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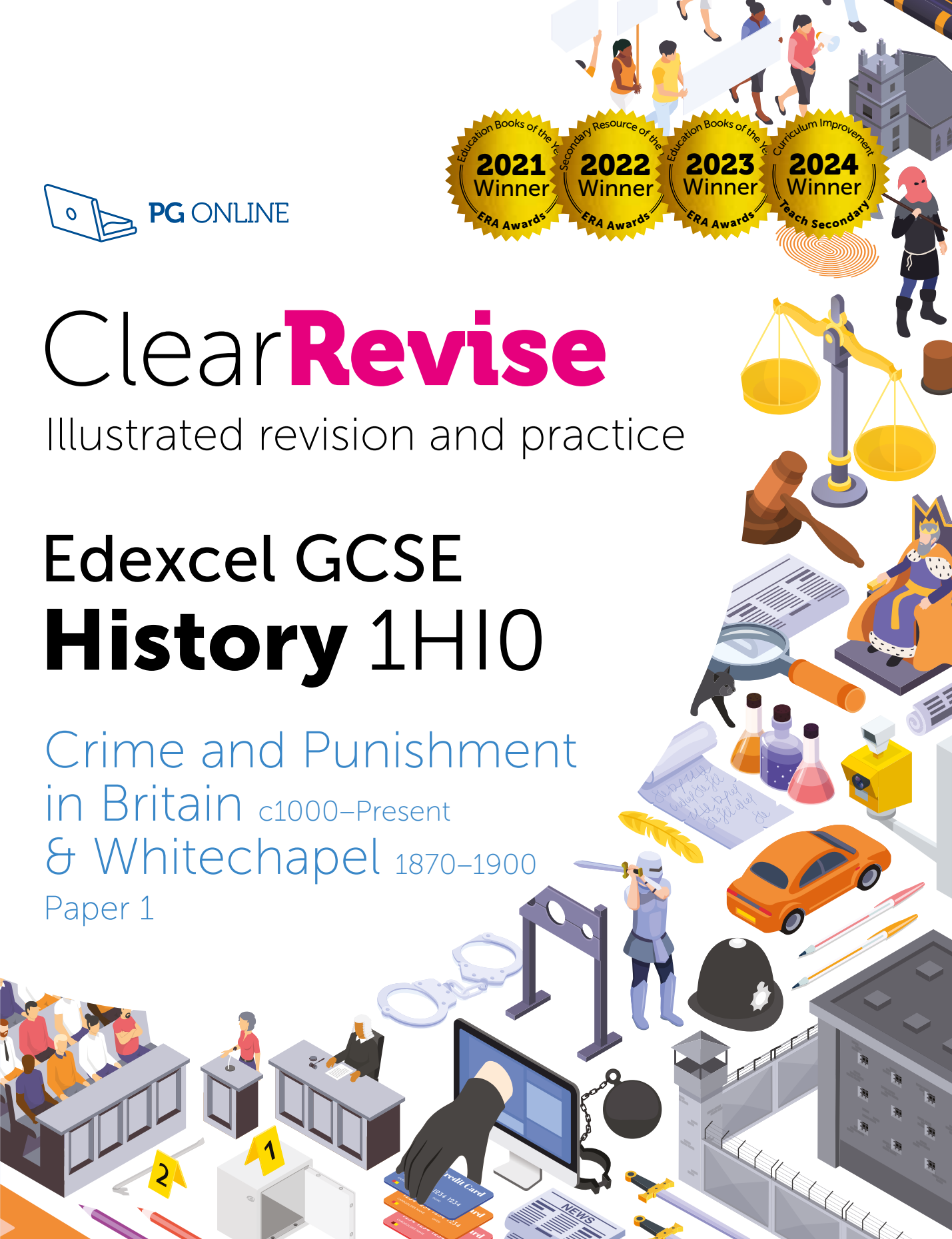
Crime and Punishment in Britain c1000–Present & Whitechapel 1870–1900

Paper 1



ClearRevise®

Edexcel GCSE
History 1HI0

Illustrated revision and practice

Option 10:
Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870–c1900: crime, policing and the inner city

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace Paper 1 and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers. There is also a set of exam-style questions at the end of each section for you to practise writing answers. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try to recall what you've just read. This will have a limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.[1] This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.[2] The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.[3] What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.[4]

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.[5] Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.[6]

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.[5] If you choose to study with friends, choose carefully – effort is contagious.[7]

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2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
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6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

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1.2.1	Role of the authorities and local communities in law enforcement during the Anglo-Saxon period 3	☐
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MARK ALLOCATIONS

Green mark allocations [1] on answers to in-text questions throughout this guide help to indicate where marks are gained. A bracketed '1' e.g. [1] = one valid point worthy of a mark.

Higher mark questions require extended responses. Marks are not given as the answers should be marked as a whole in accordance with the levels on **pages 67–69**.

Understanding the specification reference tabs

This number refers to the key topic. In this example, *Crime and punishment in modern Britain.*

This number refers to the subtopic. In this example, *The nature of law enforcement and punishment.*

This number refers to the bullet point. In this example, *The abolition of the death penalty.*

THE EXAM

Paper 1 is split into two sections: Section A and Section B. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 Section A — 'Describe one feature of...'

This question is split into part 1a and 1b and tests your knowledge of **key features and characteristics** of the period. For each part, you'll be awarded one mark for identifying a unique feature, and one mark for providing relevant supporting evidence. This question is worth a total of 4 marks.

Q2 (a) Section A — 'How useful are Sources A and B into an enquiry about...'

This question tests your ability to **evaluate two sources** and judge how useful they are for an **enquiry** (an historical investigation). The sources will be given in the exam, and you need to think about the sources' **provenance**: **when** the sources were created, **who** created them, **why** the sources were created and **what** the sources contain. You should evaluate the **usefulness** of the sources, as well as any **limitations** that they have, for example, a written source could be one-sided, or a photograph could have been posed. This question is worth 8 marks, and you need to evaluate both the sources to get top marks.

Q2 (b) Section A — 'How could you follow up Source A to find out more about...'

This question tests your ability to **analyse and use sources**. You will be asked to follow up one of the sources from Q2 (a). You need to suggest: a relevant detail you want to follow up, a question you want to ask, a type of source you could use to answer your question and a reason why you have chosen this type of source. Your answer booklet will provide sentence starters to help structure your answer. You will be awarded one mark for each valid point, up to a maximum of 4 marks.

Q3 Section B — 'Explain one way the ... was similar/different to...'

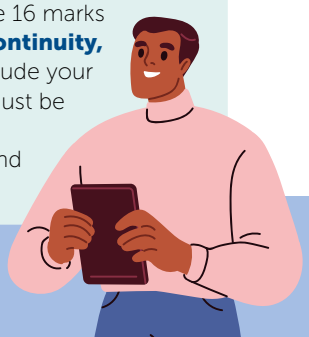
This question tests your ability to recognise **similarities or differences** between two historical time periods by using your **knowledge and understanding**. There are four marks available for this question. You will need to analyse features of the period to explain a similarity or difference, and support this with specific knowledge.

Q4 Section B — 'Explain why...'

This question tests your understanding of **causation** (**why** something happened). You need to use your own knowledge, but there will be two stimulus points to help you. To get top marks, you need to include information that goes beyond these stimulus points. This question is worth 12 marks, so make sure your answer includes sufficient detail.

Q5 or 6 Section B — 'How far do you agree...'

For the final question, you'll have the choice of two questions but you only need to answer one. Both questions will give a statement, and you need to say how far you agree with it. There are 16 marks available for the content of your answer, and you need to demonstrate knowledge of **continuity, change and significance**. You'll be given two stimulus points, but you also need to include your own knowledge to secure top marks. Your answer needs to reach a judgement and it must be justified with supporting evidence. There are 4 additional marks available for spelling, punctuation and grammar, so make sure you carefully re-read your answer at the end and correct any errors clearly.



TOPICS FOR PAPER 1

Option 10:
Crime and Punishment, c1000–present *and*
Whitechapel, c1870–c1900

Information about Paper 1

Written exam: 1 hour 20 minutes
30% of total GCSE
52 marks (16 for Historic Environment, 36 for Thematic Study)

Specification coverage

Thematic study

Key topic 1 - c1000–c1500: Crime and punishment in medieval England

Key topic 2 - c1500–c1700: Crime and punishment in early modern England

Key topic 3 - c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

Key topic 4 - c1900–present: Crime and punishment in modern Britain

Historic Environment

Key topic 5 - Whitechapel, c1870–c1900: crime, policing and the inner city

Questions

The paper is divided into two sections:

Section A Historic Environment:	One question that assesses knowledge and a two-part question based on two sources.
Section B Thematic Study:	Three questions that assess knowledge and understanding. There are two options for the third question.

CRIMES AGAINST THE PERSON, PROPERTY AND AUTHORITY DURING THE ANGLO-SAXON PERIOD

The Anglo-Saxons were a group of settlers who arrived from mainland Europe in the 5th century. Anglo-Saxon kings ruled parts of Britain until the Norman Conquest in 1066.

Anglo-Saxon crimes

Anglo-Saxon kings helped to establish a legal code. This legal code decreed what was a criminal offence and how these offences should be punished. Most crimes could be categorised as:

Crimes against the person: e.g. murder, rape, assault.

Crimes against property: e.g. theft, arson (setting fire to someone's property).

Crimes against authority: e.g. treason (disloyalty to the king), poaching (see below).

Poaching is the act of hunting wild animals on someone else's land, and landowners viewed this as a crime against their authority. Many Anglo-Saxons considered poaching a **social crime**: something that was accepted by most members of the community. Poaching became more widespread following William I's Forest Laws (see **page 6**).

The person accused of committing a crime would be judged in the court system (see **page 4**) and then, if found guilty, would receive a punishment depending on the severity of their crime (see **page 5**).

Anglo-Saxon kings introduced the concept of the **King's Peace**, which effectively meant maintaining law and order. When it was first introduced, it specifically applied to the king, his household and individuals directly connected to the king.

THE ROLE OF THE AUTHORITIES AND LOCAL COMMUNITIES IN LAW ENFORCEMENT, c1500–c1700

The population was rising, especially in more urban areas. This meant some communities needed to adopt different systems of law enforcement.

Continuity in law enforcement

Communities in the early modern period were still expected to enforce their own law and order.

The role of the JP (see **page 9**) continued. JPs were usually wealthy landowners who enjoyed the power and influence the position gave them. They oversaw town constables and town watchmen. Parish constables (see **page 9**) still existed, and they were still expected to raise the hue and cry (see **page 3**).

Town watchmen usually patrolled the streets at night with a lantern, bell and a weapon. They were used to deter criminals and keep peace on the streets. It was a voluntary role, and every male householder was expected to take their turn, but since it was unpaid, many didn't take the role seriously.

A town watchman in 1616.

Changes to religious law and order

During the early modern period, there were concerns that some people were abusing religious privileges such as **Benefit of Clergy** and **Sanctuary**. As a result, the monarch took greater control over crime and punishment, and restricted the power of the Church justice system.

Benefit of Clergy

1488 — Henry VII decreed that non-clergymen should only be able to plead Benefit of Clergy once. If a layman (i.e. non-clergyman) wasn't able to prove that he was a member of the clergy, he would be branded on the thumb so he couldn't claim Benefit of Clergy again.

1512 — Henry VIII made certain crimes, such as murder, **unclergyable**. This meant that even if the accused was a clergyman, he had to be tried in the **secular** (i.e. non-religious) courts.

1575 — Elizabeth I changed the law again so that everyone who had committed a crime, whether they were a member of the clergy or not, was tried in a secular court. It was only after conviction that clergymen could plead Benefit of Clergy which allowed them a more lenient punishment.

Sanctuary

Henry VIII abolished most church sanctuaries and those claiming Sanctuary no longer had the option to leave the country. Sanctuary was abolished entirely by James I in 1623.

'There was little change in the nature of law enforcement in the period c1000–c1700.'

How far do you agree? Explain your answer.

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

- hue and cry
- Benefit of Clergy

You **must** also use information of your own. [16 for content + 4 for SPaG = 20]

Your answer may include:

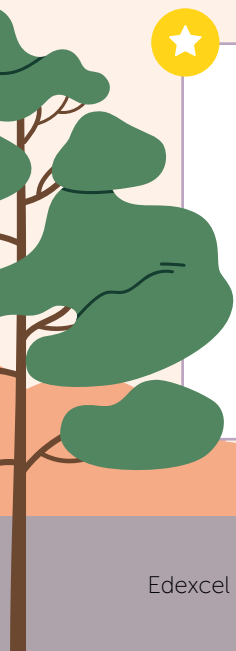
Agree:

- *There was continuity in some aspects of law enforcement in the period c1000–c1700.*
- *Throughout this period, there was no police force, so law enforcement was often the responsibility of the community. For example, there was continuity of unpaid law enforcement roles, such as Justices of the Peace and parish constables.*
- *The hue and cry, where local people were expected to raise the alarm when a crime was committed, continued.*
- *Benefit of Clergy, where clergymen were given more lenient sentences, was fairly consistent throughout the period, although some clergymen were tried in secular courts, rather than Church courts, in the early modern period.*

Disagree:

- *There was change in the medieval period, for example, the Anglo-Saxon practice of trial by ordeal was ended in 1215 when the Pope prevented clergymen from taking part.*
- *In the period c1500–c1700, the importance of Church courts declined as the monarch became the voice of religious authority following Henry VIII's break from Rome, so the Crown had more power over crime and punishment. For example, crimes of witchcraft could be tried in secular courts rather than religious courts which meant that those accused of malicious witchcraft could receive the death penalty.*
- *Religious privileges declined, and it became harder for offenders to claim Sanctuary under Henry VIII, and then it was abolished completely under James I.*

This answer should be marked in accordance with the levels-based mark scheme on pages 68–69.



To get top marks, you must refer to the question and make a judgement on the statement, having outlined the different sides of the argument. You also need to include information other than the bullet points from the question.

Make sure your answer to this question is in paragraphs and full sentences. Bullet points have been used in this example answer to suggest some information you could include.

THE CONTINUED USE OF CORPORAL AND CAPITAL PUNISHMENT

Punishments still focused on deterrence and were often conducted in public.

Continuity in punishment

Medieval punishments continued to be used in the early modern period.

Fines were used for minor crimes.

Corporal punishment, such as whipping and maiming, could be used for less severe crimes, such as begging.

Hanging was used to punish people for murder, theft and witchcraft.

Heretics (see **page 7**) were burned at the stake.

Beheading was used to punish nobles instead of hanging.

Being hanged, drawn and quartered was reserved for high treason.

Transportation

The early 1600s saw the rise of a new punishment: **transportation**. This involved sending convicted criminals away from England, often to colonies in America. Upon their arrival, convicts were sentenced to years of hard labour. Once they had completed their sentence, many couldn't afford to return to England, so stayed in America.

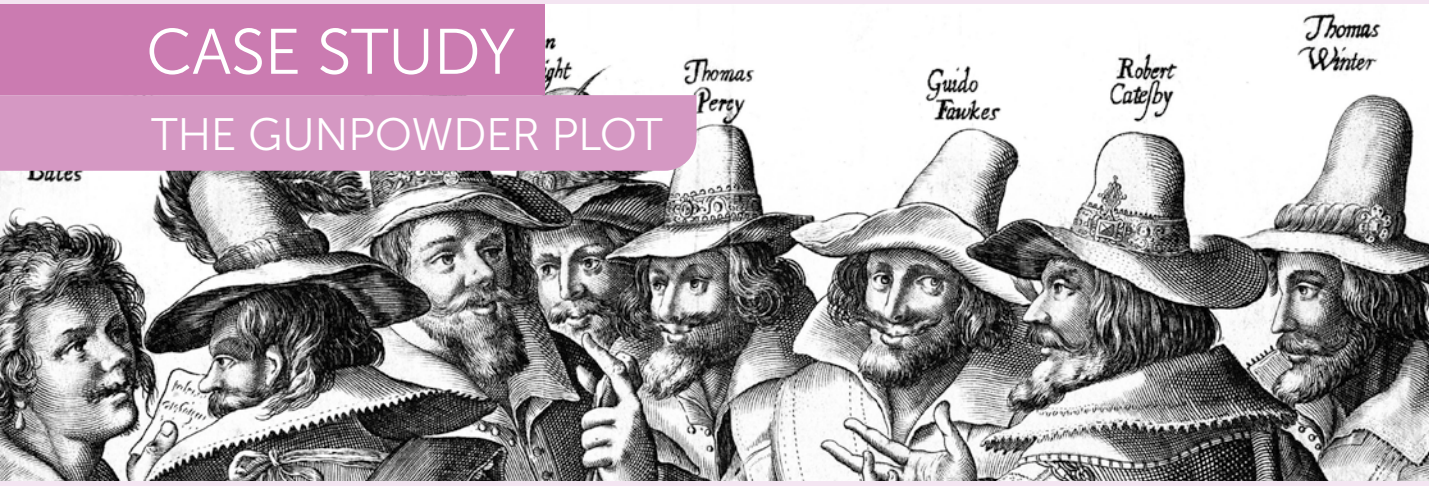
Transportation was a harsh sentence, so authorities believed it was an effective deterrent, but it was less severe than execution, and gave convicts a chance at **rehabilitation** (another chance to become a law-abiding citizen) after they had completed their sentence.

The Bloody Code

From the late 1600s, more crimes became capital offences (crimes that could be punished by execution). Although some capital offences were severe (such as murder and treason), many weren't, for example, cutting down trees. By 1688, there were fifty crimes which could be punishable by death. This harsh legal system became known as the **Bloody Code**.

After the English Civil War ended in 1651 (see **page 21**), the monarch had less control, and Parliament became more powerful. Parliament was made up of wealthy landowners who wanted to establish laws which protected their land and property. This is why cutting down trees became a capital offence.

CASE STUDY
THE GUNPOWDER PLOT



The Gunpowder Plot was an attempt to blow up King James I and the Houses of Parliament in 1605.

The Gunpowder Plot

King James I came to the throne in 1603. Prior to James, England had been a Protestant country, and many Catholics hoped that once James became king, he would allow Catholics more freedom to practise their religion. However, James I didn't change any of the country's anti-Catholic laws.

Robert Catesby, a Catholic nobleman, recruited a group of Catholic conspirators, and they plotted to blow up the Houses of Parliament, along with King James and other prominent Protestants, on 5th November 1605 so they could put a Catholic on the throne.

An anonymous letter hinting about details of the plot found its way to Robert Cecil, King James' spymaster, and on 5th November 1605, the Houses of Parliament were raided by men loyal to the king. **Guy Fawkes** (one of the plotters) was discovered with barrels of gun powder. Fawkes was arrested and tortured until he confessed and revealed the names of the other men involved in the plot.

Guy Fawkes is caught with barrels of gunpowder beneath the Houses of Parliament.

The Gunpowder Plot is an example of terrorism. See **page 32** for more.

The aftermath

In January 1606, the conspirators were found guilty of treason. They were hanged, drawn and quartered in public (see **page 11**). Heads and body parts were displayed in Westminster and London.

King James I introduced the **Oath of Allegiance** in 1606 which required English Catholics to swear allegiance to James over the Pope.

James wasn't a direct descendant from the previous monarch, Elizabeth I, so there were some questions about whether he was the legitimate king. James wanted to make an example of those accused of treason to reinforce his authority.

The public execution and display of the body parts aimed to remind people of the penalty for treason to deter others from plotting against the king.

CONTINUITY AND CHANGE IN THE NATURE OF CRIMES AGAINST THE PERSON, PROPERTY AND AUTHORITY, c1900–PRESENT

Technology has changed the way that some crimes are committed.

New forms of theft

Car theft has risen since c1900. Thieves can steal cars, re-paint them, change their number plates and re-sell them.

The increase of technology means that digital piracy (illegally downloading or streaming music and films etc) has risen. Digital piracy is often seen as a social crime.

Credit cards allow thieves to keep stealing from a victim until the card is blocked or the account is protected.

Crimes such as identity theft and fraud now happen more frequently online. These crimes are often committed anonymously and remotely (sometimes from overseas), so it can be more difficult to bring the criminal to justice.

Terrorism

Terrorism can be defined as political or religious groups deliberately killing civilians to try to force world leaders to recognise and agree to the terrorist group's aims. Terrorism has existed for centuries, but it has grown during the last 200 years. Terrorists now have access to more sophisticated weapons and communication networks. Those accused of terrorism offences could face life imprisonment.
Recent examples of terrorism in the UK include:

- attacks conducted by the **IRA** (Irish Republican Army) from the 1970s to 1990s, including a car bomb in Omagh in 1998 which killed 29 people.
- the 2005 terror attacks in London conducted by Islamic terrorists where bombs were detonated on the London Underground and a bus.

Site of the Omagh bombing, 1998.

The Anti-Terrorist squad was set up in 1971 to deal with terrorist threats.

Smuggling

Smuggling still occurs, but some of the items being smuggled and how they are transported have changed.

Alcohol and cigarettes are commonly smuggled into the country to avoid import duties.

Drug smuggling

Most recreational drugs are illegal in the UK, so they are smuggled into the country via boat, plane, rail and road networks. The police use sniffer dogs, x-rays and thermal scanners to search for drugs. The penalty for drug smuggling is a fine or jail time.

People smuggling

Some people from overseas want to enter the UK illegally, often to escape violence in their own country. These immigrants will pay people smugglers to bring them across borders illegally. People smugglers face jail time if caught.

Human trafficking

Some people are brought into the UK against their will or by deception. Victims of trafficking are often forced into prostitution or slavery. Traffickers can be punished with time in prison.

In earlier periods, smuggling was seen as a social crime. However, nowadays, the general public are much less tolerant of those who smuggle people or illegal drugs.

A sniffer dog at an airport checks luggage for illegal drugs.

Explain **one** way in which smuggling in the years c1500–c1700 was different to smuggling in the years c1900–present. [4]

In the period c1500–1700, smugglers brought items such as tea, alcohol and lace into the country in order to avoid the high taxes that the government charged on these items. Since local communities were either involved in the smuggling or benefited from cheaper prices, many saw it as a social crime and didn't report it to the authorities.

However, in the period c1900–present, drugs and people are smuggled into the country because they cannot be brought into the country legally. Local communities are much less tolerant of people smuggling and human trafficking, so it is no longer viewed as a social crime.

This answer should be marked in accordance with the levels-based mark scheme on page 67.

FRAMING QUESTIONS AND SELECTING SOURCES

In question 2(b), you will need to frame a suitable question and select appropriate sources to follow up a detail in the source provided.

Framing of questions

Any source will leave the reader with unanswered questions or information that they want to follow up.

- You must pick a detail from the source, either something you can see in an image or a written detail in a text source, and describe that detail.
- Use this detail to write a question to be investigated. It must relate to the detail, so if the detail is about policing, then the question needs to be directly relevant to this.

Selection of sources

Once you have decided on a question, you need to think of a source that would help you to answer this question. Your knowledge of the strengths and weaknesses of different sources will help with this (see **page 58**). For example:

- If your question is about housing, then a source related to accommodation would be helpful, such as council records or the census. Sources written by the government are more likely to be factual.
- If your question is about crime, then police accounts or records of trials from the Old Bailey could help with your enquiry.

EXAMINATION PRACTICE

1. a) Describe **one** feature of the media's involvement in the Jack the Ripper case. [2]

1. b) Describe **one** feature of the Peabody Estate. [2]

2. (a) Study Source A and Source B. How useful are Sources A and B for an enquiry into the difficulties faced by police officers in Whitechapel?

Explain your answer, using Sources A and B and your knowledge of the historical context. [8]

Source A:
An extract from the *Pall Mall Gazette* (a London newspaper) published 4th November 1889. In the article, Inspector Moore describes some of the difficulties of policing Whitechapel.

Inspector Moore led the journalist through the network of narrow passageways as dark and loathsome as the great network of sewers that stretches underneath them a few feet below... "Now, you know, I might put two regiments of police in this half-mile of district and half of them would be as completely out of sight and hearing of the others as though they were in separate cells of a prison. To give you an idea of it, my men formed a circle around the spot where one of the murders took place, guarding they thought, every entrance and approach, and within a few minutes they found fifty people inside the lines. They had come in through two passageways which my men could not find."

Source B:
A cartoon from *Punch*, 1881 titled 'An Unequal Match'.

EXAMINATION PRACTICE ANSWERS

Section B has been covered before Section A to provide a greater background to Key Topic 5 - the Historic Environment.

Section B

1. Your answer may include: [4]

In the period c1500–c1700, the death penalty was widely used for hundreds of crimes, including minor offences, such as cutting down trees. The authorities believed that the death penalty was an effective deterrent and was an appropriate punishment for wrongdoers.

In the period c1900–present, the number of crimes that were punished with the death penalty were far fewer, and it was reserved for only the most serious offences, such as murder. By the 1960s, the authorities recognised that the death penalty was not a fair or effective deterrent and they suspended capital punishment from 1965, until the death penalty was abolished in 1999.

2. Your answer may include: [12]

During the medieval period, witchcraft was considered a criminal offence, however, cases of witchcraft were only tried in Church courts. Since Church courts very rarely punished crimes with the death penalty, most people accused of witchcraft weren't executed.

However, this began to change in the 1500s following Henry VIII's break from the Roman Catholic Church. The monarch now had more control over the court system, and cases that had previously been tried in Church courts, such as witchcraft, could now be tried in secular courts. This meant that witchcraft could now be punished by death. During the 1500s, the Tudor monarchs introduced several acts against witchcraft, although they mainly focused on punishing malicious acts of witchcraft, and didn't consider helpful acts of witchcraft a crime.

The start of the 1600s marked a turning point for the crime of witchcraft. King James I was particularly fearful of witches, and he published a book called *Daemonologie*, where he discussed the existence of evil spirits and how witches should be punished. King James believed that all incidences of witchcraft should be punished as he believed that the Devil gave witches their power, so all witches were inherently evil. Thanks to the introduction of the printing press and his status in society, King James' book was popular and contributed to growing paranoia about witches. This paranoia worsened during the English Civil War, as the country was thrown into turmoil, and the political and economic upheaval meant that some people began blaming others for the situation, and accusations of witchcraft began to increase. In Essex and East Anglia in 1645, Matthew Hopkins began charging local communities to hunt down witches, and he accused around 300 people of being a witch, and approximately 100 people were found guilty and hanged.

Following the death of Matthew Hopkins in 1647 and the end of the Civil War in 1651, accusations of witchcraft began to decrease as the country entered a period of stability. By the early 1700s, a growing number of people no longer believed in witches, partly due to an increased interest in rational, scientific thought. Laws concerning witchcraft were changed in 1736 and stated that anyone claiming to be a witch was actually a fraud, because magical powers didn't exist. Anyone found guilty of practising witchcraft was punished with a fine or time in jail. These changes to the law meant that witchcraft was no longer seen as a serious offence that should receive the death penalty.

3. Your answer may include: [16 + 4]

Although I agree that the main purpose of punishment in the period c1500–c1900 was deterrence, towards the later part of the period there was a shift towards using punishments as an opportunity for reform and rehabilitation, as the authorities realised that harsh punishments were not always an effective deterrent.

Firstly, from the late 1600s, more crimes became capital offences, and this marked the beginning of the Bloody Code. Over the next 200 years, 222 crimes became capital offences, many of which were minor crimes, such as cutting down trees. The authorities hoped the severity of the punishment would deter people from committing these crimes. However, the Bloody Code did not prove to be an effective deterrent, as crime rates did not drop. This is partly because some people needed to commit crimes, such as poaching, to survive. Furthermore, some juries were unprepared to hand down the death penalty for minor offences, so they often found the accused not guilty. This encouraged more people to commit petty crimes, because they believed they would not be punished if they were caught. In the 1820s, Robert Peel effectively ended the Bloody Code by reducing the number of capital offences. This suggests that by the early 1800s, the authorities recognised that severe punishments were not an effective deterrent.

Secondly, in the period c1500–c1700, punishments often took place in public, in order to deter others from committing crimes. Sometimes these punishments focused on public humiliation, such as putting vagabonds in the stocks, whilst capital punishments, for example, burning heretics, aimed to shock and deter the onlookers from committing a similar crime. However, by the 19th century, it became clear that public executions were not an effective deterrent, as large crowds would gather and watch the execution as a form of entertainment, often cheering the criminal as a hero. Consequently, executions

LEVELS-BASED MARK SCHEME FOR EXTENDED RESPONSE QUESTIONS

Questions 2(a), 3, 4 and 5 require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the mark band it fits into.

The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Pearson Edexcel website for the official mark schemes used.

Question 2 (a)

Level 3 (6–8 marks)	• The answer gives a judgement on usefulness *for the specific enquiry* with valid criteria and developed reasoning. • The answer assesses the impact of content and provenance on usefulness. • The sources are analysed to support the argument. • The answer demonstrates contextual knowledge to interpret sources and assess usefulness.
Level 2 (3–5 marks)	• The answer gives a judgement on usefulness *for the specific enquiry* with valid criteria. • The answer assesses content and provenance. • There is some analysis of sources through selecting material to support the argument. • The answer demonstrates contextual knowledge to support comments on content and/or provenance.
Level 1 (1–2 marks)	• The answer gives a simple judgement on usefulness. • The answer gives undeveloped reasoning on content and/or provenance. • There is simple understanding of the sources and content is repeated. • The answer demonstrates limited contextual knowledge.
0 marks	• No answer has been given or the answer given makes no relevant points.

Question 3

Level 3 (3–4 marks)	• The answer analyses features of the period(s) to explain a similarity/difference. • The answer includes specific supporting information which shows good knowledge and understanding of the period(s).
Level 2 (1–2 marks)	• The answer offers a simple or generalised comment about a similarity/difference. • The answer includes generalised information about the topic which shows limited knowledge and understanding of the period(s).
0 marks	• No answer has been given or the answer given makes no relevant points.

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EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. Be aware that boundaries are usually a few percentage points either side of this.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	74%	66%	58%	50%	42%	30%	19%	8%

1. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
2. Read the questions carefully. Don't give an answer to a question that you think is appearing (or wish was appearing!) rather than the actual question.
3. In Q2(b) you'll be asked about one of two sources. Make sure you write about the source specified in the question. If you write about the wrong source, you won't get any marks, no matter how good your answer is.
4. Don't spend too long on Q1, 2(b) and 3 as they're only worth 4 marks each. Make sure you've left yourself plenty of time to answer Q4 and 5/6 since they're worth 12 and 20 marks.
5. For the Thematic Study, make sure you know exactly which time period you are being asked about and if it has an alternative name (medieval period, early modern period etc). Remember that the 19th century refers to the 1800s, not the 1900s!
6. To get top marks in Q4 and 5/6, you need to include information beyond what is provided in the bullet points. Jotting down a quick plan before you start can help make sure your answer includes sufficient detail and is focused on the question.
7. Your answers to Q4 and 5/6 need to show breadth, i.e. include examples from across the time period you've been asked about.
8. In the longer written questions, use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This helps to give your answer structure, and makes it easier for the examiner to award you marks.
9. Your answer to Q5/6 will be marked for correct spelling, punctuation and grammar, as well as using topic-specific vocabulary correctly. Don't throw away marks by using casual language, poor spelling and no paragraphs.
10. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.

Good luck!

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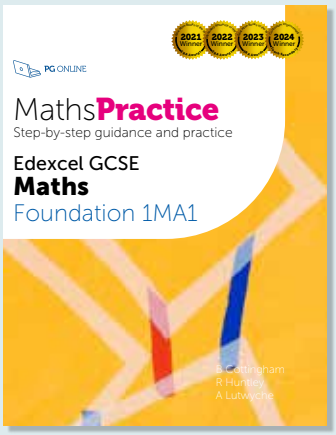

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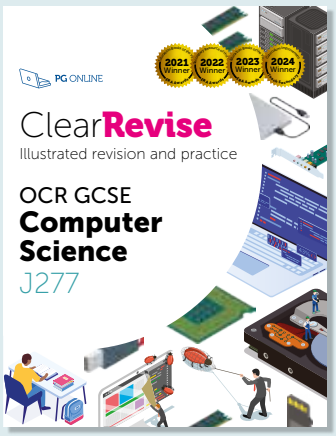

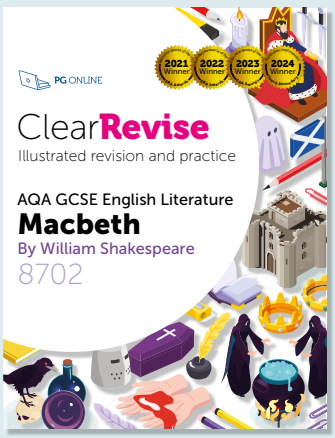

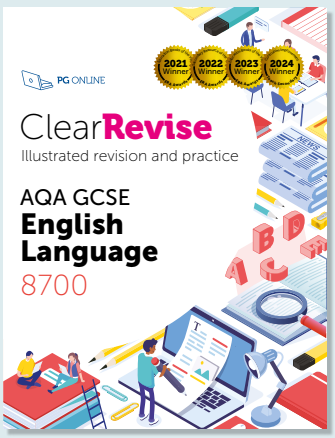

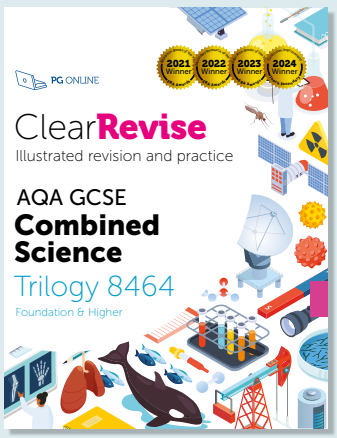

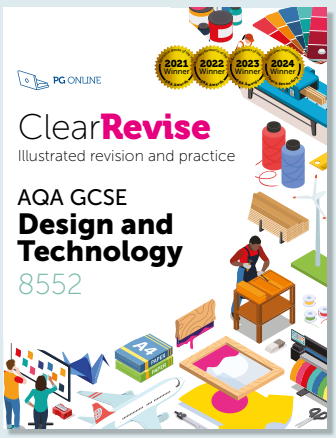

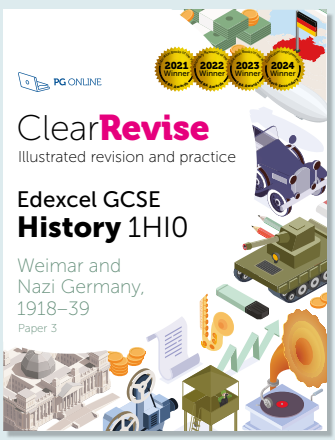

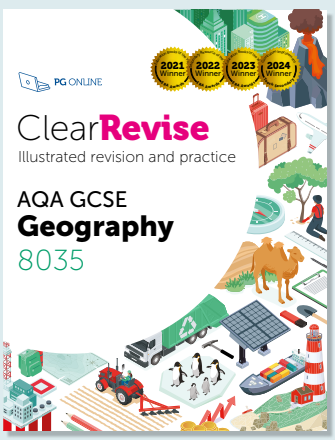

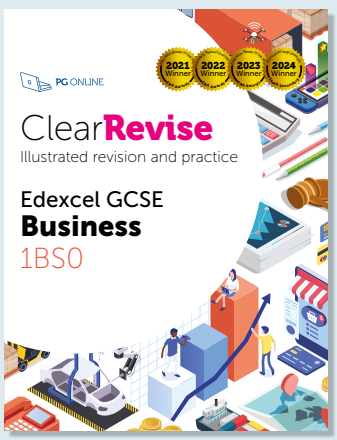

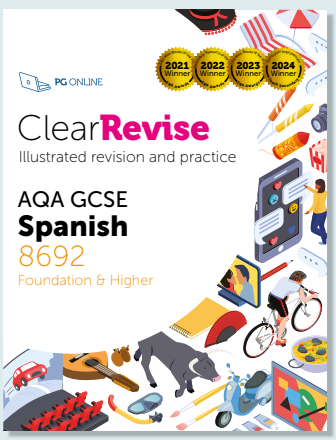

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