Mark Scheme (Final)

Summer 2025

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 (a)	Describe one feature of the provision of accommodation for the poor in Whitechapel. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *Workhouses provided accommodation for the destitute* ***(1).*** *People had to do work in return for accommodation there* ***(1).*** • *Lodging houses offered cheap, temporary accommodation* ***(1).*** *People paid a few pence to stay overnight* ***(1).*** • *The Peabody Estate built housing intended to provide accommodation at a reasonable cost* ***(1).*** *Flats were available in varying sizes, depending on how many rooms there were* ***(1).*** Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of the problems the police had when investigating the crimes of Jack the Ripper. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *Jack the Ripper's crimes were carried out in different areas, which came under the responsibility of different police forces* ***(1)****. Whitechapel police needed to work with the City of London Police* ***(1)****.* • *The media publicised these crimes* ***(1)****. The sensational reporting of the crimes and media interest hindered police investigations* ***(1)****.* • *The police did not have forensic techniques to help them investigate the crimes* ***(1)****. The use of fingerprints as a forensic technique was not developed until after 1900* ***(1)****.* Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the lives of people living in Whitechapel? 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 highlights the number of homeless people.
- Source A is useful because it suggests the problems that homeless people experienced.
- It is useful in the way it suggests that the homeless people are too dispirited to cause problems.

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 worked among the poor and therefore had accurate knowledge of their poverty.
- The book was written by the founder of the Salvation Army, possibly with the intention of publicising the problems of the poor.

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

- Homeless people could find overnight accommodation in workhouses or doss houses but they had to pay for it.
- It was often assumed that homeless people were criminals or prostitutes.

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 states that Whitechapel was an area where there were a number of anti-social people.
- The content of Source B is useful as it suggests that idleness and poverty led many people to drunkenness and disorder.
- Source B suggests that both boys and girls were involved in drunken behaviour and there were also incidents of violence.

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 book is specifically about East London and written by someone who has knowledge of the area.
- Besant was writing for the general public and may have wanted to explain the reputation of the East End.

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

- The problem of overcrowded accommodation meant that the population fluctuated and many people would spend time on the streets.
- Unemployment was a problem in Whitechapel and often led to tensions and crime in the area, while providing young people with little opportunity to improve their position.

Question	
2 (b)	How could you follow up Source B to find out more about the lives of people living in Whitechapel? 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 B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question. e.g.

- *Detail in Source B that I would follow up: 'People living here spend long hours on the street at night'* ***(1)***
- *Question I would ask: What did people living there do during the day?* ***(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 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 could use: a police report recording incidents of trouble during the day and night.* ***(1)***
- *How this might help answer my question: It would explain whether there were different people on the streets or if people behaved differently during the day and night.* ***(1)***

Accept other appropriate alternatives.

Question		
3		Explain one way in which the attitude of the government to the use of the death penalty in the eighteenth and nineteenth centuries (c1700-c1900) was different from the attitude of the government to the use of the death penalty in the modern period (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:

- The attitude of government was different in terms of whether it favoured the use of the death penalty. In the eighteenth and nineteenth centuries, the government was in favour of the death penalty and increased the number of capital crimes as part of the Bloody Code but in the modern period the government became reluctant to use the death penalty and its use was increasingly restricted until it was permanently suspended in 1969 and later abolished.
- The attitude of government depended on its attitude to punishment and criminals. In the eighteenth and nineteenth centuries, the government hoped the death penalty would be a deterrent to others and therefore it was carried out in public but in the modern period there was greater emphasis on treating criminals with more humanity and therefore the death penalty was carried out in private, inside gaols.

Question		
4		Explain why there was an increase in crime in the years c1500- c1700. You may use the following in your answer: • vagabondage • treason 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]
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 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] • 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 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:

- An increase in poverty led to gangs of 'masterless men' or vagabonds who often committed theft or challenged local authorities.
- New definitions of treason during the Tudor period, for example, denying Henry VIII's marriage to Anne Boleyn, or being a Catholic priest in Elizabethan England, increased the possibility of ordinary behaviour being seen as criminal.
- There were several changes in the official religion of the country during the Reformation, increasing the possibility of accusations of heresy or treason.
- Traditional law enforcement methods became less effective as the growth of towns and their shifting population made it easier to commit crimes such as theft and burglary.
- During the civil war period, local society and authority were undermined, increasing opportunities for theft, disorder and violence.
- The work of Matthew Hopkins meant that a high number of accusations of witchcraft were made during the 1640s.

Question		
5		'Trial by ordeal was the most important feature of the Church's influence on crime and punishment during the medieval period (c1000-c1500).' How far do you agree? Explain your answer. You may use the following in your answer: • trial by hot iron • Benefit of Clergy You must also use information of your own. Target: Analysis and evaluation of second order concepts: 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.
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]
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 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] • 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 address three or more aspects of content.*

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

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

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Relevant points that support the statement may include:

- Trial by ordeal was an important feature of the Church's influence on crime and punishment as it was conducted by a priest and it was believed that God demonstrated the accused person's guilt or innocence through the results of the trial.
- The importance of religion in crime and punishment was reflected in the way that trial by ordeal was often used when there was no proof of who committed a crime.
- Trial by ordeal could be used by all ranks of medieval society: nobles could claim the right of trial by battle, while trial by consecrated bread was reserved for priests.

Relevant points to counter the statement may include:

- An important feature of the Church's influence was the fact that members of the Church could escape physical or capital punishment, by claiming Benefit of Clergy; this right continued throughout this period, even after trial by ordeal was ended in the early thirteenth century.
- The attitudes of the local community were important: trial by ordeal was not used if enough people of local status could be found to swear to the accused's good character.
- The Church did not influence punishments; if the accused was found guilty in a trial by ordeal, they would then be handed over to the authorities to be punished.
- An important feature of the Church's influence on law enforcement was that claiming Sanctuary allowed an accused criminal to stay in a church for 40 days and then choose to go into exile rather than suffer punishment.
- The Church claimed authority over moral issues. Church courts dealt with issues such as adultery and drunkenness.

Question		
6		'The introduction of the separate system was the most significant development in the use of prisons in the years c1800-present.' How far do you agree? Explain your answer. You may use the following in your answer: • Pentonville prison • young offenders 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.
Level	Mark	Descriptor
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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]
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 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] • 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 address three or more aspects of content.*

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Relevant points that support the statement may include:

- The separate system was a new approach to punishment, aiming to reform prisoners through religious reflection. Pentonville was a model prison, built specifically to implement this approach by keeping prisoners in separate cells and isolated from contact with others.
- The separate system was significant because it aimed to end the previous practice of keeping prisoners together in large cells, since it was felt that mixing criminals together allowed them to learn from each other.
- A significant aspect of the separate system was the expectation that prisoners would carry out work such as weaving cloth in order to learn a trade and be rehabilitated.

Relevant points to counter the statement may include:

- The introduction of borstals in 1902 was part of a move towards reform and was a significant new approach to the treatment of young offenders, which was continued in the establishment of Young Offenders Institutes in 1988.
- Prisons designed for the separate system were expensive and therefore this approach was not maintained.
- Ideas about reform and rehabilitation had already been put forward by John Howard and Elizabeth Fry before the separate system was introduced and changes had already been implemented before the separate system was introduced, such as providing work and education for female prisoners.
- In the late-nineteenth century, the idea of 'hard labour, hard fare and hard board' was implemented in many prisons, with prisoners forced to turn a crank, climb the treadmill or break stones.
- Open prisons were introduced in 1933 as a significant move towards reform and rehabilitation, since they allowed prisoners to go out on day release and prepare to reintegrate into society.

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