Mark Scheme

Summer 2023

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

Question	
1	Describe two features of the growth of socialism in Whitechapel. 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.

- *Socialist ideas were spreading in Whitechapel (1). These ideas particularly appealed to the poorer groups in society, such as migrants from Eastern Europe and workers in 'sweated' trades (1).*
- *Socialist organisations were set up in Whitechapel (1). The International Workers' Educational Club and a newspaper called 'The Workers' Friend' were established (1).*
- *The growth of socialism also led to a fear of anarchist attacks in Whitechapel (1). People often associated socialism with anarchism, and were suspicious of Irish, Russian and Jewish migrants in Whitechapel after there had been assassination attempts and bomb attacks on important people on the continent (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into how the conditions in Whitechapel affected policing? 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 the problems facing the police in dealing with crime in the poorly-lit areas of Whitechapel.
- Source A is useful because it suggests that overcrowding and a transient population created problems for the police.
- It is useful in the way it implies that the area needed a higher police level than other areas.

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 author was writing about his trip to the area, so his comments were based on personal observations.
- The author had been accompanied by an Inspector of H Division and spoke to a police sergeant; both these people would have known the area well.
- The article was published in a newspaper at the time of the Jack the Ripper murders and therefore it may have been intended to prompt public concern and action by the authorities to improve the conditions.

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

- The Jack the Ripper murders attracted a lot of public interest and led to questions about why the population of, and conditions in, Whitechapel enabled the murders and made it difficult for the police to catch him.
- Each area of London was policed by a different section of the Metropolitan Police; H Division was responsible for the Whitechapel area, which was regarded as one of the worst areas because of the overcrowding and difficult conditions.
- There was a transient population in the area who lived in lodging houses; they were often hostile to the police.

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 there was overcrowding in Whitechapel that could affect both crime and policing.
- The content of Source B is useful as it suggests that lighting in the area was patchy, which would make detection of crime difficult.

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:

- Jerrold and Doré were making a record of what they saw, so the illustration should be fairly accurate, although the illustrations would have been finalised later.
- The authors may have intended to prompt concern about the social conditions and therefore may have exaggerated some of the conditions.

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 many courts and rookeries in the Whitechapel area, which were often dark, and the housing was overcrowded.
- The overcrowding and poor conditions increased the opportunities for crime and created tensions that made policing difficult.

Question	
2 (b)	How could you follow up Source A to find out more about how the conditions in Whitechapel affected policing? 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 an appropriate follow-up question.

e.g.

- *Detail in Source A that I would follow up: 'even a normal amount of… police patrolling in the area would still not be effective'. (1)*
- *Question I would ask: How many police were allocated to H Division compared to other areas in London? (1)*

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

Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.

e.g.

- *What type of source I would look for: police records showing the numbers employed in the various police divisions. (1)*
- *How this might help answer my question: It would allow me to compare the policing level in Whitechapel to other police divisions in London. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which the treatment of young criminals in the years c1700-c1900 was different from the treatment of young criminals in the years c1900-present. Target: Analysis of second order concepts: difference [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 difference. [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 difference. [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:

- Young criminals are treated differently in the prison system in the modern period as they are regarded as a specific group instead of being treated in the same way as adults. In the years c1700-c1900, children were placed in prison, among the adult population but, by c1900, borstals had been set up and later, Young Offender Institutes were created so that young offenders would not be corrupted by adult prisoners.
- The punishments used for young criminals are more lenient in the modern period. In the years c1700-c1900, children as young as 12 were liable to be transported or even hanged whereas the Children Act (1908) banned the execution of juveniles under the age of 16.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">4</td><td>Explain why the role of local communities in law enforcement changed in the years c1000-c1700.

You may use the following in your answer:
• trial by ordeal
• watchmen
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.</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>1–3</td><td>• A simple or generalised answer is given, lacking development and organisation. [AO2]
• Limited knowledge and understanding of the topic is shown. [AO1]</td></tr>
<tr><td>2</td><td>4–6</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]
• 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</td></tr>
<tr><td>3</td><td>7–9</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]
• 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.</td></tr>
<tr><td>4</td><td>10–12</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]
• 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 which do not go beyond aspects prompted by the stimulus points.</td></tr>
</table>

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:

- Greater emphasis was placed on the legal structure and use of sheriffs and JPs after the 13th century, meaning that the use of trial by ordeal declined and the role of the local community in determining guilt became less important later in the period.
- Individuals from the local community were given more responsibility for law and order from the 13th century, when the appointment of watchmen was made compulsory in every town.
- Increasing urbanisation during the period meant that larger town communities developed that lacked cohesion, for example they lacked loyalty to one church or guild; tithings and the hue and cry played less effective roles in law and order by c1500, even though the traditional structures still existed.
- Influential people in the local community often avoided the job of the parish constable as it was unpaid and unpopular, so the sense of the local community's role in law enforcement declined.
- People often tried to avoid their duty as night watchmen and paid others to act for them, which reduced the importance of the local community accepting responsibility for law enforcement.
- Charles II set up a group of paid watchmen, known as 'Charlies', marking the beginning of the transition away from the expectation that the local community was responsible for law enforcement.

Question		
5		'There was significant change in the nature of criminal activity in the period c1000-c1700'. How far do you agree? Explain your answer. You may use the following in your answer: • Forest Laws • theft You must also use information of your own. Target: Analysis and evaluation of second order concepts: change; continuity [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.

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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 Normans introduced Forest Laws, which brought in new offences in the royal forests.
- Murder was viewed differently after the Norman Conquest, when the murder of a Norman was seen as more serious than the murder of a Saxon.
- The Reformation brought in new definitions of heresy and treason.
- Accusations of witchcraft increased in the years c1500-c1700, suggesting a new emphasis on the link between religion and crimes against authority.

Relevant points to counter the statement may include:

- There was little change during the period in the nature of theft and the type of goods stolen, for example surreptitious theft from individuals of money or personal possessions continued as pickpocketing and as robbery and assault; burglary also continued in much the same form.
- Violent crime continued throughout this period and the nature of this crime did not change: murder, assault and rape.
- Crimes against authority continued to occur, for example individual cases of trespass and poaching.
- Crimes against authority occurred throughout the period, with direct challenges against the monarch, for example rebellions against the Normans and the Gunpowder Plot, and challenges to the Church in accusations of heresy and witchcraft.

<table>
<tr><td colspan="2">Question</td><td></td></tr>
<tr><td colspan="2">6</td><td>'Robert Peel's work was the most significant change in law enforcement in the years c1700-c1900.'

How far do you agree? Explain your answer.

You may use the following in your answer.
• the Bloody Code
• Henry Fielding
You must also use information of your own.

Target: Analysis and evaluation of second order concepts: change; significance[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.</td></tr>
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Relevant points that support the statement may include:

- Robert Peel reduced the number of capital crimes, leading to the decline of the Bloody Code.
- Peel set up the Metropolitan Police Force, which was more effective in law enforcement in London than the Bow St Runners.
- In the early 1700s, law enforcement relied on local communities and individuals such as thief takers but Peel's creation of the Metropolitan Police Force, as a trained body, marked a more systematic approach to law enforcement.
- Peel's Metropolitan Police Force was expanded and a nationwide system was set up to improve law enforcement throughout the country.

Relevant points to counter the statement may include:

- It had already been recognised before the 1820s that the Bloody Code was ineffective because the severe penalties were not always awarded or carried out, therefore change in law enforcement was likely even without Peel's work.
- Henry Fielding had previously set up the Bow St Runners in 1748, which was a professional law enforcement organisation; other groups had also been established, such as the Bow St Horse Patrol and the Marine Police for the Thames.
- Peel's Metropolitan Police Force had limited impact on law enforcement as it only operated in London and was unpopular at first.
- The development of detective work was a significant change in law enforcement as it allowed crimes to be solved even if the criminal had escaped; detectives become even more effective once the CID was established in 1878.

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