Pearson Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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

Question	
1	Describe two features of the way the Peabody Estate helped to improve housing in the Whitechapel area. Target: knowledge of key features and characteristics of the period. 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.

e.g.

- *The Estate consisted of 11 blocks of flats, built to replace courtyard slums (1). This was a model housing estate paid for by the American, George Peabody (1).*
- *This was part of a slum clearance programme following the passing of the 1875 Artisans' Dwellings Act (1). The estate opened in 1881 (1).*
- *Flats were available varying in size from one room to three rooms (1). The rents were reasonable, depending on how many rooms the flat had (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the difficulties of policing the Whitechapel area, c1870–c1900? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. 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 (page 3).

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 shows that individual policemen were often outnumbered, as Canavan and 17 others stoned the police constable.
- Source A is useful because it suggests that the police might be violently attacked if they tried to enforce the law.
- It is useful in the way the details of the attack suggest that the locals would not come to a policeman's aid.

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 comes from the *East London Observer's* account of trials held in court, so it is likely to be factually accurate.
- The case might have been chosen to feature in the newspaper account in order to make a point about the lawlessness of the area.

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

- Whitechapel was widely regarded as the most dangerous part of London, and was policed by H Division.
- Policemen walked a specific beat, being checked by their sergeant at regular intervals.

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 suggests that criminals found it easy to evade the police, as the policeman is unaware of the two criminals hiding nearby.
- The cartoon shows that policing may have been made difficult by the poor lighting and dark alleyways found in Whitechapel.
- The caption in the cartoon suggested that the police could have been effective if there were more of them, so the main difficulty is lack of numbers.

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:

- *Punch* commented on issues of current concern so the fact that this cartoon was published suggests that the number and effectiveness of the police in Whitechapel was considered a problem.
- Cartoons were usually exaggerated in order to make a point so perhaps the police may not have been as ineffective as it suggests.

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

- Whitechapel was an area of poverty and there were many rookeries, where the streets were narrow and poorly lit, encouraging crime and making policing difficult.
- The limited number of policemen in the Metropolitan Police was a matter of concern, e.g. Sir Charles Warren publicly commented on the lack of policemen.

Question	
2 (b)	How could you follow up Source A to find out more about the difficulties of policing the Whitechapel area, c1870–c1900? In your answer, you must give the question you would ask and the type of source you could use. Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A 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 A that I would follow up: '*Another Police Constable arrived*.' (1)*
- *Question I would ask:* Was the policeman lucky that another Police Constable arrived or was there any arrangement for a constable to get support while walking his beat? *(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:* H Division records*. (1)*
- *How this might help answer my question:* The records would show details of the beats the police walked and how often the sergeant met up with them*. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which the role of local communities in law enforcement in the medieval period was similar to the role of local communities in law enforcement in the modern period. Target: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a similarity. [AO2] • 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 similarity. [AO2] • 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 (page 3).

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:

- In both periods, the community was expected to report crimes. In the medieval period, people were expected to raise the hue and cry and modern phone 'tip lines' and websites encourage the reporting of suspicious activity to the police so that criminals can be caught.
- In both periods, the local community was expected to uphold the law. The tithing system in the medieval period made men responsible for each other's good behaviour and Neighbourhood Watch schemes in the modern period aim to deter criminals by suggesting the area is closely monitored.

Question		
4		Explain why there were changes in the way that religion affected law enforcement in the years c1000–c1700. You may use the following in your answer: • trial by ordeal • accusations of witchcraft You must also use information of your own. Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. 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] • 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] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *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] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *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] • 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] *No access to Level 4 for answers that 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 (page 3).

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:

- The use of trial by ordeal ended because the Church's attitude changed and in 1215, clergy were forbidden to participate; Henry III abolished its use in 1219 as legal trials by jury became more common.
- Religion was an important way to reinforce political and social conformity, so accusations of witchcraft increased during the Reformation period and the English Civil Wars.
- There was concern about the abuse of Benefit of the Clergy and the right of sanctuary during the later Middle Ages, so the Church's role in offering protection declined.
- Religion was sometimes used as a justification for rebellion and therefore heresy became a crime that was punished by the state.
- The link between religion and political authority strengthened during the Reformation, leading to new laws to enforce religious conformity.
- The Church's role in propaganda and law enforcement increased during the Reformation period as it was used to remind people of their duty of obedience.

Question		
5		'The attitude of the authorities was the main reason for changes in the use of the death penalty in the period c1700–present.' How far do you agree? Explain your answer. You may use the following in your answer: • public executions • Derek Bentley You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. 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] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• 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] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
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] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *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] • 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] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marks for SPaG		
Performance	Mark	Descriptor
	0	• The learner writes nothing. • The learner's response does not relate to the question. • 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. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	4	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

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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:

- The authorities became concerned that public executions were not a deterrent since they were often treated as a holiday and allowed the criminal to be seen as a hero; consequently executions were moved inside a prison.
- Public executions were ended because the authorities became concerned that they were often an opportunity for more crime or public disorder.
- The increasing severity of the Bloody Code meant that judges became reluctant to impose the death penalty for minor crimes.
- More humanitarian attitudes among politicians led to the reduced use of the death penalty, e.g. Peel reduced the number of capital crimes and, after 1908, under 16s no longer received the death penalty.
- In 1999, the death penalty was formally abolished by the British government as an accepted part of the European Convention on Human Rights.

Relevant points to counter the statement may include:

- The cases of Derek Bentley in 1953, and Ruth Ellis in 1955, raised public concerns over the use of the death penalty because no allowance could be made for the circumstances of the crime.
- The emphasis on prison reform by individual humanitarians, such as Elizabeth Fry, led to a greater range of alternative punishments to be used.
- The case of Timothy Evans in 1950 highlighted the fact that mistakes could be made and led to pressure from the public to review the use of the death penalty.

Question		
6		'Specialisation has been the most significant development in the nature of police work in the years since the creation of the Metropolitan Police (1829).' How far do you agree? Explain your answer. You may use the following in your answer. • Criminal Investigation Department (CID) • radios You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance, change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. 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] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• 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] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
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] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *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] • 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] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *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:

- The creation of the CID in 1878, separated detectives who would investigate serious crime, from the ordinary policeman on the beat.
- Dog units were introduced in the 1920s and used to track down criminals; more recently to detect drugs. The dog handlers receive special training.
- In 1965, the Special Patrol Group was set up as the police took over responsibility from the army for dealing with civil disturbances; this work requires special equipment and additional training.
- In 1971, the Anti-Terrorist Squad, or Bomb Squad, was set up to deal with terrorist threats; this requires specialised training and equipment.

Relevant points to counter the statement may include:

- Personal radios for police officers were introduced during the 1960s; this allowed them to communicate while on patrol and made the police more effective.
- The use of computers has made it possible for information to be shared more effectively but has meant that routine police work involves desk work as well as the 'beat'.
- New laws have changed the nature of police work as police are expected to deal with offences such as 'hate crimes' where no physical damage has been done.
- The use of forensic science has made the police more effective as the analysis of fingerprints, ballistics, blood splatter, and DNA can lead to conviction.

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