



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA)

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

Option 10: Crime and punishment in Britain, c1000–present

and

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

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

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

2. Finding a mark within a level

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

Levels containing two marks only

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

Levels containing three or more marks

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

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

Indicative content

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

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

Question	
1	Describe two features of the lodging houses in Whitechapel. Target: knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Lodging houses provided a cheap place to sleep (1). There were many transient individuals in the area who used lodging houses as temporary accommodation (1).</i>• <i>Some lodging houses had men sleeping in 8-hour shifts in a bed (1). This allowed the owners to maximise profits as they could charge two or three people for sleeping in the same bed (1).</i>• <i>The conditions in the lodging houses were poor (1). They were over-crowded and unhygienic (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the failure of the police to catch Jack the Ripper? 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:

- Source A is useful because it suggests that the public saw the police as incompetent – the policeman is blundering between four criminals.
- Source A's portrayal of the policeman as blindfolded is useful as it suggests that the police had very little evidence they could use to track down Jack the Ripper.
- The title of the cartoon compares the actions of the police to children's games, suggesting their investigative tactics are very basic and ineffective.

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:

- *Punch* was a satirical magazine so it might be expected to make fun of the police's failure to catch Jack the Ripper.
- This source is from a single edition of the magazine in September and there is little context to show whether the police actions were successful later.

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

- Police efforts to investigate the murders were hampered by the fact that they were being investigated by two different police forces – the Metropolitan police and the City of London police.
- Investigative techniques were limited because this was before fingerprints or blood types could be analysed.

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 highlights the difficulty faced by police with their inexperienced new recruits and limited pool of trained detectives.
- The content of Source B is useful as it claims that a reason for the police failure to catch the Ripper was a lack of local knowledge.
- Source B implies that Sir Charles Warren was personally responsible for the failure of the police to catch the Ripper.

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:

- This newspaper was aimed at people in East London and therefore intended to influence its readers' opinions about the failure of the police to catch Jack the Ripper.
- The murders began at the end of August and went on until November; the article represents a point when only two of the five murders had been committed.

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

- Whitechapel was policed by H Division and a CID team was also assigned to investigate the Ripper murders, headed by Inspector Abberline.
- Police methods included using bloodhounds, police in disguise, evidence from post-mortems, interviewing witnesses, and setting up soup kitchens as an incentive to witnesses to give evidence for food but nothing significant was found out.
- Sir Charles Warren was criticised for various mistakes, including ordering a message on a wall to be washed off without it being photographed.

Question	
<p>2 (b)</p>	<p>How could you follow up Source B to find out more about the failure of the police to catch Jack the Ripper? 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.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it. e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source B that I would follow up: 'these new men seem to know little about the bad areas in the neighbourhood. They know even less about the bad characters who live there.'</i> (1) • <i>Question I would ask: Did these new policemen have any impact on the police attempts to catch Jack the Ripper?</i> (1) <p>(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'.)</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. e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: Records from H Division showing what work was done by individual policemen.</i> (1) • <i>How this might help answer my question: Knowing how the extra police were used and what they did would help to assess their impact.</i> (1) <p>Accept other appropriate alternatives.</p>	

Crime and punishment in Britain, c1000-present

Question		
3		<p>Explain one way in which the use of prison as a punishment in the years c1700-c1900 was different from the use of prison as a punishment in the years 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"> • The purpose of prison has changed. In the years c1700-c1900, it was mainly regarded as a punishment with a focus on captivity and hard labour but in the years c1900-present, the focus is generally on rehabilitation, with education and drug programmes being offered. • The treatment of prisoners has changed. For most of the period c1700-c1900, prisoners were often placed together in large cells, their situation was unhygienic and they were badly treated but in the modern period, there is more emphasis on human rights and prisoners have more facilities available to them. 		

Question		
4		<p>Explain why there have been changes in the crime of theft in the years c1900-present.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • credit cards • shoplifting <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 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] <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:

- Theft could become an ongoing process because a stolen credit card can be used multiple times in a short period rather than being a single act of theft.
- It is easier to steal money because the development of credit cards and online banking has meant the thief does not have to be physically next to the person and therefore the theft is more difficult to trace.
- It has become easier to shoplift items with the growth of self-service shops instead of a shop assistant having to pass everything to the customer.
- The use of computers has meant accounts can be hacked remotely, money can be embezzled or information can be stolen.
- The combination of computers and online banking has made large scale phishing and organised scams possible.
- Organised gangs have developed schemes to steal cars and change the appearance of the cars in order to re-sell them.

Question		
5		<p>‘The role of religion was the main reason why crimes against authority increased in the years c1500-c1700.’ How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • religious change • vagabonds <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 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>

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Markers must apply the descriptors above in line with the general marking guidance (page 3).

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The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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Relevant points that support the statement may include:

- Some people felt so strongly about the religious changes that they committed treason, for example, the Gunpowder Plot.
- The Reformation meant that more people questioned the authority of the Church and therefore there were more accusations of heresy.
- The Reformation meant that there were several changes in the official religion of the country but some people refused to accept the monarch's authority as Head of the Church.
- The Civil War period was a time of religious instability; accusations of witchcraft were a way of asserting control.

Relevant points to counter the statement may include:

- Vagabondage was seen as a crime against authority because 'masterless men' were not subject to the normal mechanisms of social control and this increased in times of poverty.
- Economic hardship led to an increase in crimes against authority, such as poaching.
- Political instability in the Tudor and Stuart periods created the opportunity for dynastic challenges.
- An increase in popular disturbance occurred as a result of economic and political changes, such as rising inflation and the Civil War.

Question		
6		<p>'There has been little progress in dealing with the crime of smuggling in the period c1700-present.'</p> <p>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"> • public attitudes • smuggling gangs <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity[AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 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>

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Relevant points that support the statement may include:

- The authorities have continued to find it difficult to be effective against smuggling because public attitudes see this as a 'social crime' and want to buy the smuggled goods, which often include luxury items that are taxed, for example alcohol, tobacco.
- The authorities have always found it difficult to deal with smuggling carried out by organised gangs, for example the Hawkhurst gang or modern gangs, who are well equipped.
- It has always been difficult for the authorities to catch those organising the smuggling because smugglers often involve others, for example the use of villagers to unload the cargo or 'mules' to carry drugs, who may be reluctant to aid the authorities.
- The authorities cannot monitor all points of entry into the country; there are many coves where small boats could land their goods undetected and, in the modern period, light aircraft could also land outside an airport or drop goods undetected.

Relevant points to counter the statement may include:

- Public attitudes towards organised smuggling are less supportive in the modern period since human trafficking or smuggling drugs is seen as unacceptable.
- Technology has made the detection of smuggled goods easier, for example the use of airport scanners, sniffer dogs and thermal scanners.
- The attempts to deal with smuggling have become better organised, with liaison between customs officials and the police and also Interpol.
- The use of computers has made it easier for the authorities to share information and to keep records which can be used to track down smugglers and smuggled goods.