



Examiners' Report

June 2019

GCSE History 1HI0 10

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Introduction

This was the second examination in this new specification and it is clear that centres have taken note of points raised in last year's report, in inset and in material published on the website. 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, for example:

- The role of attitudes in society.
- The role of institutions (Church and government).
- The role of science and technology.
- The nature of crime, law enforcement and punishment.
- The differences between key themes such as retribution, deterrence, reform and rehabilitation.

It is also important to remember that this is a Thematic Study in British history. Comments about the police or crimes in other countries are not relevant and 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.

The order in which the stimulus points are listed is not intended to suggest a structure for the answer and, especially in questions 5 and 6, planning the answer first usually resulted in a logical and coherent argument being developed. Where answers treated the stimulus points in the order they were listed and then added a third aspect of content, it often meant that these three aspects of content were treated as separate points, with no sense of an over-arching argument. While answers do not need to be structured chronologically, candidates do need a clear understanding of the sequence of events in order to discuss causation, consequence, change, continuity and concepts such as progress.

A number of answers 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.

The target for the 12 mark question is an explanation of causation but there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, there is an additional element of judgement in the 16 mark questions. 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 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 needs to be explained and the judgement should be made clear throughout the answer and not just restricted to comments at the start and end of the answer.

Examiners commented that there were a number of impressive answers where candidates seemed well-prepared and demonstrated excellent knowledge, 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.

If extra paper is taken, candidates should clearly signal within the answer that it is continued elsewhere and this should be on an additional sheet rather than elsewhere in the paper, since it is difficult to match up asterisks in an answer to comments which appear at the end of another question. 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 often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but 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.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters.
- Correct use of apostrophes.
- Weak grammar ('would of', 'based off of') and casual language, which is not appropriate in an examination.
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaGST mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered and to assess how well the analysis has been developed.

Question 1

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 was disappointing to see that a number of candidates did not recognise that the Whitechapel Vigilance Committee was formed in response to the Jack the Ripper murders. The committee is named in the specification yet a number of answers were very vague or generalised, asserting that this group was formed to prevent crime generally and that members patrolled the streets hoping to prevent theft and burglary.

Where the role of the committee was recognised, answers were pleasingly precise, often mentioning the role of Lusk, the offer of a reward and the fact that the Committee's efforts hampered police investigations.

It should be noted that the feature identified should be something characteristic of the topic and that having identified a feature, candidates should add further detail which will explain the feature or provide context; answers which listed four disconnected points of information were limited to a maximum of two marks. 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.

There were also a number of answers which tried to use the same point as two separate features, for example describing the Vigilance Committee as volunteers and saying they were unpaid.

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

1 Describe **two** features of the Whitechapel Vigilance Committee.

Feature 1

The Whitechapel Vigilance Committee was set up by businessmen in order to deter the killer of the Jack the Ripper murders. They believed they had more chance at finding the culprit as they thought the police weren't doing their job well enough.

Feature 2

However, this caused a lot of tension because if they would throw the police off trail by giving them false leads. This meant that the police had to investigate every lead whenever it interfered with the investigation.



Two valid features are identified: the origins of the Whitechapel Vigilance Committee and their relationship with the police.

In each case, some additional explanation and detail is provided, clearly linked to the identified feature.



Use separate sentences to identify the feature and to provide additional detail, so that the examiner can see why two marks should be awarded for each feature.

1 Describe **two** features of the Whitechapel Vigilance Committee.

Feature 1

one feature was that they took the law into their own hands. This meant they were acting on the interests of the community and not the police.

Feature 2

Another feature was that it was set up to apprehend and detain the individual responsible for the Jack the Ripper murders. This meant the vigilance committee believed the police force were useless and incompetent in finding Jack the Ripper.



The second feature clearly states why the committee was set up and provides some additional explanation about the committee's lack of faith in the ability of the police to catch Jack the Ripper.

However, the first feature is very generalised and lacks any sense of the specific context.



Make the features and details as specific as possible, showing knowledge of the historical context.

Question 2 (a)

It is important to note that the question asks about the usefulness of a source for a specific enquiry, in this case, an enquiry into the link between poverty and crime, rather than the work of the police.

Candidates found the sources accessible and could make a number of points about the usefulness of the content and their provenance. Sometimes the judgement of utility was based on the simple assumption that any information about poverty or crime in the area would be useful to an historian but at Level 3, answers were clearly focused on the usefulness of the sources for making the link between poverty and crime.

When considering provenance, there were a number of 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 reliable because it came from the time under investigation. These comments could be made without any reference to the individual source and therefore remained at Level 1. At Level 2, a more developed explanation was provided, for example focusing on the purpose and intended audience of Source A or the intention of Booth's map to show poverty. A number of answers commented that Source A was clearly biased or sensationalised because of the strong wording of the article's heading yet failed to offer any other evidence to support their comments, suggesting very limited analysis of the source content. Booth's poverty map was well known and many answers explained that this was based on personal research and therefore the indications of poverty were likely to be accurate.

At Level 3, comments need to show the effect of the provenance on the usefulness of the source content, for example the article in Source A was clearly intended to raise awareness of the issue of the link between poverty and crime and to explain why 'respectable' people might turn to crime.

Most candidates offered valid comments about the sources' content and many also made valid comments about the provenance of the sources. However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Contextual knowledge could be used 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, contextual knowledge should be used in the process of reaching a judgement and not simply provided as information.

There was a very small number of answers which only considered one source. Every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned - sources were not produced in order to be used by historians and they should not be dismissed because they do not cover every detail that might be useful in an investigation. If the answer identified omissions from the source as limitations on its usefulness, there should have been an explanation of why these details could have been expected from this source. 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.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness for the specific enquiry of the evidence in each source. The best answers went beyond statements

about the information contained in the source that was presumed to be useful because it was relevant to the enquiry, listing limitations in the content coverage or asserting that a source was limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the source, weighing the value of the content in the light of the provenance and the candidate's own knowledge. The criteria could be accuracy, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc.

Some comments about Source A explained that despite the sensational headline, the facts in the article were presented in an objective way, and provided a good explanation of the pressures created by poverty. For Source B, although Booth's map was seen as an accurate record of poverty, it was recognised that it was created for a purpose and the assessment of the level of crime in each area was more subjective.

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.

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

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

(8)

Source A is useful at looking at the link between crime and poverty. It says it makes 'respectable people desperate', which is accurate as those in poverty would often turn to pickpocketing for a source of income. Poverty also made women fall into prostitution as they had no other choice. However, this source is not useful at looking at the range of crimes that poverty made people do. It only mentions acts of theft, which is true but doesn't mention other things people in poverty did. For example, poverty led to depression so people would drink, often leading to violent behaviour. Furthermore, this article was published in 1901, a time when there were improvements in Whitechapel so it doesn't give a description of when crime and poverty was rife. Additionally, as it is from the Daily Mail, it sensationalises the crimes like 'murder' so people would read it, thus reducing its reliability. Therefore, it is useful at looking at the links between crime and poverty, but does not give a wide range of crime and lacks reliability.

Source B is useful as looking at the distribution of poverty in Whitechapel, as it shows the poorest areas to be concentrated in one place with the exception of rich areas dividing some areas. This is ~~accurate~~ ~~accurate~~ as accurate as many people were poor and lived in rookeries. However, this is not useful as looking at the link between crime and poverty as it does not mention the levels of crime in the richer areas. While most rich areas were crime free, there were exceptions like the Murder of Harriet Lane. Moreover, this was taken by researchers so is professional, thus reliable. However, this is only for the year 1889 and poverty levels in areas can change over years so does not give a link between crime and poverty for the entirety of this period. Therefore, source A is more useful as an enquiry ~~be~~ in the link between crime and poverty.



The analysis of Source A reaches Level 3. There is a thorough analysis of content linked to contextual knowledge and with a consideration of the effect of provenance. A judgement is offered on the source's usefulness.

The analysis of Source B also reaches Level 3. It analyses the content of B and links this to contextual knowledge and places this in the light of its provenance to reach a judgement on usefulness.

Secure Level 3 for each source, produces a mark at the top of the level.



Don't just focus on what can be learned from the source content. Link the content to the provenance and to contextual knowledge.

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

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

(8)

Source A is an extract from an article published in the Daily Mail newspaper in 1901. Because it is a newspaper article, you could argue that it is not very useful because its purpose, whilst also informing people, would be to engage and entertain them and therefore some facts may have been exaggerated to make it more interesting - thus making it untrustworthy. However, I know that most people living in Whitechapel at the time did not have much money and so many would resort to pickpocketing and theft. I also know that because the majority of Whitechapel was slum living there were many lodging houses around where people could get a bed for the night at the price of 4d. Therefore, I would argue that the source is quite trustworthy. It also clearly identifies a link between poverty and levels of crime and so would be quite useful for our enquiry.

Source B is Charles Booth's Survey of London, published in 1889. It colour-codes Whitechapel according to poverty levels. The purpose of this map would have been to inform people of the levels of poverty in Whitechapel and to assist with research and therefore I believe it to be quite trustworthy. Moreover, much of the centre of Whitechapel is

Coloured in black which means it is the poorest area with high levels of crime. I can also see that there are lots of alleyways there. I believe that this also makes it quite trust-worthy as I know that in the poorest areas people often resorted to crime to be able to survive but I also know that there were high levels of crime in the central areas where there were lots of alleyways because it was easy for criminals to slip away or commit a crime undetected.

However, I don't think that Source B is completely useful because it does not tell us much about crime in the more well-off areas.



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The answer on Source A includes contextual knowledge and comments about provenance of the source but these points are not developed in relation to the source content so the answer is Level 2, not Level 3.

The answer on Source B describes its content but it is less developed about the source's usefulness, with only brief references to its provenance and contextual knowledge, so this is also Level 2.



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Examiner Tip

Remember to make a judgement on the usefulness of each source as evidence for the specific enquiry in the question.

Question 2 (b)

The question should be treated as a package that is linked to the enquiry that was identified in question 2(a) (the link between poverty and crime) and the aim is for candidates to show that they know 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.

The next section is linked to this detail – candidates need to state the question they would ask to follow up this detail in relation to the overall enquiry and consequently, the question should be broader than following up a very specific person or event in the source. A number of answers wanted to follow up specific details about Dorset Street rather than the broader enquiry that is the focus of this question. Others wanted to follow up the claim that the police wanted to concentrate criminals in one area and then suggested a question that focused on the effectiveness of the police in dealing with crime rather than an enquiry investigating the link between poverty and crime. This failure to recognise the link to a broader enquiry limited the marks available to these candidates for this question.

Most candidates understood the importance of following the structure of the answer booklet but there were still a number of candidates who wrote a question in the first stage instead of identifying a detail that they would like to follow up. This meant that they received 0 for the first stage but also 0 for the second stage where the question must be linked to the detail that has been identified.

However, if a valid question had been proposed in the second sub-question, even if it were not linked to a detail in the source, although it could not receive a mark, it allowed marks to be awarded for the third and fourth sub-questions, which ask candidates to explain how they could find information to answer the question they have just posed. Candidates need to be clear that they should suggest a specific primary source – 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.

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 ‘the National Archives’ or ‘police records’ 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 is not clear, then marks cannot be awarded for either of these sub-questions.

Some of the suggested sources could not have provided information which would have helped to answer the candidate’s question. For example, a diary or photograph can only offer a single example of the link between poverty and crime. Some suggested sources were also unrealistic – criminals were unlikely to keep a diary, police records or records from the courts would not be likely to record the criminal’s level of poverty and it would not be possible to now interview someone who was a criminal in Whitechapel at that time.

Where possible, credit was given but the explanation in the final sub-question was extremely important – comments such as ‘this would help me to find out what I want to know’, ‘because this source would be true’ or which say that the suggested source would have relevant information are so generalised that they cannot be rewarded and this meant the suggested source also could not be rewarded. However, an explanation of the sort of information that the source might contain and

how it would be used to answer the candidate's question, could sometimes be used to validate a generalised suggested source. For example, it would be valid to suggest that police records would contain the address of a criminal and a statistical analysis of a number of records might show whether crime appeared to be concentrated in areas of known poverty, or that a disproportionate number of criminals were living in lodging houses.

Success in this question depended on the selection of an appropriate question in the first part of the answer, a question which broadened from that detail to the wider enquiry and then a well-explained suggested source. 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.

It was important that the candidate treated these 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. Questions about whether lodging houses were criminal centres, or whether the crime rate was higher in the poorer areas could be followed up through analysis of police or court records.

Very few candidates wrote about the wrong source but where this happened, those answers scored 0.

2 (b) **Study Source A.**

How could you follow up Source A to find out more about the link between poverty and crime 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 A that I would follow up:

"The lodging houses of Dorset street and of the surrounding district are the headquarters of the criminal population of London."

Question I would ask:

Did Dorset street actually have the highest crime rate in Whitechapel?

What type of source I could use:

His division records at Scotland yard.

How this might help answer my question:

The records would contain the number of recorded crimes in Dorset street, which could be compared to any other street.



A detail has been selected from Source A which is then the starting point for a broader enquiry into the link between poverty and crime.

H Division police records are a reasonably specific suggestion and the explanation makes it clear how the evidence from the records would be used to answer the enquiry.



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

2 (b) Study Source A.

How could you follow up Source A to find out more about the link between poverty and crime 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 A that I would follow up:

~~The P.D. Police seem to feel~~
~~that it was better~~ "headquarters of
the criminal population of London"

Question I would ask:

how often ~~many~~ crime happens there
in Dorset Street every month or month ~~month~~
month compared to other
places in London?

What type of source I could use:

Police Police records in
H.M. division.

How this might help answer my question:

I can check the stats of
how often ~~many~~ crime happens in
Dorset Street compared to other areas.



A detail from the source is selected and a question is proposed but they seem to focus on crime rather than the link to poverty. The suggested source and explanation develop the focus on crime and do not make a link to poverty. Marks were awarded for the first two sections of the answer but not for the last two sections.



Make sure the whole package of the 4 sub-questions is focused on the broader enquiry in the question.

Question 3

It was disappointing to see that a number of candidates did not know about the Tolpuddle Martyrs. Their 'prosecution and treatment' is listed in the specification as an example of changing definitions of crime yet a number of candidates assumed they were connected to the First World War or were religious heretics.

Candidates needed to explicitly identify a similarity in the treatment of the two groups and then offer evidence from both case studies to provide support for the comparison. Consequently, it was difficult to award many marks even when the knowledge of conscientious objectors was very detailed, if that information was not being used to support a similarity. Answers based on the assumption that both groups were sent to prison, were forced to fight, or were treated with contempt by the public were all invalid similarities. However, candidates who did know about the Tolpuddle Martyrs produced excellent answers, clearly identifying similarities in their harsh treatment by the authorities.

While many candidates scored the full four marks, some wrote far too much. Such answers demonstrated excellent knowledge in support of a valid comparison but 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.

Meanwhile, the fact that public support for the Tolpuddle Martyrs led to them returning from transportation before their sentence was served, was not relevant as it was not a point of similarity with conscientious objectors. Similarly, answers which provided lengthy descriptions of the reasons for conscientious objection, the tribunal, the sentence, and the attitude of the public were not supporting a comparison with the Tolpuddle Martyrs.

3 Explain one way in which the treatment of the Tolpuddle Martyrs was similar to the way Conscientious Objectors during the First World War were treated.

Both the Tolpuddle Martyrs and the Conscientious Objectors of the First World War were treated harshly, receiving extreme punishments. The Tolpuddle Martyrs were sentenced to 7 years transportation, and conscientious objectors either sent to prison or forced to fight anyway. The use of harsh punishments ~~suggests~~ for both cases suggests that the government was seeking to deter people from either forming trade unions or refusing to fight, as these posed a threat to the government.



The answer identifies a valid similarity in that both groups were treated harshly and received extreme punishments. This is then supported with details of the treatment of each group.

The comment about the government using harsh punishment to deter others from forming a trade union or being a conscientious objector is valid but the answer had already received the full four marks.



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

3 Explain **one** way in which the treatment of the Tolpuddle Martyrs was similar to the way Conscientious Objectors during the First World War were treated.

In each of the cases the groups were protesting, in their own way, against what they believed to be wrong. To begin with both were seen as minor threats and were therefore ignored.



The answer identifies a valid similarity in that both groups were protesting and were seen as a threat but it does not discuss their treatment and no supporting detail is offered. The answer could be awarded low Level 1 for Assessment Objective 2 (analysis) for the comment about similarity but nothing for Assessment Objective 1 (knowledge and understanding).



Make sure the supporting detail is linked to the point being made.

Question 4

Most candidates wrote confidently about the changes in the work of the police, although they tended to focus on explanations that the work of the police became faster and more effective rather than looking at changes in the nature of police work. It was sometimes difficult for these answers to develop the analysis of the reasons for change beyond describing the introduction of new technology. For example, there were detailed explanations showing that the analysis of fingerprints, DNA, blood spatter etc all made it easier for the police to identify criminals more efficiently and more speedily. However, these answers often tended to describe changes in procedure rather than explain why change happened. The best answers explained why these changes in procedure led to broader changes. For example, forensic science meant that the arrest of criminals no longer depended on the police catching the criminal in the act since the police were able to use forensic evidence to convict the criminal long afterwards.

Similarly, most answers using the stimulus point of 'cars' focused on the police being able to get to the scene of the crime more quickly or chase criminals more efficiently – these answers did not always seem to appreciate that criminals also used cars and therefore the situation did not change very much beyond the fact that a broader geographical areas could be covered. The best answers considered the way that the police had to develop a new role in response to the new traffic offences that had been created.

A number of answers explained the changes in training that had taken place or explained the development of specialist groups such as drugs units, or units dealing with cyber-crime, serious fraud or terrorist incidents. A smaller number of answers discussed new styles of police work, such as liaison with the community through the Neighbourhood Watch scheme.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These candidates had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive while some answers that were very detailed and had excellent knowledge of modern police work, did not develop the analysis of causation.

A few answers approached the question by trying to use knowledge of Whitechapel in the 19th Century to explain changes from 1900 in comparison to the 19th Century. These answers tended to describe the situation before 1900 and say that change was brought about by new technology but they had little supporting detail about police work since c1900. The question asked about changes in the period from c1900 to the present day. Although a focus on explaining changes after 1900 in comparison to the 19th Century is a valid approach, this tended to produce answers which covered a very restricted timescale, with little recognition of the fact that the question covered the modern period, until the present day.

4 Explain why there have been changes in the work of the police in the period from c1900 to the present day.

(12)

You may use the following in your answer:

- forensic science = ~~Pages~~ post mortem analysis
 - cars - ~~More like cars~~ ^{can post (beat constables)}
- You **must** also use information of your own.

Training
1920s 14 weeks
1947

Changes in the ~~police~~ work of police include the forensic science used then and now. Previously, there in 1900 there was little forensic science that could be analysed and the post mortem ~~report~~ ^{coroners} report could only investigate possible causes for a death. However now in ~~more recent~~ ^{more recent} times in the 1990s ~~and later~~ ^{and later}, forensic scientists can ~~now~~ ^{do} more detailed reports involving analysis of bodily fluids and can trace fingerprints more easily. This ~~was~~ ^{change is} because ~~our~~ ^{our} knowledge of science has improved and it helps police identify suspects more easily.

Another significant change is the use of cars. Police use of cars is ~~more common~~ ^{as} in 1900, there were beat constables ~~who~~ who patrolled by foot, these constables were ~~often~~ often patrolled alone and were vulnerable to attacks. Therefore, from 1970, onward it is unusual for a police to patrol without a vehicle, moreover, the increase use of vehicles means travelling is

and high speed chases are faster and more efficient.

Also, the main change in the way police operate now efficiently now is due to the intense 14 week training program introduced in 1947. Little training used to be given meaning police actions were uncoordinated with one another, however with the training police investigations are more consistent, this is done because the consistent organised approach to crime helps police carry out their work safely and criminals will be caught more frequently.



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Examiner Comments

The answer reaches Level 4 for Assessment Objective 2 (analysis), with a sustained focus on changes within the period, explaining how police work changed to become faster or more efficient but also explaining changes in police training.

Assessment Objective 1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge on forensic evidence; the answer is less thorough when discussing changes in police work involving cars and training but it does have a good sense of context and chronology.

It covers 3 aspects of content, making Level 4 accessible but the unbalanced coverage means that it receives 11 rather than 12 marks.



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

4 Explain why there have been changes in the work of the police in the period from c1900 to the present day.

(12)

You may use the following in your answer:

- forensic science
- cars

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

There have been changes in the work of the police because the way crimes are committed are a lot harder to discover now than a while ago. Things such as forensic science speeds up the process of catching criminals. For example, finding a finger print can find a suspect far quicker and easier than asking witnesses, than finding clues.

Another change is the use of CCTV. This is a big change since c1900 because the camera's could capture everything that happened. This makes the policemen's job far easier because it speeds up the process and answered questions for the officer. The camera's can pick up faces, places and even the activity that took place.

Cars was a big change from 1900 because the police officers no longer have to 'walk the beat' because they can now patrol in vehicles and urgently get to places where they are needed. It also gives the officers some safety whilst patrolling. This meant they could not get attacked on patrol.

The last change was two-way radios. These were a massive change for the police because they could never communicate whilst on patrol. It allows for information to be travel faster if backup is needed or they had caught someone. These radios also allowed more privacy because people cannot record the messages sent. Two way radios also help other officers get the word out if something is happening. Dispatch also gives officers jobs to do using the radios by giving them information where to go.



The answer meets the demands of the mark scheme for Assessment Objective 2 (analysis) at Level 3. It shows that police work has changed because forensic science and CCTV have provided new ways to catch criminals, how cars have provided new transport and radios have improved communication. Changes are discussed in terms of police work becoming quicker or more efficient but the analysis of change tends to be brief, so this is not a strong Level 3.

There is a range of supporting knowledge covering the use of fingerprinting, cars, CCTV and radios. This is mostly accurate but is not always fully developed; it is Level 3 Assessment Objective 1 (knowledge and understanding).

3 aspects of content are covered.

The 'best fit' approach used produces a mid-Level 3 mark of 8.



Make sure the supporting detail is linked to your analysis and not simply describing the situation.

Question 5

This was a popular question and most candidates recognised the focus on change as a consequence of the Norman Conquest, with answers looking at examples of change and continuity in order to assess whether the Norman Conquest brought significant changes.

The system of law enforcement under the Normans was generally well known but candidates were sometimes less confident on Anglo-Saxon law enforcement since a number of answers claimed that the Normans introduced tithings, the hue and cry and trial by ordeal.

Valid additional aspects of content covered community responsibility such as the hue and cry, the role of religion in trial by ordeal, the deterrent effect of the use of fines such as wergild and the murdrum fine, and the deterrent nature of public humiliation in the corporal punishments used.

Strong answers weighed aspects of continuity such as the use of tithings, against changes introduced by the Normans. There were some excellent answers which considered the nature and extent of change, for example the addition of trial by combat to the existing formats of trial by ordeal, or the changes to wergild. In these answers a sense of an argument and evaluation developed consistently throughout the answer and then in the conclusion, explicit criteria was applied to explain the final judgement on the extent to which change was 'significant'.

~~The~~ I ^{agree} ~~disagree~~ strongly, that the Norman conquest (1066) led to significant changes in law enforcement in medieval England. The reason for this is because there was a lot of ^{change} ~~continuity~~ and their ideas ~~and~~ on law enforcement were ~~not~~ long lasting.

~~You~~ I ~~do~~ agree that the Norman Conquest ~~in~~ led to significant changes in law enforcement in medieval England as they ~~retained the system of~~ ~~law~~ drastically changed the system of fines. Prior to the Norman Conquest the system of fines was based around the wergild system, in which compensation from the criminal was paid to the victim/victim's family. However after the Norman Conquest the murder fine was introduced and the fines previously paid ~~to the~~ to the victim's ~~to~~ was now paid the King. The murder fine stated that if ~~any~~ any Norman was killed by an Anglo-Saxon the hundred would have to pay a large sum of money. This shows how the Norman conquest changed law enforcement in medieval England from being about the people and to protect the people to being about protecting the authority of the king and his power ~~of~~, as many ~~the~~ Anglo-Saxons were angry and had feelings of rebellions against the Normans. This idea of the law enforcement benefitting the monarchy and powerful

was very long lasting and ~~a strength~~ continued and strengthened into different periods in the future.

I disagree ~~th~~ with the following statement because there was continuity in many aspects of Anglo-Saxon law enforcement into Norman England ~~into~~ in medieval England. Examples of this is ~~the~~ tithings and the hue and cry. ~~The~~ Tithings involve the shire being divided into hundreds and each hundred having 10 ~~to~~ tithings. The members of the tithings were responsible for each other and if one had committed a crime the others were responsible for bringing the criminal to court ~~or~~ or paying a heavy fine for the crime. Both the ~~third~~ tithing system and hue and cry ~~the~~ system is based around the idea of community law enforcement and this was due to the fact that ~~comm~~ villages and farms all having tight-knit communities who were inspired by the sense of belonging and doing right by the community. The fact that these systems remained even after ~~the~~ the Norman Conquest show the continuity in the use of the community and people to enforce the law and in both of these ~~be~~ periods there was no official police force due to the stable state of society. However it can be argued that these community methods of law enforcement were losing great importance in medieval ~~&~~ England through the growth of towns and increase in trade and travel, were ~~rather~~ ~~to~~ they were more strangers and a higher crime rate.

I agree with the following statement because the normans introduced a significant change to law enforcement through the use of the Forest laws. The Forest law's introduced by William made the ~~country~~ land in England 30% ~~royal~~ royal forest. This land was only ~~used~~ for the use of the ~~nobles~~ nobles and the King. This affected the peasants greatly who could no longer acquire what was free food and resources without hunting rights, or they would be committing poaching which had the harsh punishments such as blinding and hanging. These Forest's were protected by 9 foresters who were hired by the King directly, ~~and~~ ~~this cause~~ ~~had~~ The law's were used to help William exert his authority on the Kingdom and control the poor ~~and~~ by preventing them from ~~strengthening~~ strengthening which in turn could lead to rebellions and violence across England. The Forest Law's had a long lasting effect as they continued throughout the medieval period. This once again shows how Law enforcement was used to benefit the powerful and rich to prevent conflict and retaliation. That was of a great change from the Anglo-Saxons. ~~This change in law enforcement was~~ ~~shows~~ ~~the social~~ ~~diff~~ ~~dis~~

In conclusion the Norman Conquest (1066) led to significant changes in Law enforcement in medieval England as they strongly tried to exert their authority through the Forest laws and the murderum fine which affected the country greatly and heavily whereas the role of the community although did ~~continue~~ continue ~~in~~ during this ~~next~~ period ~~it~~ it was slowly declining with law enforcement becoming more secular and centralised.



There is a good sense of change and continuity but the analysis also includes also a focus on the nature and significance of change. The line of reasoning is coherent and sustained. Although the structure could be more logical, there is a clear organisation of answer. This therefore meets the Level 4 demands of the mark scheme for Assessment Objective 2 (analysis).

There is also a good range of precise knowledge and a good understanding of society, meeting the Level 4 criteria for Assessment Objective 1 (knowledge and understanding).

3 aspects of content are covered.

The judgement is also at Level 4 as it is clearly stated and runs throughout the answer; there is a very clear explanation at the end that the changes were more significant than the elements of continuity.

This answer is not perfect but it has met all the demands of the mark scheme for Level 4 and therefore it was awarded full marks.



Plan your answer before you start to write it; this will help you to develop a consistent line of argument.

I ~~personally~~ agree with this statement as the Norman conquest in 1066 did lead to significant changes in law enforcement in medieval England after William the Conqueror conquered the Conqueror Conqueror Conqueror Conqueror England. This was when the Normans made a lot of changes e.g. the introduction of tithings where a group of 10 men aged over 12 had collective responsibility of each other so if one committed a ~~crime~~ crime they all had to ~~take the local judge~~ all go down for it or take him to trial. This was significant as it meant that all these men created change in law enforcement in medieval England as this was a quicker way to enforce the law as they already had the rules set out for them and there they all knew the consequences of not ~~saying~~ or telling if one committed a crime. Therefore I ~~personally~~ agree with this statement that the

Norman conquest led to significant changes in law enforcement as things is a factor which led to this as ~~there~~ this was collective responsibility.

Alternatively, ^{also} ~~we agree~~ ~~previously~~ that the Norman conquest led to changes in law enforcement ~~as~~ due to wergild. Wergild is compensation for the death of a Norman which was paid to the king. This meant that if a Norman was killed, the whole village had to pay a large ~~and~~ fine for this reason. This was also collective responsibility which is a key theme for as if one person made a mistake the whole village had to pay a fine and suffer.

This was significant as it meant that the local communities enforced the law as it was a quicker and easy way for someone to be put on trial. As a result for this, the local jury would decide who was innocent or guilty by 4 means: ^{boiled} hot iron, cold/hot water, blessed bread. This was when they believed God will

decide who is innocent or not ^{of the} people in that time were religious and had strong beliefs about God. Therefore, we might find a reason as to why there ~~was~~ was significant changes to the law enforcement as once again the main reason was collective responsibility.

Furthermore, the continuity of the changes that the Normans made was ~~here~~ here and cry which was where the whole village had to draw tools and try to catch the criminal as the victim ~~cried~~ ~~for~~ shouted for help. This was significant as after the Normans conquered England, this was introduced. This was an early way tactic to enforce the law as instead of police procedures ~~there~~ the local community would take the criminal and the local jury would decide their person's punishment. A key theme also is collective responsibility as the whole village had to take care of each other and make sure that there wasn't any crime being

committed in their neighborhood.

Therefore, there was significant changes in law enforcement in Medieval England as the hue and cry was a ~~major~~ one of the factors which the local communities had to do to enforce the law.

In conclusion, I agree with this statement ~~that after~~ that after the Norman Conquest there had been significant changes to law enforcement as the Normans had introduced many tactics to enforce the law and the hue and cry, tithings, wergild and many more e.g. murder fine was part of it. As a result some of these ~~even~~ ~~continue~~ even continued to be used in early modern period as it was very effective.



There is a clear focus on the question and some of the analysis is valid, for example, the emphasis on collective responsibility but the analysis of change and continuity is confused. This fits the Level 2 criteria for Assessment Objective 2 (analysis).

Assessment Objective 1 (knowledge and understanding) was also marked at Level 2 but was weak within the level since there were some factual errors.

The judgement is also Level 2 quality since an explanation is offered but not properly substantiated.

A 'best fit' approach produced a mark of 7.



Be clear about the conceptual focus of the question – in this case the question focused on whether the Norman Conquest brought significant changes. Then make sure you respond to the actual question asked and don't try to repeat an answer you have done previously.

Question 6

Many candidates were clear about the concept of the nature of criminal activity. They were able to show that the nature of poaching did not change over time even though laws against it involved increasingly harsh punishments. Similarly, many answers explained that while the goods smuggled might have changed over time, the nature of the crime of smuggling did not change.

The stimulus point of highway robbery produced interesting analysis, with some candidates explaining that the crime became a problem during the 18th Century when travel increased and then declined as circumstances changed. However, other candidates made a strong argument that even though the method was different, the basic nature of the crime was theft.

Candidates also used the criminalisation of vagabonds, witches and heretics as examples of the changing nature of criminal activity and showed that theft, burglary, assault, and murder continued throughout the period.

In some cases, candidates did not recognise the timescale in the question and wrote about William I's introduction of forest laws or wrote about modern poaching in Africa. There were also some answers which discussed why poaching was seen as a social crime whereas the focus of this question was on change and continuity.

This question will assess whether there was little change in the nature of criminal activity in the period c1500-1600. There were indeed ^{little} changes ~~of the nature of criminal activity as basis of crimes~~ ~~as new opportunities arose, such as smuggling.~~ ^{remained.}

On the one hand, some may agree with the statement and argue that poaching has been a crime since the medieval period, and thus there was little change. For example, after the Norman invasion in 1066, poaching had become a crime and anyone found near 'royal forests' with weapons would be persecuted. This continued in the 1500s and continued further. For example, the 1723 Black Act had made poaching punishable by death penalty. This was introduced to deter poachers from illegal hunting. The law stated poaching was a capital crime, and anyone found with a blackened face (a form of disguise) would be sentenced to death. This meant many were fearful and were deterred from hunting, which affected the lower class especially as they cannot hunt for food. This shows ^{there was} a little change in the nature of criminal activity as crimes continued throughout periods. Furthermore, the crime of highway robbery

in the 1800s, was a form of continuity as, stealing of people through the use of intimidation and force also been present in previous times, thus Highway Robbery meant there was little change in the nature of criminal activity. ~~For example~~, ^{To explain,} Highway Robbery consisted of stealing valuable possessions from travellers. The crime of highway robbery increased as better road surfaces by Turnpike trust allowed ~~easy~~ ^{easy} access to criminals. Also as trade increased many more had been on the road, ~~as~~ with no banking system, many carried large sums of cash in which highway men took advantage of. The last reported crime was in 1831, as it soon became a capital crime. This crime is an example of little change as the basis of highway robbery was similar to that of ~~the~~ ~~thefts~~. ~~the~~ thieves.

On the other hand, others may disagree that there were little changes in crime, and argue that situations in society introduced new forms of crime. For example, during the 1800s towns were growing in population which meant fewer employment opportunities. As a result, many left their town in search for work, known as Vagrants. There

was a common view in society that they were not ~~upheld~~ upheld, that vagrants tended to be drunk and disorderly, causing disruption in peaceful communities. By 1547, to be a vagrant was now a crime as the 1547 Vagrancy Act meant an able-bodied vagrant, out of work for more than three days shall be branded with the letter, 'V' and sold to slavery for two years. Many people had supported making vagrancy a crime as vagrants were seen to be 'lazy'. This also led to further relief acts such as Poor relief in 1601 to help those with disabilities. To make vagrancy a crime shows that there were major changes in the nature of criminal activity in the period 1500-1600.

~~To conclude, undoubtedly there were~~ ~~very little change in the nature of criminal~~ ~~activity in the period 1500-1600. This is because~~ ~~crimes such as highway robbery and poaching~~ ~~remained throughout the years and had similar~~ ~~basis of the crimes, thus little change indeed.~~ ~~For example, highway robbery consisted of using intimidation~~ ~~to steal valuable possessions, the basis of this~~ ~~crime to usual thieves.~~

To conclude, undoubtedly there were very little change in the nature of criminal activity in the period 1500-1600. This is because crimes such as highway robbery and poaching remained throughout the years and had similar basis of the crimes, thus little change indeed. For example, highway robbery consisted of using intimidation to steal valuable possessions, the basis of this crime to usual thieves.



The answer displays Level 4 qualities of Assessment Objective 2 (analysis) offering a line of reasoning and consistent analysis. The candidate considers the nature of criminal activity, looking at highway robbery as theft with intimidation, as well as looking at changes in circumstances which affected the form of the crime, for example, vagabonds.

There is good knowledge on poaching, highway robbery and vagrants but some points are not precise, for example the reference to William is out of period, so it displays Level 4 qualities of Assessment Objective 1 (knowledge and understanding) but is weak within the level.

Three aspects of content are covered.

Judgements are made throughout the answer as well as at the end.



Make sure you focus on the timescale in the question.

I believe it is naive to ~~believe~~^{think} that the nature of criminal activity in the period 1500-1900 hardly changed. As due to different circumstances, the extent of the crimes being committed ~~→~~ changed ^{dramatically}.

I disagree with the statement as I believe there was significant change in the nature of criminal activity. For example, highway robbery. ~~to the~~ At first, highway robbery was a huge crime as there were no banks so many people carried large sums of money. People who travelled by foot were called footpads and people who travelled by some sort of transport like horses were called highwaymen. However, the extent of this crime being committed decreased as laws were put in place ~~in~~ where people monitored the streets in order ~~to~~ for highway robbery to decrease. Also, ~~better~~ banks were ^{being} ~~put~~ set

up. Therefore, the nature of criminal activity of highway robbery changed significantly as it ~~disappeared~~ ^{you were more likely to be caught and people put their money in banks.}

I disagree with the statement due to poaching. ~~At first~~, poaching ~~was~~ ^{was} considered a crime due to the first laws put in place and in 1671, the Game Act made it illegal to hunt on people's enclosed lands. ~~Then~~ In 1723, there was a Black Act which meant people caught were their fate to poach but this was repealed in 1823. However, ~~this changed to the~~ the criminal activity changed from 1800 to 1900 as poaching became less common as due to ^{the} 1801 Poor Relief Act, local parishes had to give money. This meant that the government was now looking after those in poverty so they didn't have to poach anymore. Others may disagree with me and state that that the ~~criminal activity~~ ^{of} nature of criminal activity didn't change because gangs were introduced which meant more people started to

poach as they were less likely to be caught ^{just like before} however due to the fact the blood act was repealed it means that people were more likely to poach. Also the problem of poverty was never solved in 1900 so people still felt the need to poach. Therefore, they would argue that the nature of criminal activity didn't change.

Finally, I disagree with the statement as I believe there ~~was~~ was a significant change in the nature of criminal activity in the period 1500-1900 as at first smuggling was very common as the government started to put import duties on goods. Therefore, people were better off buying smuggled goods for cheaper. However, this changed when the import duties on goods decreased so there was no profit to be made. This meant that ~~the~~ the nature of smuggling decreased significantly. ~~others may disagree as~~

To conclude, I believe that there

was a significant change in the nature of criminal activity in the period 1500-1900 as most of the crime rates decreased significantly due to new laws by the government however, different crimes rates increased dramatically too, like cybercrime or fraud, as there were new ways of committing old crimes therefore, ~~Also, there were new~~. The nature of which they committed the crimes change. e.g. fraud used to be going up to the person^{pretending to be someone else} but in 1900, people could send emails to a ~~large~~ lot of people, to impersonate someone to get money, illegally.



The answer focuses on the question and the analysis does develop a line of reasoning but it is mainly about changes in the details of crimes rather than overall nature of criminal activity, for example the section on poaching tends to be descriptive and does not develop a clear line of reasoning in relation to the question. This fits the mark scheme for Assessment Objective 2 (analysis) at Level 3.

There is good supporting knowledge, which is mostly accurate but it is sometimes descriptive and the end section covering cybercrime is out of the time frame. This is Level 3 for Assessment Objective 1 (knowledge and understanding).

3 aspects of content are covered.

There are attempts to offer judgement at the end of each section but this is often asserted rather than explained and justified, so the judgement strand of the mark scheme is Level 1.

A 'best fit' approach recognises that performance in Assessment Objective 1 (knowledge and understanding) and Assessment Objective 2 (analysis) is Level 3 but not strong within the level, while the judgement strand does not raise the mark, so the overall mark is 10.



Make your overall judgement clear from the start; you should look at both sides of the issue but just saying you agree with the statement and then saying you disagree with it is not the same as saying how far you agree or which parts of the statement you think are correct.

Paper Summary

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 crime, the nature of punishment and law enforcement.
- A number of 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.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

