

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 1: Schools History Project Development Study

Option 1B: Crime and Punishment

Friday 15 June 2012 – Morning

Time: 1 hour 15 minutes

Paper Reference

5HB01/1B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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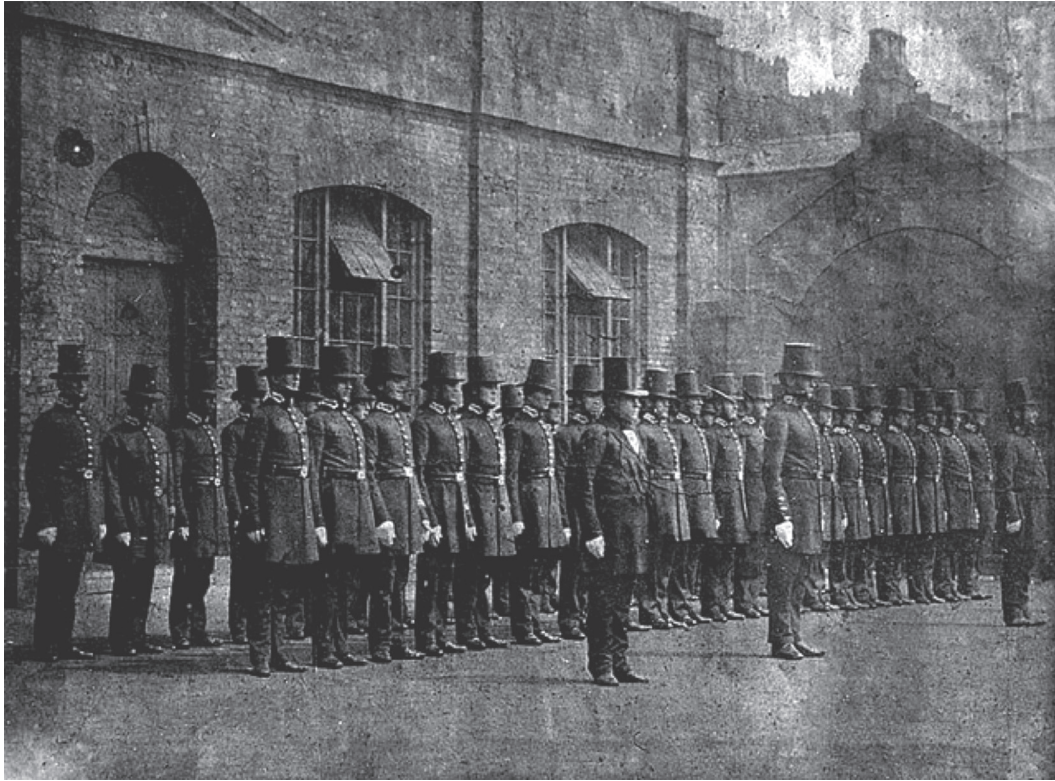
PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Sources A and B.

Source A: A photograph of policemen in Manchester in the 1850s wearing the standard uniform.



©Greater Manchester Police Museum & Archives

Source B: From an article written about an English police force in 2007.

The Chief Constable said: 'We need a uniform that is suitable for modern policing. The black shirt with zip neck fastening, for both male and female officers, is designed to be worn under body armour, and replaces the white shirt and tie. However, officers based in the police station will continue to wear the traditional uniform.'



1 What can you learn from Sources A and B about changes in police uniform?

Explain your answer, using these sources.

(4)

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(Total for Question 1 = 4 marks)



2 The boxes below show two approaches to punishment.

Choose **one** and explain how it influenced the way that prisons were run at that time.

(9)

Using prisons for punishment and deterrence during the nineteenth century.

Using prisons for reform and rehabilitation in the twentieth century.

Dotted lines for writing.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

- 3** Why was it so difficult to deal with smuggling and poaching in the eighteenth century?

(12)

You may use the following in your answer and any other information of your own.

In 1723 the Black Act brought in harsh punishments for poaching. Landowners employed gamekeepers. Customs officers tried to stop smuggling. In 1748, when a cargo was seized by the customs officers, the Hawkhurst gang of smugglers attacked the Customs House to take it back.

(Total for Question 3 = 12 marks)

OR

- 4** In what ways did methods of law enforcement change in the period c1450–c1850?

(12)

You may use the following in your answer and any other information of your own.

In 1450, local communities used systems such as the 'hue and cry'. Most villages had stocks in their centres. Towns often employed watchmen to walk through the streets at night.

(Total for Question 4 = 12 marks)



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

EITHER

5 Crime and punishment from Roman Britain onwards.

(a) How was Trial by Ordeal carried out in Anglo-Saxon and Norman England? (9)

*(b) How fair was the Roman system of law and order? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The victim was responsible for finding the suspect.
- Minor crimes, such as theft, were punished by fines or flogging.
- Upper class criminals could be sent into exile.

(Total for Question 5 = 25 marks)

OR

6 Changing views of the nature of criminal activity c1450 to the present day.

(a) How were conscientious objectors treated during the First World War? (9)

*(b) 'Religion continued to influence the authorities' view of what was a crime throughout the period c1450–c1750'. Do you agree? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- During the Middle Ages and the sixteenth century, heresy could be punished by death.
- In the sixteenth century non-attendance at Church was punished with a fine.
- In 1736 all laws concerning witchcraft were abolished.

(Total for Question 6 = 25 marks)



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

(a)

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((b) continued)

[Lined area for writing, consisting of multiple horizontal dotted lines]



((b) continued)

A series of horizontal dotted lines for writing, starting from the first line below the header and extending down to the line above the footer.

TOTAL FOR PAPER = 50 MARKS



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