

GCSE (9-1)

Examiners' report

HISTORY B

(SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

J411/52 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 52 series overview

Paper 52, the thematic study, Crime and Punishment, traces the way that crime and punishment has developed from about 1250 to the present and focuses particularly on change and continuity across the period.

To do well on this paper candidates need a sound knowledge and understanding of the topics studied and the ability to incorporate second-order historical concepts in their responses. They should be able to use their knowledge to support their explanations.

Candidates had clearly been taught the importance of focusing on the question in their essay (Questions 4 or 5). This was reflected in some very good responses which offered full explanations well supported with evidence.

Question 2 proved to be more challenging. Often responses were descriptive when the question required them to select one or more second-order concepts to support their response. Many managed to identify, for example, change, but were unable to develop their response fully.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • made good use of second-order concepts to provide a clear and organised summary of the setting up of the Metropolitan Police in 1829 (Question 2) • demonstrated a good knowledge and understanding of developments in the Medieval period to identify new crimes and explain why they occurred during this time (Question 3) • made sure that they focused on the question in their essays and supported their responses with evidence (Question 4 or Question 5) • understood the importance of considering both continuity and change when assessing whether 'there was little change in the types of crime committed in the period 1500 – 1750', supporting their responses with explained examples (Question 4) • focused on weighing up the significance of prison reforms in both periods and on weighing up how far they agreed that 'there were more significant changes to prisons in the period 1750 – 1900 than in the period since 1900' (Question 5). 	<ul style="list-style-type: none"> • wrote a description of the setting up of the Metropolitan Police in 1829 without using second-order concepts (Question 2) • wrote about crimes that were not relevant to the Medieval period or wrote about crime in general at this time (Question 3) • wrote one-sided responses to the essays which limited their mark or wrote generalised responses that showed little specific knowledge of the topic (Question 4 or Question 5) • identified some examples of continuity and change without development or described the crimes that existed during the period (Question 4) • tried to weigh up the significance of the developments but were unable to explain them and confused some of the reforms (Question 5).

Question 1 (a)

- 1 (a) Give **one** example of a punishment from the period 1250–1500. [1]

Candidates performed very well on this question. The vast majority achieved 1 mark with the most common responses being execution, fines, the stocks and other forms of humiliation.

Question 1 (b)

- (b) Name **one** type of court from the period 1500–1750. [1]

This question was not answered quite so well with some candidates referring to courts outside the period. The Church Courts and Manorial Courts tended to be the most popular responses although Assizes, Quarter Sessions and Petty Sessions were all correctly identified.

Question 1 (c)

- (c) Identify **one** crime punishable by death under the Bloody Code. [1]

This question was answered well except by the few who confused crime and punishment. Murder was the most common response but there were many references to poaching and theft over 12d.

Question 2

- 2 Write a clear and organised summary that analyses the setting up of the Metropolitan Police Force in 1829.

Support your summary with examples. [9]

There were some very good responses to this question from candidates who had learnt about the development of the police and who had planned which second-order concept(s) that they were going to use. They were able to draw on their knowledge of the problems of early policing and the rising crime rate to provide a very good summary usually focusing on change, the reasons why an organised police force was needed or its significance. Such candidates were also aware of how, once established, the Metropolitan Police led to further developments throughout the country. They were able to refer to the Municipal Corporations Act 1835, the Rural Constabulary Act 1839 and the County and Borough Police Act 1856 and to focus on their significance.

Less successful candidates struggled with their knowledge of the topic. A number did not even realise that the Metropolitan Police Force was established in London. Robert Peel was confused with John Fielding. Some responses were on the Bow Street Runners without an attempt to link their writing to the setting up of the Metropolitan Police Force. The majority of candidates were at least able to offer a description of their dress code and entry requirements.

Exemplar 1

2	The metropolitan police force was set up in 1829 by Robert Peel. Before 1829, watchmen would patrol the streets at night to check for any crimes being committed. This system was rather flawed as watchmen would see the crimes being committed but not be able to catch the criminals due to them being in a small group of 2 or 3. This means that the crime rate was higher before 1829 as people could get away with crime and escape easily as the law enforcers couldn't catch them.
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The first sentence refers to Robert Peel setting up the Metropolitan Police Force in 1829. The work of watchmen is then criticised as is the rising crime rate; there is no link to the question. To make the response relevant, the candidate would need to explain, for example, that the reason that a police force was needed was because of the inadequacies of the watchmen. They could not cope with the rising crime rate which was happening because of London's rising population. Alternatively, the inadequacies of the watchmen in conjunction with the rising crime rate led to more support for a police force. The only relevant point that has been made is the one about Robert Peel. While second-order concepts have been used to explain the inadequacies of the watchmen, they have not been used in relation to the question.

Points for centres to consider

- Candidates should make sure that they are aware of the second-order concepts and that they think about those that are appropriate for their response. Examples include significance, cause and consequence, change and continuity, similarity and difference.
- A helpful approach to make sure that candidates focus on the question could be to ask them to explain, for example, 'this was significant because..' or 'this happened as a result of...'.
- Those candidates who specifically referred to, for example, what changed or what the consequences were tended to perform much better.

Question 3

3 Why did **new** crimes appear during the medieval period (1250–1500)?

Explain your answer.

[10]

Candidates tended to focus on causation as their second-order concept. Those who had studied the Medieval period well were able to provide some very good responses to this question. More successful candidates tended to select two or three crimes and explain fully why they became new crimes during this period. Vagrancy was one of the most popular choices. They were able to explain how vagrancy was made a crime in 1351 and some also referred to a further act in 1388. These candidates associated vagrancy with the Black Death and the search for better paid jobs which arose because of the shortage of workers. Moral crime was another popular choice and a minority of candidates provided a good response on heresy and the Lollard challenge to Roman Catholic teaching. Two good explanations would have resulted in a Level 5 mark.

Less successful candidates usually wrote about petty theft and crime in general. Some identified that at times of bad harvest there were increased incidents of theft. A few managed to provide an explanation enabling them to reach Level 4. Many made the distinction between petty theft and more serious crime. The majority knew that petty theft was stealing anything under 12d. Merely identifying a new crime limited the candidates to Level 2.

A fair number of candidates confused the Medieval period with the Early Modern period and were writing about crimes that were not relevant to the time. The Bloody Code figured in a number of responses as did organised crime like smuggling and highway robbery. The conflict between Protestants and Catholics was also included in some responses which received no credit. A few candidates tried to respond to the question without making reference to any crimes.

Exemplar 2

3	a	Many crimes committed in the period 1500-1750 found new variants and there are various different reasons as to why. For example, the bloody code was introduced in 1688 as a way to increase the crimes punishable by death. This was meant to be a deterrent from committing these crimes, but since there were so many new crimes England's crime levels only went higher and through the roof. Even petty crimes such as stealing a loaf of bread were now punishable by death.
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This exemplar demonstrates that the candidate has written about the wrong period. The response even begins by referring to the period 1500 –1750. It then includes a paragraph about the Bloody Code for which no marks can be given. The candidate writes about the wrong period throughout the response and loses all 10 marks available. This highlights the importance of reading the question carefully and also demonstrates that there is nothing to be gained by writing everything you know on the wrong topic.

Points for centres to consider

- Candidates need to make sure that they learn the key features and developments of each period.
- Two good explanations are better than a list of identifications. Some candidates took this question as an opportunity to write all that they know about crime in this period with just weak links to the question.
- Knowledge of the Early Modern period (Q4) was much better and perhaps some candidates are neglecting the Medieval section of the course when it comes to revision.

Question 4*

4* 'There was **little** change in the types of crime committed in the period 1500–1750.'

How far do you agree?

Give reasons for your answer.

[18]

This question was the more popular of the essay questions.

Most candidates saw the focus of this question as being on continuity and change. They could equally have considered similarity and difference but invariably chose the former. Answers generally reflected the fact that many candidates were very familiar with the period. The majority were also careful to refer to the question stating specifically whether they agreed or disagreed in each paragraph.

More successful responses displayed good, balanced responses. Candidates generally selected the continuation of moral crimes and/or vagrancy as their continuity points to demonstrate agreement. They often produced more explanations than were needed on the change aspect of the question. Good explanations on highway robbery, smuggling and witchcraft were frequently provided with full explanations of why they arose at this time. Some candidates argued successfully the case for change by considering the Puritans' increased emphasis on moral crimes or the changing nature of vagrancy during the Early Modern period.

Some candidates lost the opportunity to reach Levels 5 and 6 by producing one-sided responses. Too often, they produced three or four explanations on one side only. This was invariably change which candidates tended to know very well. Continuity proved to be more difficult for a number of candidates usually because they selected theft or murder and just made unsupported comments about its continuation. A better knowledge of the period would have enabled them to consider vagrancy and moral crimes.

Less successful responses tended to describe the crimes rather than to focus on change which kept them at Level 2. A minority of candidates simply lacked the knowledge required to support their response.

Points for centres to consider

- Candidates should consider how they are going to respond to the question to make sure that they give themselves the opportunity of reaching Level 5 or Level 6.
- They should make sure that they have at least one explained point of agreement and one of disagreement. They can then proceed with the rest of their explanations knowing that they have the chance of attaining the top levels. Four explanations are required for Level 6.
- Writing too many explanations at the expense of good quality ones could affect their overall performance on the question.

Question 5*

- 5* How far do you agree that there were **more significant** changes to prisons in the period 1750–1900 than in the period since 1900?

Give reasons for your answer.

[18]

Candidates who had studied and revised both periods generally performed well on this question. It required them to weigh up the significance of the changes. Cause and consequence or change over time were the most likely second-order concepts to use.

Better candidates produced competent explanations on John Howard and Elizabeth Fry and were able to realise that rehabilitation gave way to deterrence as the separate and then the silent systems were instigated as well as, from 1865, the emphasis on hard labour, hard fare and hard board. Many candidates were able to weigh up the significance of these harsh policies and to explain their reasons for agreeing or disagreeing with the statement. They then proceeded to examine the period after 1900 with explanations. These included borstal, Paterson, the categorisation of prisons and rehabilitation.

A number of candidates found it difficult to relate the changes to different people and periods. The reforms of John Howard and Elizabeth Fry were often incorrectly considered as a consequence of the ending of the separate and silent systems and the move to a more humane system.

Those candidates who to an overall plan tended to perform better than those who wrote about points as they occurred to them. For example, some candidates wrote about Elizabeth Fry at the end of the response. Others tried to combine points from both periods to provide an explanation which often ended up confused. Such responses tended to be disjointed and lacked an overall plan.

Less successful candidates often opted for this question and tended to produce generalised responses on prisons based on their acquired knowledge of modern-day prisons. They usually wrote about the facilities available and the treatment of prisoners. Such responses were likely to be descriptive and usually remained at Level 2.

Exemplar 3

5		I partially agree with this statement as there was significant changes ^{to prisons} in both the Industrial period and in the modern period to prisons .
		In the Industrial period prisons introduced the sepre Seperate and silent system. The seperate system made sure that all the prisoner were in individual cells and alone at all time. The silent system made sure that all prisoners had no communication with others.

The candidate refers to the fact that there were significant changes and then demonstrates some knowledge of the separate and silent systems. There is no attempt to link this knowledge to the question by considering the significance of these changes. Such responses are just descriptive and cannot be credited with more than Level 2.

Points for centres to consider

- Candidates should make sure that they have one explained point of agreement and one of disagreement before continuing to build on their response further.
- They need to think carefully about whether the knowledge they are using to support their response is correct for the period. It also needs to be accurate chronologically to make sure that their explanation makes sense.

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