



Examiners' Report June 2022

GCSE History 1HIA 10

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Introduction

It was pleasing to see how well students 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. Students 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. Students 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:

- individuals and institutions (Church and government)
- science and technology
- attitudes in society.

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

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

A number of answers to these questions remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Students 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 students 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 students to identify two key features of the work of H Division in the policing of Whitechapel. Extended details are not needed here but students should be aware that this question can be set on anything named in the Historic Environment specification, and the answer should have a focus on the specific example named in the question.

Students should identify two features and, in each case, add a further detail which will explain the feature or provide some context. They should make sure that the additional detail provided is linked to the key feature that has been identified and also that different material is used in the two sections of the answer. When students had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided, while answers which listed four disconnected points of information were limited to a maximum of two marks.

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

Most answers offered details about the work of H Division giving details of the policemen walking a beat, patrolling the streets hoping to prevent crime or their work in the community. A number of answers commented on the number of detectives assigned from CID and their use of investigative techniques as well as the role H Division played in catching Jack the Ripper.

There were very few blank answers but some answers did not focus specifically on the work of H Division, instead giving general details about the changes in policing from 1800 or the public's opinion of the police rather than the work the police did. A small number of answers also reworded the same point for the second feature.

1 Describe **two** features of the work of H Division in the policing of Whitechapel.

Feature 1

One feature was there was only one officer for every 300 people in whitechapel. This meant the ratio of the community to the police was increased this meant there was fear among the police.

Feature 2

One feature was the people didn't like the police. This meant there was tension and ~~created a~~ they didn't trust the police.



A valid feature is identified for Feature 1: The work of H Division policing Whitechapel involved fear with supporting details about the ratio of officers to the local population. This response received 2 marks.

Feature two is about the public view of the police rather than the work of H Division.



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

1 Describe **two** features of the work of H Division in the policing of Whitechapel.

Feature 1

One feature of the work in H division in the policing of whitechapel was the beat. The beat was a patrol that the police had to do around whitechapel to prevent or detect crime.

Feature 2

Another feature of the work of H Division in the policing of white chapel was to arrest any criminals in the vicinity to reduce crime rate. This was because standard issue handcuffs and truncheons were given to policeman in the H division to arrest criminals.

(Total for Question 1 = 4 marks)



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Examiner Comments

Two valid features are identified about the work of H Division in the policing of Whitechapel.

The additional supporting information is clearly linked to the identified feature and this answer received full marks.



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 workhouses in Whitechapel. 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.

Students 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 reliable because it came from the time under investigation, could be made without any reference to the individual source and therefore remained at Level 1. This type of generic assumption was also seen when some answers noted that the author was American and therefore must not have been able to provide an accurate account.

At Level 2, developed comments were made about the usefulness of the extract provided for Source A, showing the way the workhouse casual ward offered support for the homeless poor with details about the daily routine or punitive conditions. Comments about its provenance were related to its usefulness as an extract, giving a first-hand account based on those who were interviewed. Some students did not focus on workhouses in Whitechapel and commented on general poverty in Whitechapel describing conditions in rookeries and lodging houses or made comments about the general role of workhouses and government in supporting those in poverty that were not specific to Whitechapel.

When considering the content of Source B, students commented on the number of people queueing and the fact that the queue was comprised of families, those dressed in rags and those in better clothing which suggested a variety of people needed to access support. Few answers picked up on the presence of a policeman observing the queue suggesting there may have been a concern that crime and violence was linked to those who needed to enter a workhouse. Comments about the provenance considered its nature, as a drawing published in a newspaper to attract readers and highlight the issue of poverty. Some answers referred to it as a cartoon and made general assumptions that the drawing was exaggerated and therefore not useful to the enquiry.

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 some answers. Students should recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the student'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 student'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 impressive answers which had good knowledge of the conditions inside workhouses and casual wards including how families were separated, the tasks they could be expected to undertake and the differences between the types of support offered to the old and the ill who could not support themselves.

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. Students 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 workhouses in Whitechapel?

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

(8)

Source A is a conversation in 1903 between Jack London and his friend in the workhouse. It talks about the lack of nutrition in the food provided; bread, cheese and skilly. It also mentions jobs are breaking rocks and picking tar out of rope, these jobs are unnecessary and physically and mentally draining. Jobs like this were used in workhouses to deter people from going back there and to try to make people get jobs. This is useful because it shows the true ~~are~~ intentions of workhouses and how poor people were treated when they went there.

Source B is a drawing named, houseless and hungry. It was published as a illustration ~~to~~ for an article about workhouses in 1869. This is useful because it shows ~~poor~~ poor people ~~tin~~ crowded to get in to workhouses. This shows the high demand and increased rates of poverty. The fact people ~~had~~ had to get in to workhouses shows they really had no other choice, since it's such an awful place to live.



In the answer for Source A, the content is considered in relation to the usefulness of the source for the enquiry. Contextual knowledge about the use of unnecessary and physically draining labour is used to support comments about the usefulness of the content.

The answer for Source B also considers usefulness of content with some contextual knowledge about the demand for workhouses as support.

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.



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.

How useful are Sources A and B for an enquiry into workhouses in Whitechapel?

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

(8)

firstly Source A is useful for an enquiry into the desperation of the poor who would work in houses set with little provisions because of the extent of poverty. The provenance of the source is useful as it is written by a writer called Jack London who ~~ex~~ directly experienced the problems of the poor in Whitechapel. This automatically gives him credibility as he experienced ~~the~~ first-hand, the lives of workers in workhouses. ^{from} In my own knowledge I know that vagrants ~~were separated from~~ who stayed only one night were separated from the hard workers as they were seen as lazy and a bad influence. This supports when he states that he had to break stones because he is "young and strong". This ^{content} shows that workhouses took advantage of those in poverty knowing that they were desperate for money, suggesting poor treatment too.

Source B is also useful for an enquiry into workhouses in Whitechapel as its ^{content} shows a drawing of a long ~~que~~ queue of ~~homeless~~ and the ~~Homeless~~ 'Homeless and Hungry' and the fact

that children are there evokes empathy. From my own knowledge, I can support this as I know that families were separated ~~due to~~ as what ~~each~~ person a person did was based on their strength and therefore sometimes their age. The provenance of the source, a London Newspaper ~~in~~ in 1869, ~~is~~ contributes to the usefulness of the source as this media's main intent is to inform rather than exaggerate to sensationalise. This is also shown through it being a drawing in case a person is ~~at~~ illiterate, which most people in Whitechapel were likely to be. Also, some of them^{in the first drawing} are hugging themselves suggesting that they are ~~could~~ cold and are attempting to keep ~~warm~~ warm since they are ~~are~~ homeless / "houseless".

Overall, both sources are ~~equally~~ A and B are equally useful for an enquiry into workhouses in Whitechapel in the 19th century as the provenance of both sources are credible and do not have an underlying negative intention or ulterior motive other than to inform as source A is written by a writer, and source B was published by a London Newspaper. Also, from my own knowledge I know that the problems presented in both sources are true. The context of these sources (Source A ~~is~~ in 1903, source B in 1869) also shows that it is a primary source in ~~the~~ ~~ed.~~



The analysis of both Sources A and B is Level 3. They assess the usefulness of the source's content, by taking into account the provenance and use 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 (workhouses in Whitechapel) and the aim is for students 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; students should be aware that a detail from the provenance cannot be rewarded.

Students 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. Questions about the life of the author or about what happened to inmates after they had left the workhouse were not proposing a question relating to the broader enquiry about workhouses in Whitechapel. Students that failed to recognise the link to a broader enquiry limited the marks available to these students for this question, since it also affected the source they suggested that would help with their enquiry.

While it is recognised that students cannot have detailed knowledge of all possible sources, the specification states that students should be aware of the types of sources available and the nature of the information they contain. Answers such as ‘police records’ 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 conditions inside the workhouse or the routine of inmates. The suggested source was sometimes a vague reference to ‘other accounts’ or ‘newspapers’ without an explanation of the information they would contain to answer the proposed question.

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

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

Successful answers treated the questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question. In general, the simple approach was most effective, for example, questions about workhouse conditions, routine or punitive approaches were most popular, which could be followed up through analysis of various workhouse records, or local newspapers.

Detail in Source A that I would follow up:

'I don't have to break stones; I'm old you see. But they'll make you do it because you're ~~strong~~ ~~and young~~ 'young and strong'

Question I would ask:

Was it typical for ~~these~~ ^{old} people working in the workhouses to not do ~~these~~ hard labour?

What type of source I could use:

Life ~~in~~ in the workhouses in the perspective of an old man

How this might help answer my question:

It will show what it was like for ~~the~~ ^{the} elderly in workhouses



A valid detail has been selected from the source with an appropriate follow-up question about the work carried out inside workhouses. A specific source is not identified and the explanation does not make clear how the evidence could be used to answer the enquiry.

This answer was awarded 2 marks.



Ensure that the source that you identify is a specific source of information. 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.

Complete the table below ^{no why questions, only how, what or where.}
(4)

Detail in Source A that I would follow up:

'I would be locked up in a cell to pick oakum or to ~~set~~
clean and scrub, or to break stones.'

Question I would ask:

What forms of hard labour would people staying in work houses
have to do?

What type of source I could use:

~~work house records~~ \neq

reports on jobs done in the work houses, work house records.

How this might help answer my question:

Reports on the jobs done would show me what types of
jobs were done by those who stayed in the workhouse.



A detail has been selected from Source A which is then the starting point for a broader enquiry into the conditions inside workhouses in Whitechapel. Workhouse records providing a report on jobs carried out in the workhouse is a reasonably specific suggestion, and the explanation makes it clear how the evidence from the records would be used to answer the enquiry.

This answer received the full 4 marks.



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.

Question 3

In this question, students needed to explicitly identify a similarity in attitudes towards the crime of poaching during the medieval period and c1700-1900. The most common similarities that were identified were that poaching was viewed as a 'social crime' that was usually committed to provide food or was seen as a challenge to authority with examples of the Forest Laws and Black Acts as supporting detail. Supporting details about the crime of smuggling were not relevant.

It is important to note that the focus of this question is to identify a similarity; detail by itself cannot score highly. In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was similar in the other period. Occasionally, answers identified a valid similarity such as poaching being viewed as a social crime, but the details provided did not support that similarity, for example giving examples about changes in goods that were smuggled or only talking about changes within one of the time periods. A small number of answers focussed on how punishments were different in the two periods rather than any similarity.

While many students 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.

- 3 Explain **one** way in which attitudes towards the crime of poaching during the medieval period were similar to attitudes towards the crime of poaching in the years c1700–c1900.

One way attitudes towards poaching during the medieval period were similar to attitudes in the years c1700–c1900 was that in both periods of time poaching was seen as a social crime. This meant that people recognised that it was illegal, but because hunting had been legal before, many people turned a blind-eye towards people poaching and would not report it.



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Examiner Comments

There is a generalised comment about the similarity of poaching being a social crime and that many people turned a blind eye.

This answer lacks specific support from either period in the question and therefore meets the descriptor for Level 1.



ResultsPlus
Examiner Tip

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

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

3 ^{Forest Laws (William I)} Explain one way in which attitudes towards the crime of poaching during the medieval period were similar to attitudes towards the crime of poaching in the years c1700-c1900.

Black Act 1723

One way ~~poaching~~ in which attitudes towards the crime of poaching in the medieval period were similar to the years c1700-1900 ~~was~~ ^{considered} that it was ~~treated~~ as a social crime. For instance, in the medieval period, even with the introduction of the Forest Laws by King ~~William~~ William I which prohibited hunting on the king's land, people still poached as it was a means of ~~survival~~ survival. Similarly, in the years c1700-c1900, the Black Act of 1723 had harsher punishments towards poaching as ~~the~~ the crime grew in popularity. ~~However,~~ However, people still poached as ~~the~~ people ^{depended} ~~survived~~ on the land that they stole from.



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Examiner Comments

A similarity in attitudes towards the crime of poaching is explained as it was regarded as a social crime. The answer goes on to state that people still did it anyway as they depended on the land despite the threat of punishment. Supporting detail is then provided from both time periods with examples of the Forest Laws and Black Act of 1723, 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

A significant number of students did not appear to either be knowledgeable about the changes in the use of prisons as a punishment c1900 – present; or the chronology of when changes in prisons occurred, for example a number of answers focussed on changes that took place between c1800-c1900 describing the work of John Howard, Elizabeth Fry and Robert Peel, which was not the time period posed by the question and not rewardable. Where possible, examiners looked to reward comments that could be interpreted as showing understanding of changes in the use of prisons c1900-present, but without valid detail, these answers could only receive low marks.

Many students could write confidently about the changes in the use of prisons in the years c1900-present. However, answers were sometimes descriptive rather than focusing on explaining why these changes happened.

Students often had good knowledge about the introduction of borstals, open prisons and non-custodial alternatives. Better answers explained the reasons for changes in the use of prisons based on changing social attitudes to punishment or the reasons crimes are committed. Many answers highlighted the role played by changing attitudes to reform and rehabilitation and the resultant changes in government policy.

The stimulus points of borstals often prompted descriptions of the training and education available to youth offenders as well as it being an attempt to separate young criminals from adult prisons.

The stimulus point of open prisons was sometimes misunderstood, with some students assuming this was related to conditions in prisons c1700 and then going on to describe the work of John Howard or Elizabeth Fry or the introduction of Pentonville prison.

There was also good knowledge of programmes implemented within prison with the intention of reducing the chances of criminals reoffending with examples of education and drug programmes, retraining opportunities or better access to mental healthcare and support for inmates. Other aspects of content that were frequently used were the ending of hard labour and non-custodial alternatives to prison with good explanations of probation, parole, community service and electronic tagging.

There were some explanations of the Derek Bentley case which rarely linked to the focus of the question, instead tending to describe in detail the Derek Bentley case as an example of changes in the use of punishment rather than changes in the use of prisons as punishment.

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 students 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 changes in the use of prison as a punishment, did not develop the analysis of causation.

4 Explain why there were changes in the use of prison as a punishment in the period c1900-present.

(12)

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

- borstals - 1908 1948
- open prisons - 1933

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

~~There were changes~~ firstly, there were changes in the use of prison as punishment in the period c1900-present as the government had increased tax revenue, so money from this would go towards supporting and improving prisons. Therefore, money was a factor as to why the use of prisons increased. It is also because prisons were seen as cheaper than the punishment of transportation as ~~the~~ ship travel was costly.

Moreover, there were changes in the use of prisons as a punishment in the period c1900 to present do to the idea of reinstating a criminal back to society. for instance, in 1933, the first open prison was established where inmates ~~to~~ could go outside to work for example.

In addition, use of prisons for young offenders also increased. The ~~prev~~ Prevention of Crime Act in 1908 resulted in more ~~bars~~ ~~bars~~ being ~~open~~ built to focus on educating young criminals instead of punishing. Days were structured and organized to discipline, and inmates took part in physical activities and learning programmes. ~~In 1948, the govern~~
In 1948, the government encouraged supervision such as social workers to be in work in prisons in an Act focusing on young people.

A prison commissioner, ~~called~~ Paterson, also contributed to the reform of prisons as he advocated for probation and rehabilitation. The government had beliefs about radical welfare as well as social reform.

In accordance to this, prison reformers such as Elizabeth Fry and John Howard advocated for the improvement of prison conditions as well as rehabilitation of inmates. For instance, John Howard published his book in 1777 called 'The state of prisons in ~~and~~ England and ~~Ways~~ Wales' which was ~~a direct~~ had direct observations from his visit to prisons. Elizabeth Fry focused on reforming the prisoners and one way was through religion as she was a ~~quaker~~ Quaker. This

caused change as the prisoners ~~were~~ would be visited by a religious authority each week. Both of these prison reformers ~~and~~ influenced the 1823 Gaols Act ^{and} created a change from punishment to reform ~~in~~ in accordance to the purpose of prisons which shows that individuals also contributed to the changes in the use of prison as a punishment in the period c1900 - present.



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Examiner Comments

This answer fulfils the descriptor for Level 3 for Assessment Objective 2 (analysis) with reasons for change clearly explained; the funding available, rehabilitation and treatment of young offenders. Other points about Fry and Howard are out of period and not relevant, therefore this answer is not consistently focused on the conceptual focus of the question so fulfils the descriptor for Level 3 rather than Level 4.

Assessment Objective 1 (knowledge and understanding) is also Level 3 with accurate and relevant detail in the first half of the answer, but not relevant detail in the second half. Examples are provided of borstals, open prisons and probation.



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Examiner Tip

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

There were changes in the use of prison as a punishment in the period 1900 - present to allow reform of criminals and to make them functioning members of society. This is seen through the introduction of open prisons, open prisons were ~~was~~ introduced in the late 20th century and meant that prisoners who had not committed serious crimes were allowed to go out during the day and work in the local community. This was to integrate the inmates back into normal life and teach them how to improve, as well as give them valuable lessons in life to reform themselves.

Another change in the prison system ^{at 1900 - present} was the ~~introduction~~ ^{idea} of borstals. This was a change in the prison system in the early 20th century to set up established place institutions to try and reform them. There was a change from the original system where first offenders who were young would be imprisoned with older and hardened criminals, increasing the chances of reoffenders as the young people in

prisons were being heavily influenced by older criminals. This ~~led~~ led to the introduction of borstals which were the individual facilities for younger offenders. They were implemented to give the young inmates a second chance at life, with harsh rules and strict ideas to try and reform young criminals to prevent reoffenders.

A final reason for the changes in prisons was as punishment in the years 1400-present was to lower the expenses of all the inmates. One way to do this was called "tagging" this was an alternative in the prison system and was the tracking of an inmate if they were on a suspended sentence. So to prevent ~~them~~ ^{inmates} from going to prison and to save costs the inmates would have their sentence suspended and be made to wear a tag around their ankle. This tag would ~~be~~ detect if the inmate went anywhere suspicious and would enforce a curfew on the prisoner and if the offender did not ignore the curfew the tag would detect it. This in turn meant that petty criminals did not have to go to prison and could carry on living but with

a cheaper alternative punishment still enforcing
the rules.



This answer reaches Level 4 for Assessment Objective 2 (analysis) with a sustained focus on changes within the period. The first two paragraphs have a clear analysis of the reasons for change (ideas about reform), supported by relevant detail on open prisons and young offenders' institutes.

Assessment Objective 1 (knowledge and understanding) is also Level 4 with precisely selected examples. The relevance of the third aspect of content, non-custodial alternatives to prison is clearly explained in relation to the use of prisons as a punishment and therefore the answer fulfils the descriptor for Level 4.



Make sure that all the examples you provide are relevant to the time period specified in the question.

Question 5

Most students recognised the focus of this question, evaluating the idea of retribution as the main factor affecting methods of punishment in the medieval period. The stimulus points of Wergild and the stocks were used confidently by students and many students were able to also link in other examples like the murdrum fine and the pillory prompted by these two stimulus points.

Answers provided details about the Wergild, murdrum fine, stocks, pillory, corporal punishment. The most common third aspect students included was capital punishment to either support or discount the idea the retribution was the most significant factor affecting medieval punishments. Other factors which were considered included the ideas of deterrence, humiliation and compensation as factors affecting punishment in this period. Some students did not appear clear on the meaning of retribution confusing it with deterrence or reform. Some answers also tried to include some of their examples from trials rather than punishment or examples from later time periods which were not relevant.

Strong answers did not just explain the significance of the idea of retribution but also weighed that against other factors most commonly, deterrence. There were some excellent answers which were able to draw on students' knowledge of medieval society to demonstrate the extent to which retribution was the main factor drawing on the political and/or religious context to explain the changing nature of punishment. In these answers a sense of an argument and evaluation developed consistently throughout the answer and then in the conclusion, explicit criteria were applied to explain the final judgement on the extent to which retribution was the main factor affecting punishment.

I agree with the statement because retribution was the main factor affecting methods of punishment during the medieval period.

Retribution was the main purpose for punishment during the medieval period. An example would be the punishment for theft which was mutilation. This was when a part of your body ~~one~~ the criminal's body part was cut off to punish. This shows that retribution was the main form of punishment because criminals caught ~~theft~~ ~~when taken~~ ~~shipped~~ ~~of one of their body parts~~ as pay back for the goods they stole. Another example would be the Wergild. This was a punishment given to Anglo-Saxons for murder. The wergild was a fine paid to the victim's family for the rest of their life lost. This showed retribution was the main purpose of punishment because the fine was paid to pay back the emotional damages suffered by the family.

Although retribution was the main factor for punishment in the medieval period, deterrence was also a big factor for punishment. An example of this would be the use of stocks and pillory. This was a punishment where the criminal was tied down and thrown rotten vegetables at. This showed deterrence because it greatly embarrassed the criminal, giving out the message to the public that committing any crime got you in that position. Another example would be the use of capital punishment. This was when the criminal was killed and stripped of their life. This showed deterrence because people knew if they committed the same crime they would've been killed. Therefore, another purpose for punishment was to deter other criminals.

I agree with the statement also because there was other methods of retribution. Another example would be the use of hanging, drawing and quartering. This was when the criminal was hung just before they were killed, drawn by their legs and arms and quartered into 4 pieces. This showed retribution

because it was a punishment for high treason, meaning that it was payback for ~~the~~ defying God's will by trying to overthrow or plot against the monarch, who was believed to be sent by God himself. Another example would be ~~the~~ ~~brand~~ ~~introductions~~ castration. This was when males were stripped of their reproductive organs as a punishment. Therefore the main ~~form~~ ~~of~~ ~~punishment~~ ~~was~~ ~~and~~ ~~of~~ ~~punishment~~ during his time was to retribute.

In conclusion I strongly believe with the statement because during his time period the main focus was retribution rather than rehab., d. ~~rehab.~~ or deterrence. This is because people in this ~~era~~ period still lacked those humanitarian beliefs which ~~came~~ ~~in~~ ~~the~~ start to emerge in the industrial and modern period.



This answer reaches Level 3 for Assessment Objective 2 (analysis) with some analysis of the role of the ideas of retribution and deterrence as the main factors affecting methods of punishment and the line of reasoning is generally sustained

There is good knowledge with mainly accurate and relevant detail covering mutilation, Wergild, stocks and pillory and capital punishment. There are 3 aspects of content but the answer is lacking precisely selected information required for Level 4.

The judgement is stated, but the reason given does not support the judgement so meets the descriptor for Level 2.

Overall AO2=L3, AO1=L3 and Judgement=L2 which produces a best-fit mark of Level 3 – 11 marks.



Try to include a third aspect of content linked directly to the theme of the question.

I agree with the statement to a ^{limited} ~~partial~~ extent as the main factor affecting punishment was deterrent rather than retribution, especially as the medieval period progressed.

On the one hand, ^{I agree as} retribution was a factor affecting punishment particularly during c.1000 - ~~c.1100~~ c.1066. Blood Feud was commonly used during the Anglo Saxon period and it was when the victim of a crime could take revenge on the criminal. This would ^{lead} ~~test~~ to bloody conflicts back and forth between families as they seek retribution for the actions done on their family. This meant that retribution was a factor affecting punishment as the people in the community were allowed to take punishment into their own hands, meaning the punishment or may not have been fair. Also, Wergild was a form of punishment that could be seen as retribution. Wergild was when the criminal would have to pay compensation to the victim's family and depending on your social class affected how much you had to pay. e.g. nobility was 2000 shillings, gentry was 1500 shillings. This was a form of compensation being used as retribution as many of the crimes committed were done by people of lower classes and they could not afford to pay compensation to someone's family. This may have led to increased crime as families

tried to steal the money off of each other as revenge.

On the other hand, I disagree with the statement as det deterrence was the main factor affecting punishment. In the Norman era, (c. 1066-1100), there was an increase in capital and corporal punishments as there was an increased threat of rebellion. Public executions started to increase in order to deter people away from committing treason and rebelling against the king. This affected punishment as it became much more focused on deterring crime and keeping the social structure of society by deterring people from going against authority. Also, there was an increased use of corporal punishments as a deterrent. The stocks and pillory were used as a form of public humiliation and people would have rotten food thrown at them in front of their whole community. This shows that deterrence, particularly capital and corporal punishments, was the main factor affecting punishment as people would not want to be humiliated in front of their community or have their death publicly shown because they committed a crime.

Furthermore, I disagree with the statement as deterrence was the main factor affecting punishment due to religion. The Lollards were a group that formed in c. 1300s that ~~continued~~ went against the Church's teachings and spoke out against the

Church

Church. In the medieval period, the Church was one of the highest forms of authority due to society being highly religious. The crime of going against the Church was heresy and the authority wanted to deter people from going against it, and turning to Lollardship. This resulted in a new punishment being introduced for heresy and it was being burnt at the stake. This shows that deterrence due to religion was one of the main factors affecting punishment as it saw new punishments being introduced in order to stop people from going against religion.

Overall, I agree with the statement to a limited extent as retribution was a primitive idea that only really affected punishment in the early medieval era whereas deterrence was a factor which affected it all the way through.



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 retribution was a major factor with the example of Wergild and counters this argument with the idea of capital and corporal punishments being used as a form of deterrence under the Normans. Therefore, for Assessment Objective 1 (knowledge and understanding), this answer also reaches Level 4.

There is a sense of evaluation throughout the answer reaching an overall judgement with criteria established. 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.



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

Question 6

This was a popular question for many students. The focus of the question was to evaluate the significance of transportation having a greater impact on crime than the Bloody Code. Most students were able to explain the significance of transportation making use of the stimulus points of Australia and also bringing in America as an example of its effectiveness. The case of the Tolpuddle Martyrs was also a popular choice to demonstrate the declining impact of transportation. The stimulus point of public execution was well used to both counter and support the statement linking to the effectiveness of the Bloody Code as a deterrent but also the failures of public execution and juries being unwilling to convict.

Some answers missed the focus of the question (comparing the significance of transportation and the Bloody Code) and tried to include other factors or examples, most commonly prisons, which took them away from the focus of the question. The strongest answers were able to draw on aspects of content linked to transportation and the Bloody Code to evaluate the extent to which either transportation or the Bloody Code had a greater impact on crime. There were some very good explanations of the role of transportation as a deterrent, removing criminals to both America and Australia and good knowledge of the case of the Tolpuddle Martyrs, linked to the decline in its effectiveness. Equally students had good knowledge of the impact of the Bloody Code on crime and the role of public executions as both an effective deterrent but also as a further opportunity for crime to be committed.

Some answers chose to provide examples from the 20th century related to execution, most commonly the Ruth Ellis and Derek Bentley cases, suggesting their sense of chronology and understanding of the Bloody Code were not secure. A small minority of answers did not appear familiar with the term transportation confusing it with methods of transport and writing about how transport has impacted on crime.

Some answers remained descriptive, with little analysis but many answers were able to show the impact of transportation and the Bloody Code on crime. However, only a minority of answers recognised the need for an evaluation of 'the greater impact' on crime.

P.E.E.L

• Penitentiary prison
(silent system)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 5

Question 6

Transportation was when a criminal would ~~be~~ be sent to Australia to do harsh manual labour. People started to be sent to Australia for petty crimes. At first it was meant to be used as a deterrent as Australia at the time was an unknown area with many never have left the country, so this would ~~of~~ being scared ~~of~~ this prospect. However, many ended up not returning to England as they had adjusted to the environment. It ~~became~~ became less used as time went on because Australia had no need for an extra work force. It was effective at first but ~~it~~ became less effective as time went on.

The Blood code was the period where the use of capital punishment increased. It became used for ~~a~~ major crimes like treason and for minor crimes like stealing. The main aims for this punishment were retribution and deterrence. It was thought they were paying for their crimes with their life. It ~~is~~ was not seen as a useful deterrent tho as the number of crimes did not decrease drastically. Its abandonment came from changing attitudes in punishment and several cases that highlighted the faults of the death penalty. For example the Derrick Bennett case which saw him die for a crime he did not commit himself due to joint custody. Due to no decreases in crimes I feel this did not have much impact of crime and punishment

It could be argued that silent and separate systems had a greater impact on crime than both the Bloody Code and Transportation. These were prisons where the inmates were allowed no contact with others. Having to wear face masks and sit in cells with thick walls. It was thought to be rehabilitating as the silence was meant to make people reflect and turn to God. Their boredom was seen as retribution for their crimes. Many were insane due to lack of human contact. ~~This form~~

This form of punishment was the most effective because people feared going there due to how they saw people come out like



This answer reaches Level 2 for Assessment Objective 2 (analysis). There is some limited analysis of the role of transportation and the Bloody Code's impact on crime.

There is some knowledge offered about transportation to Australia and crimes punished by the Bloody Code with some material offered that is out of period and not relevant, meeting the descriptor for Level 2 for Assessment Objective 1 (knowledge and understanding).

The overall judgement is given but its justification is insecure meeting the descriptor for Level 2.

Overall the relevant parts of the answer rely on the stimulus points so this answer was awarded Level 2 – 7 marks.



Make sure that your knowledge focuses on the conceptual focus and time period in the question.

In the years 1600-1900 both transportation and the bloody code had a significant impact on crime. For some factors include the public executions from the bloody code and, the aim of deterrence and retribution and lastly transportation to Australia.

The Bloody Code ~~is~~ during the years 1600-1900 had a ^{little significance on the} ~~or very significant~~ impact ^{on} ~~of~~ crime. The bloody code was implemented ~~as a deterrent to~~ in the mid 16th century as a deterrent for criminals to stop committing crimes and spanned to the early 19th century where it was later reduced. ~~It~~ It was where hundreds of crimes, that ranged from stealing a loaf of bread ~~bread~~ bread to rape, were ~~not~~ punishable by death. This scared monarchs at first but due to the increasing poverty and levels of unemployment people didn't care about the consequences and were forced to commit "survival crimes". This is where people are so poor that they have to commit crimes to get resources so they can live. ~~of~~ This caused the government to increase the amount of crimes that were punishable by death until it reached a peak of 222 in 1810 but ~~it~~ it had ~~the~~ little effect. ~~As~~ These people saw this and realised it was painful and ~~inhumane~~ inhumane and so ~~it~~ due to Peel's Penal Reform, it was reduced by 100 crimes. ~~Thereby~~ Ultimately showing the little success ~~from~~ on preventing crime on.

However, the bloody code did have a key significant impact on the increase of crime. This is because the public executions were seen as a ~~public~~ ~~fest~~ festival in the eyes of society. People would spend the day out at the public hangings and cheer the criminal on and see them as heroes. This ~~was~~. This attracted huge crowds and therefore more criminals. The event was a breeding ground for even more crime. Pickpockets ~~and~~ were everywhere who stole many ~~things~~ goods from the wealthy and prostitutes also worked on the streets; attracting these men ~~to~~ ~~the~~ ~~men~~ for money towards them. This ultimately increasing crime in the long run.

Transportation also had a significant increase on crime. ~~It~~ ~~became~~ ~~for~~ ~~men~~ like the bloody code, transportation to Australia increased crime. People ~~of~~ ~~saw~~ ~~of~~ ~~Australia~~ ~~as~~ ~~Australia~~ ~~or~~ when a criminal committed a crime, many were sentenced to transportation to Australia. The criminal was either sentenced for 7 or 14 years of hard labour ~~or~~ to build up the colonies in Australia (it was seen as a win win for the government). However, once the criminals had finished their sentence, they were a free man. This meant they could buy a ticket ~~home~~ ~~to~~ home to England but ~~Australia~~ ~~was~~ ~~so~~ ~~the~~ ~~tickets~~ ~~were~~ ~~so~~ ~~expensive~~ ~~many~~ ~~couldn't~~ ~~afford~~ the ticket home. But the conditions in Australia were so pleasant that many stayed. The once criminals had become well respected individuals of society and some became rich from the gold discovered. Therefore criminals in England started purposefully committing ~~crime's~~ crimes in order to get sentenced for

~~to transp~~ transportation where they can ~~too~~ live a better life.

In conclusion, ~~however the bloody code was the most~~

I disagree with the statement that transportation had a greater impact on crime than the Bloody code did. I believe the Bloody code had a much greater impact. This is because it

failed to prevent ~~and~~ crime ~~and~~ and through deterrence but

also created even more crime as the public executions were

breeding grounds for professional criminals such as pick pocketers.

However I recognise the significance of transportation in ~~the~~

impact of crime as it ~~failed to~~ ~~on~~ also increased crime.



ResultsPlus
Examiner Comments

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 impact of the Bloody Code and transportation.

Accurate and wide-ranging knowledge covering 3 aspects of content is included with details of the impact of the Bloody Code, the role of public executions and transportation. 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 are justified. This answer has met all the demands of the Level 4 mark scheme and received the full 16 marks.



ResultsPlus
Examiner Tip

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.

Paper Summary

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

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

If extra paper is taken, students 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. Indeed, students taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves.

There were also a large number of Section B answers for this paper suggesting students were not aware they needed to indicate their choice of question 5 or 6 on the paper.

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

- Students need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'.
- Students 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 deploy precise detail from the correct time period.
- It is not necessary to use the question's stimulus points and students should not attempt to do so if they do not recognise them; however, students should aim to cover three aspects of content.
- While there was good knowledge of some topics, students 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:

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

