Pearson

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

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

*and*

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

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

| Question | |
|---|---|
| 1 | Describe two features of life in the Whitechapel workhouses.<br><br>Target: knowledge of key features and characteristics of the period.<br>AO1: 4 marks. |
| Marking instructions | |
| Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.<br><br>e.g.<br><br>• *Food was basic (1). Meals consisted of gruel, bread and cheese (1).*<br><br>• *Families were separated (1). There were separate sections for men, women and children (1).*<br><br>• *Life was deliberately unpleasant (1). Inmates were set to do hard work and there were many punishments; William Valance banned women from drinking tea and men from smoking (1).*<br><br>Accept other appropriate features and supporting information. | |

| Question | | |
|---|---|---|
| 2 (a) | | How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area? Explain your answer, using Sources A and B and your knowledge of the historical context.<br><br>Target: Analysis and evaluation of source utility.<br>AO3: 8 marks. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | • A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| 2 | 3–5 | • Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| 3 | 6–8 | • Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

Notes
1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it suggests that immigrants who settled in the East End formed a close-knit group, which may have caused racial tension.
- It indicates the problems of immigrants who arrived without work or accommodation.
- The source provides insight into the problems by suggesting that support was needed, either from previous immigrants or from charities.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that it was an illustration in the *English Illustrated Magazine* suggests that immigration into the East End was a topic of national interest.
- The purpose of the illustration may be a limitation: if it is intended to emphasise the work of the charity it might create a misleading impression.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There were a high number of Jewish immigrants in the East End, many from Russia and Poland.

- Racial tension was an issue in the East End and some groups set up support centres.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it describes the conditions in which many immigrants worked and lived.
- The content of Source B is useful as it suggests that immigrants found it difficult to get work and somewhere to live.
- Source B suggests that employers took advantage of immigrants and treated them like slaves or prisoners, which gives insight into the experiences and problems of immigrants.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This is taken from material submitted for an official government report on immigration nationally and is therefore likely to be accurate.
- Evans was an assistant inspector of factories and could therefore make informed judgements about the situation of workers so his judgements provide useful insights.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There was concern over the situation of immigrants in sweated workshops.
- There was discontent among immigrants about their situation, which led to support for trade unions and socialism.

| Question | |
|---|---|
| 2 (b) | How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you could use.<br><br>Target: Source analysis and use (the ability to frame historical questions).<br>AO3: 4 marks. |

Marking instructions

Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- *Detail in Source B that I would follow up:* the statement that they were paid starvation wages *(1).*
- *Question I would ask:* Why could they not find a better paid job? *(1).*

(No mark for a question that is not linked to following up Source B, e.g. '*because it would be an interesting question to ask'*.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- *What type of source I would look for:* council records showing what businesses there were in the area (1).
- *How this might help answer my question*: it would help me to understand what options were available for workers to find employment (1).

Accept other appropriate alternatives.

Crime and punishment in Britain, c1000–present

| Question | | |
|---|---|---|
| 3 | | Explain one way in which the nature of punishment during the years c1500-c1700 was different from the nature of punishment in the period c1900-present.<br><br>Target: Analysis of second order concepts: difference [AO2];<br>Knowledge and understanding of features and characteristics of the period [AO1].<br>AO2: 2 marks.<br>AO1: 2 marks. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | • Simple or generalised comment is offered about a difference. [AO2]<br>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| 2 | 3–4 | • Features of the period are analysed to explain a difference. [AO2]<br>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Punishments during the years c1500-c1700 focused on deterrence and were therefore usually public (such as the stocks or public hanging) whereas punishment c1900-present is more concerned about rehabilitation and often carried out in private (such as prison education programmes).
- Punishment during the years c1500-c1700 was often physical (such as the stocks or whipping) whereas punishment during the period c1900-present is rarely physical and tends to be community service, fines or prison.

| Question | | |
|---|---|---|
| 4 | | Explain why there were new definitions of crimes against authority in the years c1000-c1700.<br>You may use the following in your answer:<br>• poaching<br>• heresy<br>You must also use information of your own.<br>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>AO2: 6 marks.<br>AO1: 6 marks. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–3 | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1] |
| 2 | 4–6 | • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>*Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points* |
| 3 | 7–9 | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| 4 | 10–12 | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.* |

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Poaching was defined as a crime against authority during the medieval period because it was a challenge to the authority of the landowners.
- Heresy was defined as a crime against authority because new religious ideas were challenging the authority of the Church.
- William I was king only because he had invaded and conquered England; he defined new crimes against authority, such as the Forest Laws, as a way of reinforcing his authority.
- Crimes against authority challenged the social hierarchy, so the Treason Act, 1351 extended the definition of treason by distinguishing between high treason (disloyalty to the king) and petty treason (murder of a master or a husband).
- During the sixteenth century, fear of rising unemployment and possible crime or political unrest led to vagabondage being defined as a crime.
- During the sixteenth and seventeenth centuries, the context of religious changes and political unrest led to witchcraft being defined as a crime.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">5</td><td>'The work of the Fielding brothers led to a great improvement in law enforcement in the years c1500-c1900.'<br><br>How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• town watchmen<br>• the Bow Street Runners<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: change and continuity [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>AO2: 10 marks.<br>AO1: 6 marks.<br>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–4</td><td>• A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2]</td></tr>
<tr><td>2</td><td>5–8</td><td>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td></tr>
<tr><td>3</td><td>9–12</td><td>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td></tr>
<tr><td>4</td><td>13–16</td><td>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</td></tr>
</table>

| Marks for SPaG | | |
|---|---|---|
| Performance | Mark | Descriptor |
| | 0 | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | 1 | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | 2–3 | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | 4 | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Before the Fielding brothers, law enforcement depended mainly on community action such as the hue and cry, the tithing or the town watchmen but the Bow Street Runners were more efficient because they were formed as an independent group in London, directed by a magistrate.
- Before the Bow Street Runners, officials such as town watchmen and parish constables were unpaid and temporary but the Runners developed into a more professional body.
- Before the Bow Street Runners, there were thief-takers but they worked for reward money rather than receiving a salary; the Bow Street Runners and the Metropolitan Police were paid from government funds.
- After the Bow Street Runners, the Metropolitan Police was created and then a national police force of professional law enforcement, which built on the Fieldings' work of publicising 'wanted' criminals, creating a database and encouraging witnesses to give evidence.

Relevant points to counter the statement may include:

- The Bow Street Runners was a small group of law enforcers, which only existed for a relatively short time and therefore had little impact on crime overall, shown by the problems of law enforcement during the nineteenth century.
- Both the Bow Street Runners and the Metropolitan Police were based in London; it was not compulsory for every area to have a police force until 1856, so the work of the Fieldings had limited impact.
- Until there were developments in forensic science, which allowed footprints, fingerprints, blood types, etc. to be used to identify the criminal, law enforcement remained dependent mainly on witnesses.

| Question | | |
|---|---|---|
| 6 | | 'The establishment of Pentonville prison was a turning point in the use of prisons in the years c1700-present.'<br><br>How far do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• the separate system<br>• open prisons<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>AO2: 10 marks<br>AO1: 6 marks.<br>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
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| 3 | 9–12 | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| 4 | 13–16 | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

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Relevant points that support the statement may include:

- Pentonville prison was built in a new style to support a new approach to the use of prisons: instead of punishment and deterrence, there was an emphasis on reform and rehabilitation.
- Pentonville was designed to facilitate the separate system, which was a new approach to the use of prisons and aimed to reform criminals by isolating the criminals, breaking their spirit and making them feel remorse.
- A number of new prisons were built following the model of Pentonville prison instead of older style prisons with large cells.
- The separate system was a more intense form of the silent system; the implementation of these systems had a significant impact on ideas about the nature of punishment.

Relevant points to counter the statement may include:

- The turning point in the prison system could be said to be the shift during the eighteenth century to using prison as a punishment for crime and not mainly for debt; Pentonville was a continuation of this approach.
- The separate and silent systems were not a permanent change in the prison system; the systems were ended because they were expensive but also created new problems of mental health among prisoners.

- Pentonville built on the earlier work of John Howard and Elizabeth Fry, rather than demonstrating a new approach.
- Open prisons were created during the twentieth century as a way to rehabilitate minor criminals or those nearing the end of their sentence; they encouraged the prisoner to mingle with the outside community and this shows that Pentonville's approach did not last.