known as 'schools of crime'. However in ~~the period 1900 to present~~ 1902, borstals were introduced as boys only prisons where the inmates would complete ~~hard labour~~ useful work to ~~re~~ re-integrate back into society. This shows how in 1700–1900, ~~you~~ there was a focus on deterring young offenders but from 1900–present, there was more of a focus to reform them so conditions were ~~more~~ ^{more} favourable ~~from~~ from 1900 to present.



ResultsPlus
Examiner Comments

A difference in the treatment of young criminals as a specific group is explained. Supporting detail is provided from both time periods with examples of the old prison system allowing prisoners to mix with hardened criminals in contrast to the idea of borstals being set up in 1902 specifically for boys, fulfilling the descriptor for Level 2.



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Examiner Tip

Make sure supporting detail is offered about each of the time periods named in the question.

Question 4

Many candidates could write confidently about the role of local communities in law enforcement, and some were able to identify changes in the role of local communities c1000 – 1700. However, answers were sometimes descriptive rather than focusing on explaining why these changes happened.

Candidates often had good knowledge about the use of trial by ordeal, watchmen and tithings. Better answers explained the reasons for changes in the role of the local community with increasing population, urbanisation and the changing roles of individuals and institutions often cited as reasons for change. Many answers highlighted the role played by changing attitudes to the role of religion and the resultant changes in government policy.

The stimulus points of trial by ordeal often prompted descriptions of the trials and the role of the church in determining innocence or guilt.

The stimulus point of watchmen was well used with many candidates explaining that members of the community avoiding their responsibility and paying others to act for them reduced the importance of the community.

There was also some good knowledge of paid watchmen set up by Charles II marking the beginning of a transition away from the local community accepting responsibility for law enforcement.

There were some descriptions of medieval punishment which rarely linked to the focus of the question.

It was pleasing to see that many answers were awarded full marks. These candidates had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive. Some answers that were very detailed and had excellent knowledge of changes in the role of communities in law enforcement, did not develop the analysis of causation impacting the marks available.

4 Explain why the role of local communities in law enforcement changed in the years c1000-c1700.

(12)

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

- trial by ordeal
- watchmen

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

increasing population.
more centralisation.
change authority.

One reason ^{why} ~~which~~ the role of local communities in law enforcement changed is ~~to~~ due to the increase in population. In c.1000, the population of England was only 1.7-2 million where 90% of people lived in villages. This meant community policing was extremely effective since everyone knew each other and therefore catching a criminal could be easy using the hue and cry. However, as populations began to increase and ^{towns like London} ~~and cities like Bristol~~ with a population of 30,000 and York with a population of 11,000 meant that towns and cities became extremely anonymous. Community policing was becoming increasingly difficult. Therefore, the hue and cry was very difficult. Town watchmen and night watchmen were introduced to enforce the law where communities couldn't due to the population increase.

Another reason why the role of communities in law enforcement changed was that there was more centralisation under the increasing power of the king. In ^{1066, after the} ~~1066, King Henry~~ Battle of Hattin, ~~introduced~~ William the conqueror wanted to establish more authority and gain more control, thus he introduced the foresters who guarded the forest to prevent poaching under the

new forest lands. Moreover, in 1166, Henry II introduced prisons and ~~also~~ ^{reorganised} the justice system under the Assize of Clarendon. Then later in the 1300s, heresy laws were highly enforced due to the political turmoil after Henry VIII's introduction of the Protestant Church in 1534. Mary I ~~executed~~ ^{executed} 500 for heresy. As power increased, there was a more centralised approach to law enforcement as the king became more in-control through the Justices of the Peace ⁽¹¹⁹⁵⁾ and Justices of the Eyre. By 1361, Justices of the Peace were in all counties under the king's authority and role of communities decreased.

Another reason that the role of communities changed in law enforcement was due to the abolition of trial by ordeal in 1215 when ^Pope Innocent II ordered all priests to stop helping with trial by ordeal. This had been the main trial ~~process~~ ^{process} for centuries as it was God's way of judging innocence or guilt. The role of communities increased as trial by jury was introduced where 12 randomly selected members of the public could decide the innocence or guilt of the accused. Therefore, role of communities increased in trials.



This answer reaches Level 4 for Assessment Objective 2 (analysis) with a sustained focus on reasons for changes in the role of local communities in law enforcement. There is clear analysis of the reasons for change (increasing population and the changing role of individuals and institutions), supported by relevant detail of the Hue and Cry, work of Henry II and Henry VIII and trial by ordeal. 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 role of local communities in law enforcement.



Make sure that all the examples you provide are relevant examples of law enforcement.

4 Explain why the role of local communities in law enforcement changed in the years c1000–c1700.

(12)

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

- trial by ordeal
- watchmen

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

During the medieval time period, those who could not be trialled unanimously by a jury were trialled in the hands of God in a trial by ordeal. These trials included trial by cold water, which meant you had to float to be proven guilty and trial by hot iron which was typically taken by women. However, people saw this as unfair and based on pure luck and with religious changes later on, this was discontinued. Therefore trial by ordeal was an early method of law enforcement however it was ~~a~~ dependent ~~of~~ on chance.

As towns grew, town watchmen were introduced to keep order at night. These were usually men who carried a lamp and a bell to usher people home and assist drunk people back to their houses. However, these watchmen were often found drunk and were easily picked off by criminals since they were members of the community who had volunteered. Therefore the

town watchmen were unsuited to their community and were untrustworthy in their fields due to drinking problems and lack of security.

During the mediæval period, tithings were introduced. Tithings were a group of roughly ten men with any boy over the age of 12 allowed to join. These men were all responsible for each other and shared responsibility with each member. However as people started to move to towns and cities, tithings didn't really suit society as many people weren't as closely knit ^{as} mediæval towns and villages and there was large mistrust due to new members. Therefore tithings became extinct but later returned in many different forms to prevent crime.



This answer demonstrates Level 3 for Assessment Objective 2 (analysis) with reasons for change clearly explained for two examples; the growth of towns and the reduction in close knit communities. The description of trial by ordeal does not identify a reason for change, therefore this answer is not consistently focused on the conceptual focus of the question so meets the descriptor for Level 3 rather than Level 4.

Assessment Objective 1 (knowledge and understanding) is also Level 3 with accurate and relevant detail. Examples are provided of trial by ordeal, watchmen and tithings.



Be clear about how each point being made relates to the AO2 focus of the question.

Question 5

This was a popular question for many candidates who recognised the focus of this question, evaluating the extent to which there was significant change in the nature of criminal activity in the period c1000-c1700. Some candidates did not evaluate the extent to which there was significant change in the nature of criminal activity and focused only on describing or explaining examples of change and continuity in crime levels. The stimulus points of Forest Laws and theft were used confidently by candidates and many candidates were able to also link in other examples like the murder of a Norman or smuggling.

Answers often provided details about the Forest Laws, theft, heresy, treason, smuggling, poaching witchcraft and highway robbery. The most common third aspects candidates included were heresy, treason and smuggling. Some candidates did not appear clear about what was meant by the nature of criminal activity so were unable to explain their examples as changes in the nature of criminal activity. A smaller number of answers also tried to describe some examples of punishment or law enforcement from the time period which were not relevant.

Strong answers were able to weigh the extent to which the nature of criminal activity changed emphasising the links between changes in religion and authority as reasons for the change in nature of criminal activity. There were some excellent answers which were able to draw on candidates' knowledge of Medieval and Tudor society to demonstrate the extent to which there was change or continuity in the nature of criminal activity. 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.

Overall, I agree due to the factors of Individuals ^{and war} ~~attitudes~~ and ~~war~~ all ~~lower~~ I increased Criminal activity. disagree due to the factor of economics.

I agree there was a significant change in the nature of criminal activity in 1000-1700 due to the factor of individuals. For example when William came to power in 1066 he created the Forest Laws, which meant poaching and trespassing was a crime. ~~For repeated offender~~ This was seen as a social crime though. For repeated offenders caught they would end up with a limb lost. As it was a social crime, crime increased as everyone started to trespass and poach. Therefore a significant change in criminal activity was due to individuals like William.

Another reason I agree there was a significant change in the nature of Criminal activity in 1000-1700 was due to the factor of ~~attitudes~~ ^{war}. For

example ~~many people~~ witchcraft increased after the English Civil war as everyone believed the world to be flipped upside down. They blamed many women as they thought they were witches. So witchcraft increased significantly. Therefore a significant change in the nature of criminal activity was due to the factor of war like the English Civil War.

On the other hand I disagree that there was a significant change to the nature of criminal activity in 1000-1700 due to the factor of ~~the~~ economics. For example, theft has always been a crime especially for the poor only recently in the modern period there has been new ways to attempt theft. Theft didn't increase nor decrease in this period so ~~hasn't~~ there hasn't been a significant change to the nature of criminal activity. Therefore there wasn't a significant change in the nature of criminal activity due to the factor of economics like the crime of theft.

Overall, I agree there was a significant change in the nature of criminal activity due to the factor of individuals like William creating the Forest Laws and the factor of war which increased the crime of witchcraft.



ResultsPlus
Examiner Comments

This answer provides some evidence of Level 3 for Assessment Objective 2 (analysis) with some analysis of the reasons for change and continuity in nature of criminal activity and the line of reasoning is generally sustained.

There is some good knowledge with mainly accurate and relevant detail covering Forest Laws, witchcraft and theft. There are three aspects of content, but the answer is lacking precisely and widely selected information required for level 4.

The judgement is stated but is not fully supported so meets the descriptor for Level 2.

Overall A02= L3-, A01= L3 and Judgement= L2 which produces a best fit mark of L3 10. SPaG 3 marks.



ResultsPlus
Examiner Tip

Try to include precise details to support your examples.

~~During this~~ from 1000 - 1700, there was a large change in the nature of criminal activity, this varied from forest laws, to heresy, ~~and~~ yet crimes such as treason remained ~~a~~ throughout.

Firstly, the nature of criminal activity changed significantly when William I came into power. In an attempt to assert power, William created the Forest laws, which made it illegal for Anglo-Saxons to hunt, cut down wood for fuel, and even own dogs. Furthermore, ~~the~~ these laws created new crimes, which infuriated the Anglo-Saxons because they needed to hunt to survive; therefore making these ~~crimes~~^{rules} social crimes, due to the fact that they didn't affect the ~~public~~ public. This shows how the nature of crime changed significantly after William's invasion in 1066, bringing in new laws to punish and assert his power.

Secondly, the nature of crime also changed significantly due to the church reforms that took place from the 1500's onwards. For example, ^{from} when Henry VIII took power, he made ~~the~~ England a protestant country, and this resulted in monarchs such as Elizabeth I changing the religion that the public should follow, therefore resulting in an extreme increase in heresy. ~~For example~~ An example of this is when "Bloody Mary" killed 284 people during her 3 year reign for the act of not following her religion. This is significant because it shows how religious crimes became much more common during the early modern period, and ~~shows~~ also shows once again how the nature of crime changed significantly from the 1000's onwards.

Finally, it could also be argued that the nature of crime hasn't changed due to crimes against authority taking place throughout the Medieval and Early Modern period. For example, treason has taken place throughout

This time period, ~~and~~ ~~mobility~~ with betrayal of your lord in the 1000s, right ~~up~~ until the Gunpowder plot in 1605. This plot is significant because it shows how Robert Catesby and his 13 other catholic plotters had spent months deriving a plan to kill James I, similar to the ~~up~~ uprisings that took place against William the I ~~there~~ in the 1070s and 1080s. This shows how the continuity of treason and crime against ~~the~~ authority has remained throughout both the ~~the~~ Medieval and Early Modern period, ~~which~~ ~~the~~ and is a significant indication to show how crime hasn't changed in its nature or doing.

In conclusion, ~~crime~~ ~~say~~ it can be argued that crimes such as treason show how although the nature of crimes against property ~~the~~ and religion have changed, the crimes against authority haven't been affected in how ~~it~~ ^{religion} has changed. This shows how the nature of crime has

partially changed, but only depending on the crimes that took place and were created by new monarchs; yet crimes against authority remained significant regardless of church status or leadership in the UK.



ResultsPlus
Examiner Comments

This answer reaches Level 4 for Assessment Objective 2 (analysis). There is a clear line of reasoning and consistent analysis. It is supported by wide-ranging knowledge and covers 3 aspects of content across the whole of the time period in the question. The answer argues there was significant change in the nature of criminal activity with the examples of Forest Laws and heresy and counters this argument with the idea that crimes against authority remained throughout. For Assessment Objective 1 (knowledge and understanding) this answer also reaches Level 4. There is evaluation throughout the answer reaching an overall judgement with criteria established. Level 4 16 marks SPaG 4 marks.



ResultsPlus
Examiner Tip

To help to reach and justify your overall judgement establish your valid criteria for judgement at the start of your answer.

Question 6

This question was chosen by fewer candidates. The focus of the question was to evaluate the significance of Robert Peel's work as the most significant change in law enforcement in the years c1700 to c1900. Most candidates were able to explain the significance of Robert Peel's work making use of the stimulus point of the Bloody Code and also bringing in the establishment of the Metropolitan Police Force as another example of his work. The 1823 Gaols Act was also a popular choice to demonstrate the work of Robert Peel. The stimulus point of Henry Fielding was well used to counter or support the statement linking to the work of the Bow Street Runners as either a more or less significant change in law enforcement than the work of Robert Peel.

Some answers missed the focus of the question and tried to include wider examples of punishment without a clear link to the significance of the work of Robert Peel, most commonly wider prison reforms, which took them away from the focus of the question. The strongest answers were able to draw on aspects of content linked to Robert Peel and Henry Fielding to evaluate the extent to which Robert Peel's work was the most significant change. There were some very good explanations of the work of Robert Peel leading to the decline of the Bloody Code, the setting up of the Metropolitan Police Force and how this was expanded to a nationwide system. Equally candidates had good knowledge of the ineffectiveness of the Bloody Code, the work of the Henry Fielding and the Bow Street Runners.

A few answers chose to provide examples from the 20th Century related to changes in policing suggesting their sense of chronology was not secure.

Some answers remained descriptive, with little analysis but many answers were able to show the impact of the work of Robert Peel and/or Henry Fielding. Fewer answers recognised the need for an evaluation of the 'most significant' change in law enforcement.

I agree that Robert Peel's work was the most significant change in law enforcement in the years 1700 - 1900 because of his impact on ending the bloody code and establishing the metropolitan police, which then allowed the police to grow, which both had a huge impact on law enforcement.

I agree that Robert Peel's work was the most significant change in law enforcement 1700-1900 because as home secretary Robert Peel established the Metropolitan Police Force in 1829, which dramatically changed law enforcement because it was the first time England had an organized police force, which changed law enforcement was a huge change and allowed more criminals to be caught and taken to court. Additionally, ~~estab~~ by establishing the met police Robert Peel allowed the police to spread, which can be seen in the fact that by 1839 all counties could establish their own police force. This demonstrates that the police force completely changed law enforcement, not just in London, but in all of England. Therefore, since this was Robert ~~pe~~ Peel's work, his work must have been the most significant change in law enforcement 1700-1900.

Another reason why I agree that Robert Peel's work was the most significant change in law enforcement 1700-1900 was because of his work in ending the bloody code. The bloody code started in 1688 but progressed into the 18th and 19th centuries, and it made hundreds of minor crimes, such as poaching and theft, capital crimes. As home secretary Robert Peel had a lot of impact on the penal code, which allowed him to end the bloody code in 1825 and greatly reduce how many crimes could be punishable by death, which displays how significant his work was because it ~~reduced how many~~ stopped crimes unnecessarily being ~~tried for~~ punishable by death, which had a huge impact on how crimes were tried in court. Some would argue that this doesn't show his impact because it decreased the number of serious crimes in law enforcement, decreasing the role of courts. However, I would argue that it highlights the significance of his work because the bloody code meant judges and juries often found guilty defendants innocent ^{out} of pity, so by ending the bloody code, his work caused more people to be convicted of ^{crimes} ~~crimes~~ in court, which was incredibly significant.

As their crimes were minor and not deserving of the death penalty

Some people would disagree that Robert Peel's ^{work was} ~~work was~~ the most significant change in law enforcement because they believe Henry Fielding's work in establishing the ^{Bow} ~~Bow~~ Street ^{Runners} ~~Runners~~. Henry Fielding was a magistrate who ^{often} ~~often~~ ^{along} ~~along~~

With his brother, was asked to ^{patrol} Bow Street' ^{in 1749} The brothers had a large impact there; they hired thief takers, had mounted patrol and released a hue and cry newspaper with crime statistics in it. This shows their significance as their work was similar to early policing, so their success likely ~~was~~ impacted the decision to establish a police force in England. However, I would disagree with this and argue that since their work only inspired ideas of policing, it ~~was~~ less significant than Robert Peel's work as he actually ~~established~~ established the police. Also, their work did not expand to other places, only Bow Street, which also limits their impact.

In Conclusion, I fundamentally agree that Robert Peel's work was the most significant change in law enforcement in the years 1700-1900 because the work he did ending the bloody Code and establishing ^{the Met} ~~the Met~~ Police completely changed how law enforcement worked in England. ^{Also,} ~~and~~ his work had a very long term impact and led to changes in law enforcement through the whole country, which emphasises ~~that~~ how significant the changes his work made ~~in the~~ to law enforcement were.



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 Robert Peel was the most significant change in law enforcement.

Accurate and wide-ranging knowledge covering three aspects of content is included with details of the establishment of the Metropolitan Police Force, the decline of the Bloody Code, and the work of Henry Fielding. Therefore, this is Level 4 for Assessment Objective 1 (knowledge and understanding).

There is a thorough explanation of judgement, and criteria for the required judgement is justified. This answer has met all the demands of the Level 4 mark scheme and received the full 16 marks. SPaG 4 marks.



Plan your answer before you start. This will help you to identify your line of reasoning and the aspects of content you wish to include.

on one hand you could agree that Robert Peel's work was the most significant change in law enforcement in the years c1700 - c1900 as it resulted in the abolishment of the bloody code and the introduction of the metropolitan police force. For example Robert Peel persuaded the government in 1829 to pass the metropolitan police act resulting in the creation of the metropolitan police force which was a force of people whose job/role was to stop crime from taking place and to catch criminals. This shows why Robert Peel's work was the most significant change in law enforcement in the years 1700-1900 as due to the metropolitan police force other police forces began to emerge across the country ultimately leading to crime rates significantly reducing and the metropolitan police is still used as a form of law enforcement in the present/modern day.

on the other hand you could argue that the work of the Fielding brothers was the most significant change in law enforcement in the years c1700 - c1900. For example the Fielding brothers created the bow street runners which was a professional crime fighting group and the first crime fighting group

to be paid by the government. Therefore the work of the Fielding Brothers could be the most significant change to law enforcement in the ^{years} 1700-1900 as they were the first crime fighting group showing how effective it is as a method of law enforcement and the work ultimately led to the ideas of a police force being established.

overall, I agree with the statement that Robert Peel's work was the most significant as his work with creating the Metropolitan Police Force influenced the entire country to establish police forces resulting in crime ~~rates~~ ^{rates} being reduced and more criminals being caught across the ~~entire~~ entire of the country whereas the work of the Fielding Brothers in creating the Bow Street runners was only significant in London and not across the entire country as it only led to crime rates reducing in the areas ~~and~~ / ~~in~~ London and / in London.



This answer reaches Level 3 for Assessment Objective 2 (analysis). The analysis is mainly directed at the conceptual focus of the question explaining the significance of the work of Robert Peel in comparison to the Bow Street Runners.

There is some good knowledge offered about the significance of the work of Robert Peel setting up the Metropolitan Police Force as well as the work of Henry Fielding setting up the Bow Street Runners, 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 relies on the stimulus points so this answer was awarded Level 3 11 marks. SPaG 4 marks.



Make sure that you include a third aspect of content in your answer.

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 12- and 16-mark questions, with most answers having a clear structure and good use of specialist terms.

Based on their performance on this paper, candidates are offered the following advice:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'.
- Candidates need to understand the themes within the specification – the nature of law enforcement and punishment and the nature and changing definitions of criminal activity.
- A number of answers failed to reach the highest level because they were not focused on the specific question being asked or did not precisely select accurate and relevant information from the correct time period.
- 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.

If extra paper is taken, candidates should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and 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 students should be discouraged from assuming that lengthy answers will automatically score highly.

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.

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>

