



Examiners' Report

Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE

In History (1HI0) Paper 10

Paper 1: Thematic study and historic environment (1HI0/10)

Option 10: Crime and punishment in Britain, c1000–present

and

Whitechapel, c1870–c1900: crime, policing and the inner city

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PE Report Paper 10

Introduction

The answers seen suggest that this paper was taken by students of the full range of ability. There were some blank answers, but this seems to have been as a result of lack of knowledge rather than problems in completing the paper within the time allowed.

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.

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.

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. They should also realise that stimulus points given in one question are unlikely to be relevant to another question and any attempt to use them in this way usually means that those sections of the answer are irrelevant and the answer lacks coherence.

Question 1

This question always asks candidates to provide details about something named in the specification.

A surprising number of candidates did not appear to know about the Peabody Estate. Few candidates noted that this was a model housing estate paid for by the American, George Peabody or that it was part of the slum clearance programme. Few candidates were able to describe the features of the estate that improved housing for the residents of Whitechapel.

Some students seemed confused about the features of the estate describing conditions in workhouses, rookeries or general problems of poverty and homelessness in Whitechapel.

SECTION A: Whitechapel, c1870–c1900: crime, policing and the inner city

Answer Questions 1 and 2.

- 1** Describe **two** features of the way the Peabody Estate helped to improve housing in the Whitechapel area.

Feature 1

One feature was that their housing was made to be affordable for people living in the area. This was to make sure that the homeless were kept off the streets.

Feature 2

Another feature would be that they funded new projects in the area to increase capacity.

(Total for Question 1 = 4 marks)

Two valid features are identified: that housing was made to be affordable for people living in the area and that they funded new projects to increase capacity. In both cases the supporting detail is either missing or invalid.

Supporting detail for the first feature could have included the amount of rent people were charged and for the second feature information about how the estate was designed and/or built.

In each case, some additional explanation and relevant supporting detail needs to be provided clearly linked to the identified feature in order to gain the mark for supporting detail.

Question 2a

It was pleasing to see that many candidates offered good comments about the content or provenance of the sources. However, a number failed to include any comments based on own knowledge, which prevented the answer reaching Level 3.

There were also a number of answers which tended to dismiss a source as not being useful because of information it did not contain. Since the question asks candidates to evaluate the usefulness of a source, it is valid to note the limitations of a source but these need to be weighed against the positive aspects; an answer which focuses on 'missing' information is unlikely to score highly.

Some answers failed to address the question and did not comment on the usefulness of the sources, instead stating what the source showed.

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

How useful are Sources A and B for an enquiry into the difficulties of policing the Whitechapel area, c1870-c1900?

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

(8)

Source A, a newspaper report ^{that} describes a trial held in the local court against a John Canavan. It shows how a police constable was overwhelmed when attempting to arrest Canavan because the constable was alone. This was very typical of this time period as the number of police officers compared to the population of Whitechapel was very low and so cases of constables being overwhelmed were fairly common. This shows one difficulty of policing in Whitechapel. Because it is a newspaper report it was written during that time and the nature of the report, being very factual, removes any possible bias on the source. Therefore we can say that Source A would be quite useful for an enquiry into the difficulties of policing in Whitechapel.

Source B, a cartoon, can also be useful in an enquiry of the difficulties of policing in Whitechapel. The two criminals describe the police as a 'fine body of men'. We know that this was typical of the Metropolitan Police because there were strict entry requirements for recruits such as height and physical ability. Similar to Source A, there is also a comment on the low number of policemen in Whitechapel, making it easier for criminals to get away with crime, a common difficulty that the H division faced. ~~Despite~~ Despite the fact that the cartoon is from a 'Punch' magazine, a publication famous for its exaggerated illustrations, the

caption presented relevant information, useful for an enquiry into the difficulties of policing in Whitechapel.

*, is useful in an enquiry into the difficulties of policing in Whitechapel.

The analysis of Source A reaches Level 3. There is an 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.

Question 2b

Many answers forfeited marks because they did not complete each section of the answer properly. Some failed to identify a detail from the source in the first part of this answer, which meant that their proposed question did not follow up that detail and was therefore invalid.

It is important that the proposed question and follow-up work relate to the broad enquiry in the question, which in this case was the difficulties of policing the Whitechapel area; follow up work asking about punishments could not be rewarded.

Candidates should be as precise as possible when suggesting a source to help them carry out their enquiry and they should remember that this must be a primary source – suggestions of textbooks or the internet will not be rewarded. The explanation of how the suggested source would help to answer the proposed question should again be specific about the type of information the source could provide. Statements such as 'It would tell me what I want to know' or 'It would have the information to answer my question' will also not gain any marks.

When multiple suggestions had been given to a sub-question, it was usually counterproductive. 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.

How could you follow up Source A to find out more about the difficulties of policing the Whitechapel area, c1870–c1900?

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:

'John Canavan ~~was charged~~, aged 20, was charged with being drunk and disorderly and also assaulting a policeman.'

Question I would ask:

How often were ~~to~~ the policeman faced with crime that involved drunk people.

What type of source I could use:

A record of crimes committed in Whitechapel and detailed reports about each crime.

How this might help answer my question:

This would indicate whether alcohol was causing policing to be more difficult in Whitechapel.

A detail has been selected from Source A which is then the starting point for a broader enquiry into the difficulties of policing the Whitechapel area. A record of crimes committed in Whitechapel is a reasonably specific suggestion and the explanation makes it clear how the evidence from the records would be used to answer the enquiry.

Question 3

This question asked candidates to identify a similarity between two periods and this then needs to be supported by details from each period. Many answers failed to score full marks because they either identified a general similarity without providing details from each period or they juxtaposed details from each period, but the similarity was left implicit.

Some candidates started with a statement of general similarity but then provided details of difference.

Some answers did not focus on the role of the community in law enforcement instead providing examples of the role of authority in policing.

3 Explain **one** way in which the role of local communities in law enforcement in the medieval period was similar to the role of local communities in law enforcement in the modern period.

In medieval period there was the system of 'hue and cry' where individuals, if they witnessed a crime taking place, had to; stop what they were doing, shout and alert others and together apprehend the criminal. This required the local community to stay vigilant and report crime. If they did not do so they would have had to pay a fine. Similarly, in the modern period, it is expected that if you witness a crime you report it to the authorities i.e. the police. An example of this is the neighbourhood watch.

(Total for Question 3 = 4 marks)

The answer identifies a valid similarity in that the local community had to be vigilant and report crime. This is then supported with details of how the local community is involved in reporting crime from both periods. Whilst the supporting detail for the modern period is briefer than the detail for the medieval period, there is enough here for the answer to receive the full four marks.

Question 4

Candidates should be reminded of the importance of checking the question repeatedly. Some answers with good knowledge of the role of religion in law enforcement did not score highly because they failed to identify and explain these as examples of change. Answers often focused their explanation on why religion was important rather than why there were changes in the way religion affected law enforcement.

Some answers were not able to provide examples other than those provided in the stimulus points and some lacked a clear sense of chronology.

A number of candidates were not clear on the relevant time period when describing the use of trial by ordeal.

4 Explain why there were changes in the way that religion affected law enforcement in the years c1000–c1700. (12)

You may use the following in your answer:

- trial by ordeal
- accusations of witchcraft

^{sanctuary}
You **must** also use information of your own.

Religion was one of the foremost factors of the perception of law enforcement in the Anglo-Saxon period c. 1000. It was believed that God was the final judge of guilt or innocence. This can be seen through the use of trial by ordeal which associated certain outcomes to innocence or guilt. Belief in this concept was still very strong when the Pope issued a papal bull in 1215 mandating reduction of ~~the~~ trials by ordeal. ~~It of course~~ Thus, until 1215, such a belief was still unanimous among the public, religion was the predominant factor affecting law enforcement.

The concept of sanctuary ^{also} demonstrates a belief substantial belief that religion should shape law enforcement. However, it also

demonstrates the introduction of secular authorities into law enforcement. Appealing for sanctuary could avoid a criminal's escape trial and the direct imposition of justice despite him being exiled. This clearly demonstrates the supremacy of religion, of God, over law enforcement.

Despite this, when Henry II ordered the end of sanctuary in 1136, it demonstrated the ^{new} concept - the supremacy of secularism over religion in terms of influencing law enforcement. Thus the ending of sanctuary in 1136 was the beginning of a reduction from the influence of religion on law enforcement.

The belief in witchcraft, which adopted legal significance when Henry VIII declared it punishable by death shows the ~~progress~~ further progression of religion's influence ~~continuing~~ as to nothing.

Although it may be claimed both Henry VIII and Elizabeth's laws against witchcraft between 1542 and 1586, more than 1000 people were executed for witchcraft and between these times, belief in witchcraft was substantial. Despite this though, belief in witchcraft - almost zero before Henry VIII's law - was largely stopped up through Henry and Elizabeth's laws and through the 1597 publishing of James' *De Monologia*. These were political acts combined in a rivalry with Catholicism however and not based on belief in rational doctrine. Regardless of this, with the Enlightenment, the establishment of the Royal Society in 1660 and its awarding of a royal charter devoid of the king's support, public belief in witchcraft dropped to nothing. Witchcraft was deliminalised in 1736 and with that came the total influence of societal belief on law enforcement.

(Total for Question 4 = 12 marks)

as opposed to malicious beliefs

The answer reaches Level 4 for Assessment Objective 2 (analysis), with a sustained focus on changes within the period, explaining how the use of trial by ordeal, sanctuary and accusations of witchcraft demonstrated change in way that religion affected law enforcement.

Assessment Objective 1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge of trial by ordeal and accusations of witchcraft; the answer is less thorough when discussing changes in sanctuary. There is some date confusion however this does not detract from the overall sense of context and chronology in the answer. It covers 3 aspects of content, making Level 4 accessible but the unbalanced coverage means that it receives 11 rather than 12 marks.

Question 5

The case of Derek Bentley was well known but answers did not always demonstrate how this case contributed to a change in attitudes. Some answers missed the focus of the question and talked about punishment generally rather than specifically the change in the use of the death penalty.

Other answers contained good knowledge about the Derek Bentley case and the problems associated with public executions but were not always able to link these examples to either support or counter the argument: that the attitudes of the authorities was the main reason for changes in the use of the death penalty.

Many answers consisted of three separate sections, each analysing an aspect of change in the use of the death penalty but without a sense of evaluation. Answers needed to weigh the importance of the attitudes of the authorities against other reasons for example, public attitudes or the role of individuals.

Some answers lacked a secure sense of chronology confusing the ending of the death penalty and the ending of the use of public execution.

Chosen question number: Question 5 Question 6

On the one hand, ~~it~~ it could be argued that the main reason for changes in the ~~use~~ use of ~~the~~ the death penalty in the period c.1700 - present was due to the ~~an~~ attitude of ~~the~~ the authorities. For example, by the 1800s, only 10% of ~~a~~ people committed crimes punishable by death were actually sentenced, and juries often used pious perjury to ~~reduce~~ ~~apparently~~ ~~reduce~~ ^{underestimate} the value of goods stolen, for example, to ~~rather~~ ~~make~~ avoid using the death penalty. ~~This was due to the attitude of authorities.~~ This led to changes in the use of ~~the~~ the death penalty, because it ~~was~~ was a contributing factor to the end of the ~~By~~ Bloody Code. The end of the Bloody Code ~~e~~ saw the number of crimes punishable by death reduce from 225 in 1815 to only murder and ~~to~~ treason in 1841, therefore ~~sign~~ ~~significant~~ significantly reducing the potential for use of the death penalty, from c.1700 - present.

On the other hand, it could be argued that ~~for~~ the Derek Bentley case ~~was~~ ~~was~~ was the main reason for ~~the~~ ~~for~~ changes ~~to~~ in the use of the death penalty from c.1700 - present, because it ~~e~~ demonstrated

→ The fact that under the death penalty, people were killed unjustly. For example, Derek Bentley had severe learning difficulties, and even he did not personally kill a police officer. However when he had been arrested, he shouted 'Let 'em have it Chris', to which, Craig fired the gun at the police officer. Craig was too young to hang at the time, but Bentley was sentenced to death. This led to much public outcry, because many saw Craig's actions as a misinterpretation of Bentley's words, and in addition to his learning difficulties, the public saw this as an unfair unjust punishment, and the government faced much pressure to ban the death penalty. This therefore affected the use of the death penalty because it contributed to its ^{eventual} abolition in 1969.

Also, it could be argued. However, it could be argued that changing attitudes of authorities was the main factor, because after World War II, government attitudes changed towards the death penalty. For example, after the Holocaust many saw it as barbaric and Nazi-like, and after the war had ravaged Europe and North Africa in particular, it seemed clearly wrong to ~~act~~ act like the enemies so many people had been sacrificed to.

fight.

On the other hand, the case of Timothy Evans could be argued as the main reason for changes in the use of the death penalty from c. 1700 - present, because it demonstrated to the public the possibility for executing the wrong person. For example, Timothy Evans confessed to killing his wife and baby in 1953, because of the guilt he felt. It was later discovered that John Christie, a serial killer that had been living with them at the time was responsible. This opened people's eyes to the public's eyes to the potential for error under the death penalty was irreversible, as Timothy Evans could not be brought back to life. This led to much pressure to abolish the death penalty, and certainly contributed to its reduction.

Overall, I think changing attitudes of authorities were the biggest reason for change in the use of the death penalty from c. 1700 to present because it became apparent that ^{juries} judges did not want to sentence people to death, which contributed to the end of the Bloody Code, a monumental change in the use of the death penalty. Although the cases of Derek Bentley and

Timothy Evans contributed to the abolition of ~~the~~ the death penalty, change in attitudes of the authorities was necessary & for this change to take place. Such changes of attitude were seen after WWII, & and for me, makes the changes in attitudes of authorities the main reason for changes in use of ~~the~~ the death penalty.

This response has a good sense of how the attitudes of the authorities led to change in the use of the death penalty and the analysis also includes a focus on how other developments like the Derek Bentley case raised public concerns and the Timothy Evans case highlighted the fact that mistakes could be made. 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 changes in attitudes towards the use of the death penalty, meeting the Level 4 criteria for Assessment Objective 1 (knowledge and understanding).

The judgement is also at Level 4 as it is clearly stated and runs throughout the answer: there is a clear explanation at the end that the attitudes of the authorities were more significant in bringing about change in the use of the death penalty.

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.

Question 6

Some answers were not clear on what was meant by 'specialisation' and, as a result, did not fully address the question. In addition, some candidates made good general points in relation to developments in the Metropolitan police force in the 19th Century but did not include examples from the 20th Century. Candidates are reminded that questions will span at least 200 years and strong answers will demonstrate a range of examples covering the period in question.

Most answers weighed specialisation against developments in technology and those answers that included the role of technology tended to include examples that demonstrated their understanding of the nature of police work in both the 19th and 20th Century.

There were some impressive answers which debated the extent to which specialisation was the most important development in the nature of police work with numerous examples of specialisation. Many answers countered their argument with wide ranging knowledge of a variety of technological and/or scientific developments in the nature of police work which was pleasing to note.

Chosen question number: **Question 5** **Question 6**

I somewhat ^{dis}agree with this statement. There have been many improvements in the nature of police since 1829. For example, the ability to identify DNA. This new technology opened up a lot more chances to find criminals, being able to obtain DNA from a crime scene and test it means that criminals are less likely to be falsely convicted, though they still could be. This is significant because it means police don't have to be super quick to a scene, relieving the pressure, it also gives police the opportunity to find evidence after the fact. I.e. on victims clothes, on and around the scene etc. Compared to specialisation I feel they are evenly matched in terms of development in police work. // Following on from DNA analysis, another important development is the police data base. The police database is basically a digital collection of criminal information and profiles that can be accessed by any member of the force across the country. This is extremely useful as it allows police to be able to connect dots between

criminals and also check into people's criminal pasts much easier. It has been very useful in many cases, including one of a serial killer who targeted women all over the country including Scotland and London. The national police database gave police the ability to piece together different crimes with similarities which led to the killer's capture. The creation of this technology has made for a lot of developments in cases and has streamlined the way the police functions. In my opinion I would say this is the most significant factor.

That being said, specialisation has been a very important development. Specialisation in the metropolitan police has meant that the different departments are better suited and well equipped to deal with certain crimes. Special units has meant that the police are more competent when dealing with crimes. The work isn't going to be confusing and police are able to understand their unit and provide a higher standard of work. I would definitely say this advancement has been very useful, though I disagree in saying it is the most significant.

made the whole thing easier as well as saving time, money and resources.

The answer focuses on the question and the analysis does develop a line of reasoning but it is mainly about changes in the work of the police with some links to the changing nature of police work, for example the section on specialisation 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.

The supporting knowledge is mostly accurate showing some knowledge and understanding. This is Level 2 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.

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

Conclusion

There were some impressive answers where candidates demonstrated excellent knowledge in well-structured responses. However, many answers lacked detailed knowledge or did not focus on the specific question. Quite often candidates provided more detail in their answers of question 4 than on question 5 or question 6.

The following points should be noted:

- 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 and the specialist terminology
- In questions involving extended writing, 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 in their answer.
- 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 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 students should be discouraged from assuming that lengthy answers will automatically score highly.

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