

Sample assessment materials for first  
teaching September 2016

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

**Option 10: Crime and punishment in  
Britain, c1000–present  
*and* Whitechapel, c1870–c1900:  
crime, policing and the inner city**



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

Question	
<b>1</b>	Describe <b>two</b> features of accommodation for the poorer people in the Whitechapel area. <b>Target:</b> knowledge of key features and characteristics of the period. <b>AO1:</b> 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. <ul style="list-style-type: none"><li>• <i>There were many slum houses (1). They had little ventilation (1).</i></li><li>• <i>Lodging houses were common (1). These were temporary residences for those without a permanent home (1).</i></li><li>• <i>The workhouse gave shelter to those too poor to pay rent (1) South Grove Workhouse provided accommodation for about 400. (1).</i></li></ul> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888? Explain your answer, using Sources A and B and your knowledge of the historical context.  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>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<sup>1</sup>. 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.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

#### 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:

- The source is useful in that the harassment of the police constable so close to his headquarters suggests a lack of respect for the local police force.
- The presence of a single policemen attempting to deal with a mob suggests police effectiveness in the area was hampered by lack of numbers. This is useful for indicating that the police found it difficult to police public order in Whitechapel.

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:

- Source A is an artist's impression, published in a cheap popular paper; it may be deliberately exaggerated in order to make a point while amusing the readers, which makes it difficult to rely on the impression it gives that the constable was overwhelmed.
- The picture and caption are likely to reflect the understanding and attitude of its readers, so it is useful to know that the readers probably accepted the idea that the number of police was too few and that this affected their efficiency or the readers were concerned about police effectiveness in Whitechapel.

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 rules about police beats – constables were supposed to patrol in pairs, clearly not shown here. This may indicate selection by the artist for effect here.
- Sir Charles Warren had been recruited to head the Metropolitan Police as a former army general to deal with public order problems. He resigned in November 1888, soon after these events, which indicates there may have been problems of policing public order (as shown in the picture) which he failed to solve.

### **Source B**

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

- Source B is useful in the way it suggests the police had taken additional measures to try to catch Jack the Ripper after the Whitechapel murders.
- Source B is useful because it suggests that the effectiveness of the police was affected by the behaviour of the people and the nature of the area – prostitutes chose to meet men secretly and even if the police were nearby, the situation in Whitechapel made it easy for the killer to escape.

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:

- Source B is from a national newspaper, intended to inform its readers about police measures being taken so this suggests the case was seen to be of national significance.
- It is likely to reflect the attitudes of its readers, who were probably middle and upper class. It has a patronising tone about the murder victims and implies that only women of a certain type were in danger – which may be unreliable.

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

- Source B describes the problems of monitoring all the streets when people deliberately went into the side alleys; additional problems were caused by the fact that the population of Whitechapel included immigrants, who found it difficult to communicate with the police.
- The article describes the use of additional police, which was true but this was more likely to have a deterrent effect than to catch a criminal after a crime had been committed; the lack of forensic techniques and the rivalry between the Metropolitan police and the City of London Police hampered the police investigation.

Question	
<p><b>2 (b)</b></p>	<p>How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888? In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions).  <b>AO3:</b> 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Detail in Source A that I would follow up: The indication in the illustration that the constable is heavily outnumbered. (1)</i></li> <li>• <i>Question I would ask: How many policemen were there patrolling Whitechapel compared to other areas in London? (1)</i></li> </ul> <p>(No mark for a question that is <b>not</b> linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>What type of source I could use: H Division police records showing the number in the police force and details of their beats compared to another division's police records. (1)</i></li> <li>• <i>How this might help answer my question: It would show whether there were enough policemen to patrol the area effectively. (1)</i></li> </ul> <p>Accept other appropriate alternatives.</p>	

## Crime and punishment in Britain, c1000–present

Question		
<b>3</b>		<p>Explain <b>one</b> way in which smuggling in Britain during the eighteenth century was similar to smuggling during the twentieth century.</p> <p><b>Target:</b> Analysis of second order concepts: similarity [AO2];            Knowledge and understanding of features and characteristics of the period [AO1].  <b>AO2:</b> 2 marks.  <b>AO1:</b> 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a similarity. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a similarity. [AO2]</li> <li>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Smuggled goods were often 'luxury' goods such as tea, brandy, or silk in the eighteenth century and cigarettes and alcohol in the twentieth century.</li> <li>• Smuggling was often carried out by organised gangs who had a distribution network to sell the goods in both periods.</li> </ul>		

Question		
4		<p>Explain why there were changes in the prison system in the period c1700–c1900.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• John Howard</li> <li>• hard labour</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustainable 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>



### **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:

- Growing demand for alternatives to corporal and capital punishment meant that prisons were no longer used just for debtors or to hold prisoners before trial.
- The influence of John Howard's views on the purpose of prisons, suggesting that prisoners be given work to do to rehabilitate them and make them able to support themselves after prison rather than use prisons simply for retribution.
- The influence of Elizabeth Fry, who wanted better conditions for women and for them to receive religious instruction and learn a trade to help them reform.
- The influence of Fry's recommendations that prisoners be segregated to end sexual abuse and also to prevent petty criminals being taught new crimes by experienced criminals.
- The emphasis on reform rather than retribution led to the introduction of the separate system.
- The cost of the separate system led to a return to the emphasis on deterrence and punishment, with the use of hard labour.

Question		
5		<p>'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• tithings</li> <li>• trial by ordeal</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation and consequence [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	<b>1</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	<b>2-3</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

### 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:

- Because there was no formal body to enforce law and order in the middle ages, the unpaid local parish constable became very important.
- Local communities were on the spot and could react quickly in the hue and cry.
- Local communities would know many of the people involved and would be aware of their character and the likelihood of guilt.
- The tithing system made groups of 10 men responsible for each other's behaviour and was therefore a formalised version of local community action.
- Most crimes were petty and the public humiliation within their own community of punishments, such as the stocks, was an effective punishment.

Relevant points to counter the statement may include:

- Ideas about crime and morality in the middle ages were reinforced by religious teachings and therefore the Church played an important role in law enforcement.
- Religious beliefs encouraged the idea that God would indicate someone's guilt at trial by ordeal.
- The local community might unite against an outsider and punish him for any crimes committed.

Question		
6		<p>'The main purpose of punishment during the period c1000–c1700 was to deter people from committing crimes.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• corporal punishment</li> <li>• the introduction of transportation</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: change and continuity [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	<b>1</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	<b>2–3</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

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Relevant points that support the statement may include:

- Punishment was often carried out in the local community, for example putting the offender in the stocks or pillory in order to reinforce the deterrent effect.
- The humiliation of public and corporal punishment supports the idea of deterrence, for example whipping, branding or mutilation.
- Public execution and the way bodies were left hanging provided a continual reminder and deterrent.
- The absence of any organised law-enforcement body meant that deterrence was an important aspect of punishment.

Relevant points to counter the statement may include:

- The use of transportation in the seventeenth century also fulfilled other functions such as the removal of the criminal to protect society, the development of the colonies.
- The use of fines suggests an approach based on retribution and would have affected the criminal directly but the lack of public humiliation might not have had a strong deterrent effect on others.
- There was an attempt to vary the severity of the punishment throughout the period to reflect the crime, from fines, the use of stocks to the death penalty, suggesting that the main purpose was retribution.
- Houses of correction were set up for vagrants in an attempt to rehabilitate them.