

Specimen papers

Paper 1
British Thematic Study
with Historic Environment

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

Specimen 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	
1	<p>Describe two features of the policing system in Whitechapel.</p> <p>Target: knowledge of key features and characteristics of the period. AO1: 4 marks</p>
Marking instructions	
<p>Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Police officers walked a beat through the area (1). Their presence was intended to deter crime as well as to catch criminals committing crime (1).</i> • <i>Whitechapel was policed by H Division (1). Different sections of the police force were responsible for different areas (1).</i> • <i>A police superintendent was in charge of policing the area (1). Under his control was a force of inspectors, sergeants and constables (1).</i> <p>Accept other appropriate features and supporting information.</p>	

Question		
2 (a)		How useful are Sources A and B for an enquiry into violent crime in the Whitechapel area? 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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:

- The fact that violence was used as part of a petty theft in Source A is useful to show the level of violence in the area.
- Source A is useful because it shows the thieves came prepared for violence since they had sticks.
- The suggestion in Source A that there were gangs of criminals working in Whitechapel is a useful indication of the nature of violence in the area.

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 taken from the court records of a trial so it should be an accurate record of the evidence given.
- Source A is the evidence given by the victim who might want to exaggerate the violence or the number of people involved in order to get sympathy or to get revenge on the attackers.

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 a number of organised gangs of criminals who were known to operate in the Whitechapel area.
- Events such as murder and the case of Jack the Ripper gained a great deal of publicity but were far less common than a lower level of violence such as beatings during theft or violence against immigrants.

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 that serious crimes such as murder occurred even by apparently respectable individuals.
- The source is useful as it shows the personal nature of this violent crime and is an example of violent crime against women.

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 fact that this was published in a newspaper suggests that it was an unusual crime, about which people would be interested to read.
- Source B was drawn to interest and inform newspaper readers, therefore it focuses on the sensational nature of the crime, which could distort the view readers received.

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 is about the murder of a woman in 1874 but it is a different type of violent crime from the murders committed later by Jack the Ripper.
- Whitechapel was a socially mixed area and violent crime was committed by individuals of all classes.

Question	
2 (b)	<p>How could you follow up Source A to find out more about violent crime in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 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"> • Detail in Source A that I would follow up: the reference to six others helping the accused. (1) • Question I would ask: Was gang activity common in Whitechapel? (1) <p>(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'.)</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"> • What type of source I would look for: police records of crimes in the area. (1) • How this might help answer my question: This would help me to see whether there were many reports of crimes committed by gangs and if the police kept records of known gang members. (1) <p>Accept other appropriate alternatives.</p>	

Crime and punishment in Britain, c1000–present

Question		
3		<p>Explain one way in which law enforcement in the medieval period (c1000–c1500) was different from law enforcement during the modern period (c1900–present).</p> <p>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</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</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 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 <i>and</i> understanding.</p> <p>Indicative content guidance</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"> • In the medieval period (c1000–c1500) law enforcement mainly depended on community action but in the modern period (c1900–present) there was a professional police force. • In the medieval period (c1000–c1500) there was little evidence that could be used to identify the criminal after the crime had been committed but in the modern period (c1900–present) the police could use forensic techniques to identify the criminal from fingerprints or DNA evidence. 		

Question		
4		<p>Explain why new crimes were defined in the period from c1900 to the present day.</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"> • driving offences • race crimes. <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <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"> • 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] <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"> • 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] <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:

- New technology made new antisocial behaviour possible, for example the development of the car made it possible to speed, drive while influenced by drugs or alcohol, or drive without insurance.
- An understanding of the dangers connected to the use of new technology, such as driving too fast, prompted new laws.
- New technology made it possible to commit crimes in new ways, such as credit card theft and internet fraud, and therefore new laws were passed to define these new crimes.
- The large numbers of immigrants from Commonwealth countries and elsewhere during the twentieth century, led to a multi-ethnic society leading to laws being passed to prevent racial discrimination.
- Changing attitudes made certain behaviours unacceptable and prompted changes in legislation, for example discrimination on the grounds of sex or race.
- Changes in the position of women in society led to new laws against domestic violence.

Question		
5		<p>'The role of religion was the main reason why there were changes in the number of accusations of witchcraft in the early modern period (c1500–c1700).' 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"> • religious beliefs • Matthew Hopkins. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [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</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] • 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] <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"> • 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] <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"> • 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] <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
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

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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:

- The sixteenth and seventeenth centuries were a time of religious reformation when religious beliefs had a strong influence on the way people behaved, and the Bible condemned witchcraft.
- A belief in witchcraft and the Devil offered an explanation for bad events happening and provided a scapegoat to blame.
- The role of the monarch in religion linked civil and religious beliefs so witchcraft became a crime dealt with in the courts.
- In the later seventeenth century, changes in religious beliefs meant that people were more willing to accept scientific explanations for events which would previously have been attributed to witchcraft, so accusations declined.

Relevant points to counter the statement may include:

- The inflation of the late sixteenth century and the introduction of the Poor Law increased social tensions and tended to isolate women who were dependent on charity.
- The peak of witchcraft accusations can be attributed to the activities of Matthew Hopkins, who styled himself the 'Witchfinder General'.
- King James I's book *Daemonology* explained how to identify a witch, which encouraged accusations to be made.
- The increased stability and prosperity of the late seventeenth century led to a decline in accusations as there was less need to find a scapegoat.

Question		
6		<p>'The use of public execution remained an important feature of the penal system in the years c1500-c1900.' 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"> • Gunpowder Plotters • Transportation. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: continuity/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</p>
Level	Mark	Descriptor
	0	No rewardable material.
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2	5–8	<ul style="list-style-type: none"> • 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] <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"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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Relevant points that support the statement may include:

- Public execution was intended to deter potential criminals and continued to be used throughout the period.
- The number of capital crimes increased, e.g. the Black Acts (1723) onwards.
- The Gunpowder Plotters were hanged, drawn and quartered in public because the crime of treason was the worst possible crime.
- Threats to the ruling classes were usually punished by public execution, e.g. The Gunpowder Plotters.

Relevant points to counter the statement may include:

- The use of transportation offered an alternative form of punishment suggesting capital punishment was less important, but transportation was only used for a limited time from the late seventeenth to the mid-nineteenth century.
- Robert Peel reduced the number of crimes which carried the death penalty during the 1830s, suggesting it played a less important role in the penal system during the nineteenth century.
- The work of John Howard and Elizabeth Fry marked a change in the use of prisons and a shift towards reform rather than an emphasis on punishment and deterrence, suggesting capital punishment was less important during the nineteenth century.
- The building of new prisons such as Pentonville during the nineteenth century showed a move towards alternative punishments and a decline in capital punishment.