# Mark Scheme (Results)

## Summer 2024

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

**Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

**Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024
Question Paper P75484A
Publications Code 1HI0_10_2406_MS
All the material in this publication is copyright
© Pearson Education Ltd 2024

**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 types of crime that were committed in Whitechapel.<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.

e.g.

- *Theft was common, usually petty theft of food or of things that could be easily sold (1). Many people in Whitechapel were poor and were sometimes desperate for food (1).*
- *There were often protection rackets organised in the area (1). Gangs would threaten to damage a business unless a fee was paid regularly (1).*
- *There were violent attacks, often targeting ethnic groups (1). Migrants were often perceived as a threat to people already living in the area (1).*

Accept other appropriate features and supporting information.

| Question | | |
|---|---|---|
| 2 (a) | | How useful are Sources A and B for an enquiry into conditions in lodging houses in the Whitechapel area?<br><br>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 (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 provides details about the cost of a night in the lodging house and makes it clear that food cost extra; it also describes the common area where people could socialise.
- Source A is useful because it suggests that the lodging house was crowded and the atmosphere was unpleasant.
- It is useful in the way it suggests that violence was a regular feature of daily life in a lodging house.

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:

- Hoare was involved in running a lodging house, meaning that he is writing from personal knowledge.
- Hoare's account was published in a national magazine, so he may have emphasised some aspects, such as the violence, in order to highlight the problems of the poor in the Whitechapel area.

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

- Lodging houses provided temporary accommodation for workers who could afford the daily fee.
- Some lodging house managers maximised their profits by renting out beds in shifts.

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 shows that conditions were uncomfortable, with narrow wooden beds and with no privacy.
- Source B is useful as it suggests that there was no room to store personal possessions.
- The faces and postures of the women pictured in Source B suggests that people who stayed in lodging houses may have felt despair at the conditions or their poverty.

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 magazine was a local publication and therefore would have highlighted local issues.
- The drawing was produced for publication and may have been intended to highlight the poor conditions of lodging houses in order to prompt improvement.

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

- Lodging houses often had separate dormitories for men and women, but also sometimes double beds for couples.
- After the Jack the Ripper murders, there was heightened media attention about the situation of poorer women, including the conditions in lodging houses.

| Question | |
|---|---|
| 2 (b) | How could you follow up Source A to find out more about conditions in lodging houses in the Whitechapel area?<br><br>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 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: the comment that the manager sold food to the lodgers. (1)*
- *Question I would ask: What sort of food did he sell to them? (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: Financial records for a lodging house. (1)*
- *How this might help answer my question: It might contain details of what food was bought to sell to the lodgers. (1)*

Accept other appropriate alternatives.

Crime and punishment in Britain, c1000–present

| Question | | |
|---|---|---|
| 3 | | Explain one way in which the treatment of the crime of witchcraft in the years c1500-c1700 was different from the treatment of the crime of witchcraft in the years c1700-c1900.<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 (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 the years c1500-c1700, people were influenced by religion and believed in the existence of witchcraft, therefore it was punished whereas, in the years c1700-c1900, people were less influenced by religious beliefs and, as belief in witchcraft declined, there were fewer accusations of witchcraft.
- In the years c1500-c1700, there was concern about religious and political upheaval, so laws were passed reflecting the view that witchcraft was a crime against authority but in the years c1700-c1900, there was greater religious tolerance and political stability, meaning that a law was passed in 1735, making it illegal even to claim that someone was a witch.

| Question | | |
|---|---|---|
| 4 | | Explain why there were changes in the use of transportation as a punishment in the period c1610-1868.<br><br>You may use the following in your answer:<br>• colonies in North America<br>• the discovery of gold in Australia<br>You must also use information of your own.<br><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] |
| 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 address three or more aspects of content.* |
| 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 address three or more aspects of content.* |

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 need for labour to help develop the colonies meant that, from c1610, increasing numbers of criminals were transported to North America and the West Indies.
- The American War of Independence led to the end of transportation to North America and convicts began to be transported to Australia instead, where a penal colony was established in 1788.
- The discovery of gold in Australia and reports of an 'easy life' for convicts led to changes in attitudes, as some people began to question whether transportation was an appropriate punishment.
- The use of transportation increased in the late eighteenth and early nineteenth centuries because there was an emphasis on more 'humane' punishments as an alternative to the death penalty.
- Transportation was increasingly used as a punishment in the late eighteenth and early nineteenth centuries, as it was felt this offered the opportunity of rehabilitation.
- Australia's refusal to accept more convicts meant that, in 1868, the use of transportation ended.

| Question | | |
|---|---|---|
| 5 | | 'The most important factor affecting crime and punishment in the years c1000-c1500 was attitudes in society.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• punishment in public<br>• the Norman Conquest<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: significance, change [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. |
| 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] |
| 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]<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] |
| 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 address three or more aspects of content.* |
| 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 address three or more aspects of content.* |

| 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 (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 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:

- Public humiliation, and its effect on public attitudes, was a key element in punishments for petty crimes, for example the use of the pillory or the stocks, in order to both punish the criminal and deter other crimes.
- Attitudes in local communities were important in law enforcement, for example a willingness to join in the hue and cry.
- Public attitudes had a big influence in small communities, where people were responsible for each other's behaviour through the organisation of tithings.
- The attitudes of the authorities and local communities were very different towards some crimes, meaning that the communities often did not support attempts to enforce the laws about 'social crimes' such as poaching.
- Attitudes in society towards crime and punishment were influenced by religious beliefs about morality and about heaven and hell.

Relevant points to counter the statement may include:

- The role of the authorities was key in defining new crimes, for example, after the Norman Conquest, the Normans wanted to establish their control and authority and consequently protect their status.
- The format of punishments was influenced by the authorities' purpose to reduce crime, hoping that harsh punishments would act as retribution but also deter others.

| Question | | |
|---|---|---|
| 6 | | 'The work of the police has changed significantly in the years 1829-present.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• the introduction of the Criminal Investigation Department (CID)<br>• police patrols<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. |
| 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] |
| 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]<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] |
| 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 answers that do not address three or more aspects of content.* |
| 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 address three or more aspects of content.* |

| 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 (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 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:

- Increasing professionalisation of the police has led to specialist groups developing, for example, the detective branch established at Scotland Yard in 1842, the creation of the CID in 1878, and the creation of the Fraud Squad in 1946.
- The development of forensic science has meant that police officers have needed training in new approaches to evidence.
- During the twentieth century, police work was extended after new laws were introduced about drugs and car crimes.
- The introduction of new laws, such as to combat racism and to control people's movements during the Covid epidemic, meant that the police investigate a wider range of behaviour within society in the modern period than in the nineteenth century.
- During the twentieth century, police work expanded to include a new emphasis on prevention of crime.

Relevant points to counter the statement may include:

- The concept of a police presence as a deterrent, e.g. police patrols (whether on foot or in vehicles) and the expectation that police officers will respond to a crime has remained throughout the period.
- The police have always dealt with issues of public disorder, for example protests such as those by the Chartists in the nineteenth century and those opposing the Poll Tax in 1989-90.
- Police work in keeping records of evidence has not changed even though computers have made it easier and more effective.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom