

# GCSE

# History

## Paper 1 marking training



# Welcome to this Professional Development Course

Welcome to this Paper 1 marking training session.

This session will provide marking training for the Paper 1 thematic study and historic environment.

It will recap on the assessment model for the paper, including a reminder of the changes for first assessment 2025, before looking at exemplar student scripts at a range of levels.

The session will give teachers the chance to mark scripts and understand more fully the level descriptors for each question.

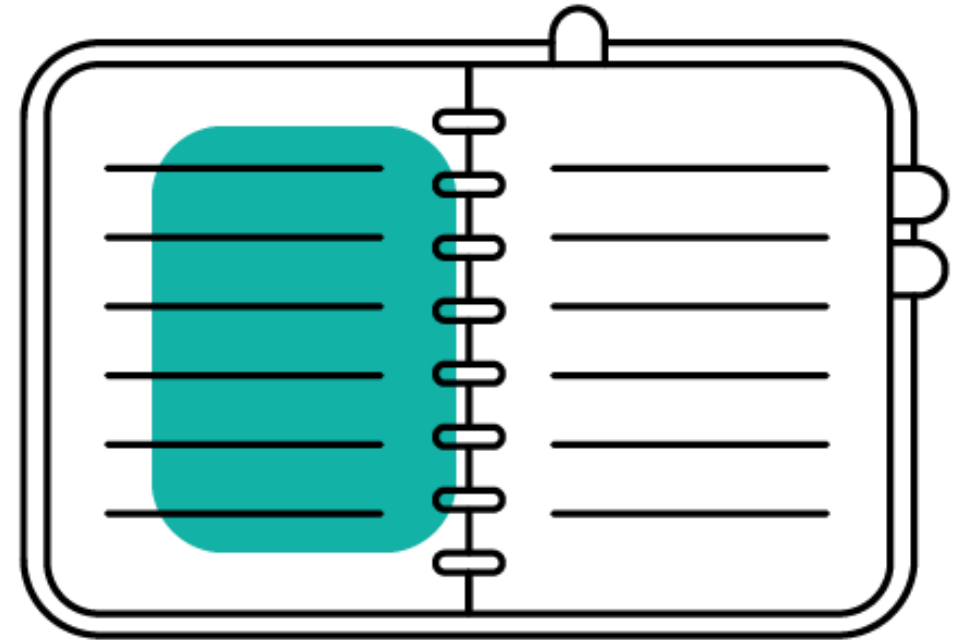
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# Agenda

In this session we are going to look at:

- refreshing your understanding of the Paper 1 assessment model, including a reminder of the changes for first assessment 2025
- understanding how exemplar scripts were marked
- practising marking using exemplar scripts
- addressing common issues and FAQs.



# Overview of Specification and Assessment Objectives



# Overview of specification

<b>Paper 1 (30%)</b> <b>1 hr 20 mins</b>	<b>Paper 2 (40%)</b> <b>1 hr 50 mins</b>		<b>Paper 3 (30%)</b> <b>1 hr 30 mins</b>
<b>Thematic study (20%)</b> <b>with Hist. env. (10%)</b>	<b>British depth study</b> <b>(Booklet B) (20%)</b>	<b>Period study</b> <b>(Booklet P) (20%)</b>	<b>Modern depth study</b>
<ul style="list-style-type: none"> <li>• Crime and punishment in Britain, c1000–present <i>with</i> Whitechapel, c1870–c1900: crime, policing and the inner city (10)</li> <li>• Medicine in Britain, c1250–present <i>with</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (11)</li> <li>• Warfare and British Society, c1250–present <i>with</i> London and the Second World War, 1939–45 (12)</li> <li>• Migrants in Britain, c800–present <i>with</i> Notting Hill, c1948–c1970 (13)</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxon and Norman England, c1060–88 (B1)</li> <li>• The reigns of King Richard I and King John, 1189–1216 (B2)</li> <li>• Henry VIII and his ministers, 1509–40 (B3)</li> <li>• Early Elizabethan England, 1558–88 (B4)</li> </ul>	<ul style="list-style-type: none"> <li>• Spain and the ‘New World’, c1490–c1555 (P1)</li> <li>• British America, 1713–83: empire and revolution (P2)</li> <li>• The American West, c1835–c1895 (P3)</li> <li>• Superpower Relations and the Cold War, 1941–91 (P4)</li> <li>• Conflict in the Middle East, c1945–95 (P5)</li> </ul>	<ul style="list-style-type: none"> <li>• Russia and the Soviet Union, 1917–41 (30)</li> <li>• Weimar and Nazi Germany, 1918–39 (31)</li> <li>• Mao’s China, 1945–76 (32)</li> <li>• The USA, 1954–75: conflict at home and abroad (33)</li> </ul>

# Assessment Objectives

<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

# Changes to assessment model from June 2025

From June 2025 (current Y11), some changes have been made to the assessment model – these are in [Issue 5](#) of the specification. The changes are aimed at making the exams more accessible. Also, some language changes (e.g., Indigenous peoples in place of Plains Indians) better reflect diversity and identity.

From June 2026 (current Y10) onward, some amendments to content have been made – these are in [Issue 6](#) of the specification. These changes were made to simplify teaching and clarify what needs (or does not need) to be taught.

A summary of all changes can be found [here](#).

Older publications, e.g. textbooks, will not reflect these changes. The specification and sample assessment materials available on the [Pearson website](#) should always be used as the guide for exam questions.

Publishers are onboard with the changes and upcoming reprints and/or new publications reflect the changes.

The assessment standards for questions have not changed from previous guidance; e.g., where Paper 1 Question 1 now asks for one feature from each of two topics, rather than two features from one topic, the assessment of each feature and supporting detail remains unchanged.

# Paper 1 Thematic Study and Historic Environment



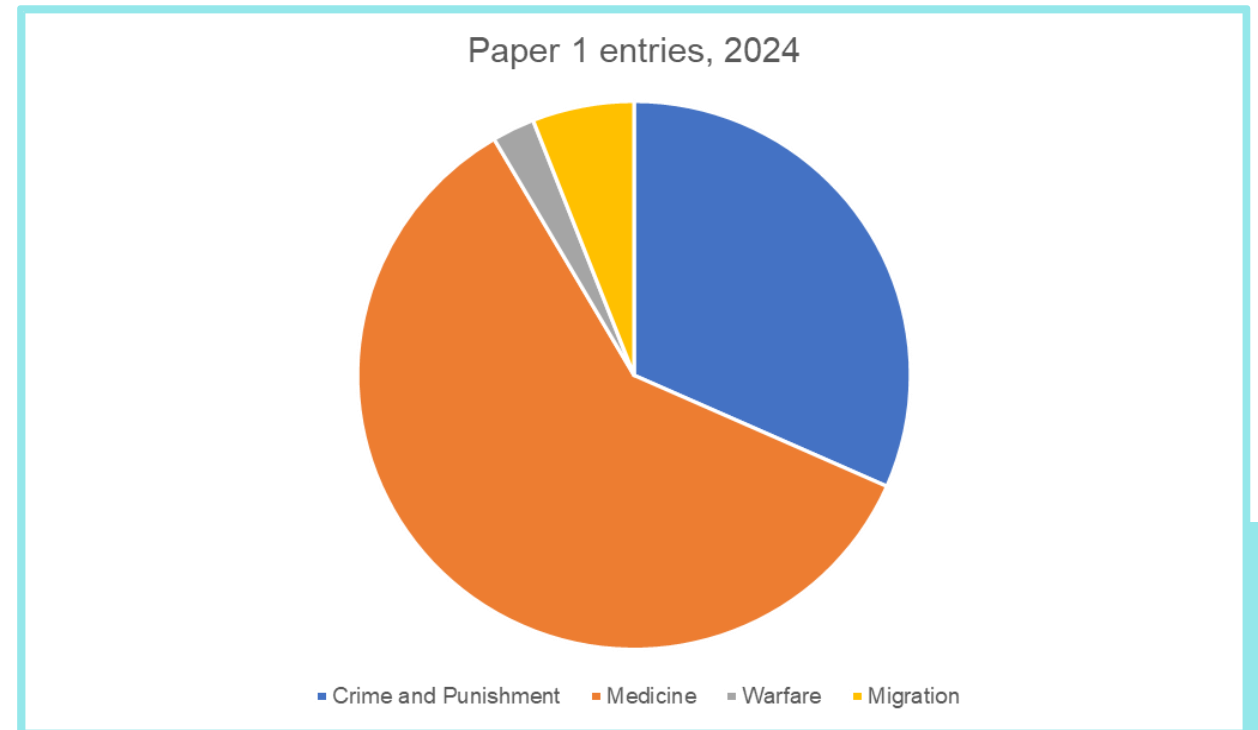


# Thematic Study options

- 10 – Crime and punishment in Britain, c1000–present
- 11 – Medicine in Britain, c1250–present
- 12 – Warfare and British society, c1250–present
- 13 – Migrants in Britain, c800–present

**Medicine** remains the most popular option (around 60% of entries).

**Migrants in Britain** is growing quickly.



# Historic Environment options

- Whitechapel, c1870–c1900: crime, policing and punishment (Crime and punishment – 10)
- The British Sector of the Western Front, 1914–18: injuries, treatment and the trenches (Medicine – 11)
- London and the Second World War 1939–45 (Warfare – 12)
- Notting Hill, c1948–c1970 (Migration – 13)

*(There is no requirement to visit the site.)*

# Assessment Overview and Objectives – Paper 1

Q	Total marks	AO	Question description	Example question stem
			<b>Section A: Historic environment</b>	
1a	2	AO1	Describe a feature	Describe <b>one</b> feature of...
1b	2	AO1	Describe a feature	Describe <b>one</b> feature of...
2a	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
2b	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
			<b>Section B: Thematic study</b>	
3	4	AO1/ AO2	Comparison of similarity or difference over time	Explain one way in which xxx was similar/ different to yyy.
4	12	AO1/ AO2	Explanation of the process of change	Explain why... + two stimulus points
5/6	16 + 4 SPaG	AO1/ AO2	Judgement relating to one of the following: extent of change; patterns of change; process of change; impact of change	'Statement.' How far do you agree? Explain your answer. + two stimulus points

# Assessment: The Historic Environment



# Q1: Describe a feature (2 marks)

## Question stem:

Describe a feature of .... (2 marks)

Question	
<b>1 (a)</b>	Describe <b>one</b> feature of the types of crime that were committed in Whitechapel. <b>Target:</b> knowledge of key features and characteristics of the period. <b>AO1:</b> 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• <i>Theft was common, usually petty theft of food or of things that could be easily sold (1). Many people in Whitechapel were poor and were sometimes desperate for food (1).</i></li><li>• <i>There were often protection rackets organised in the area (1). Gangs would threaten to damage a business unless a fee was paid regularly (1).</i></li><li>• <i>There were violent attacks, often targeting ethnic groups (1). Migrants were often perceived as a threat to people already living in the area (1).</i></li></ul> Accept other appropriate features and supporting information.	

## Q1: Describe a feature (2 marks)

Feature 1

Theft and robbery were quite common due to  
the high rates of poverty, people could not  
afford things such as food or water.  
They had no other option.

# Q2a: Analysis and evaluation of source utility (8 marks)

## Question stem:

How useful are Sources A and B for an enquiry into .... (8 marks)

### 2 (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the problem of trench foot?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

**Source A:** From an account written after the First World War by Captain Impey. Captain Impey was an officer in the Royal Sussex regiment, which served on the Western Front. Here he is describing the conditions in the trenches and the problem of trench foot.

The trenches were wet and cold and some of them did not have duckboards covering the mud on the floor of the trench. Many trenches also did not have dug-outs where soldiers could shelter while they slept. The battalion lived in mud and water.

These conditions caused many men to develop trench foot. Altogether about 200 men with trench foot had to be evacuated from our section of the trenches.

Trench foot was a new illness and it was vitally important to provide dry socks for the troops. Rubber boots were provided for the troops in the worst positions in the trenches. One section of the trench was kept as an area where men were sent, two at a time, to rub each other's feet with grease. They would do this at least once a day.

**Source B:** A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.



## Q2a: Analysis and evaluation of source utility (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 implicit 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 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>
<b>Notes:</b> 1. Provenance = nature, origin, purpose.		



## Q2a: Analysis and evaluation of source utility (8 marks)



### Activity 1

1. Using the mark scheme in your delegate book, what do you notice is the difference between a Level 2 and Level 3 answer?
2. Delegate booklet p.2.

## ‘Best-fit’ marking Q2a

- Consider each source separately.
- Look first at Source A, considering the quality of the analysis in response to the specific question asked.
- Then consider Source B.
- If the Levels for each source are the same, the mark will be in the same Level.
- If the Levels for each source are different, a ‘best- fit’ decision is made to decide the final mark.
  - E.g. If Source A is L2 and Source B is L3, a mark will be awarded lower in L3.
  - A more difficult judgement has to be made if the sources are L3 + L1.

## Q2a: Analysis and evaluation of source utility (8 marks)

### 2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problem of trench foot?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is useful as it provided us with a direct experience of what went on in the trenches. It tells us that the "battalion lived in mud and water" and "about 200 men" had to be evacuated from this part of the trench. This is useful as it gives ~~exact~~ numbers to signify how many were impacted by trench foot. My own knowledge supports this as I know that trench foot was one of the main causes of deaths in the trenches and infection. I also know they didn't have accurate treatment methods to cure this other than amputation therefore it was really important they was evacuated. Source A is also useful as it provides an insight

into trench conditions from a captain on the western front who experienced it first hand.

Source B is useful as it shows us directly how many soldiers per sector of the trench required foot inspection and how frequent of an issue trench foot was. It also shows how crowded trenches were so inspections were very difficult to carry out.

My own knowledge supports this as most trenches had drainage issues

or just no drainage, therefore it was very necessary to carry out these inspections ~~regularly~~ <sup>regularly</sup> as it was common. This source is also useful as it provides a clear image of conditions on the western front with the image inside the trench. Although we can question its authenticity as it may have been used for propaganda which would make it less useful.

## Q2a: marking activity



### Activity 2

- Use the mark scheme to form a 'best-fit' judgement as to the Level for Q2a Exemplar Response 2.
- Complete Poll 1.
- Delegate booklet:
  - p.5 (sources)
  - p.6 (indicative content)
  - p.7 (exemplar response 2).

## Q2b: Framing historical questions (4 marks)

How could you follow up Source A to find out more about the problem of trench foot?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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## Q2b: Framing historical questions (4 marks)

How could you follow up Source A to find out more about the problem of trench foot?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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- Detail from the source that is linked to the focus of the enquiry
- A question that would provide us with more information about the focus of the enquiry
- A specific source that would answer this question
- An explanation of how the source would answer the question

## Q2b: Framing historical questions (4 marks)

Detail in Source A that I would follow up:

~~'These conditions came~~ ' about 200 men with trench foot had to be evacuated from our section of the trenches'

Question I would ask:

~~What happened to the men who had trench foot?~~ <sup>was the</sup> What treatment ~~was~~ given to the men who ~~developed~~ <sup>had</sup> been evacuated due to trench foot? ~~trench foot?~~

What type of source I could use:

RAMC medical records.

How this might help answer my question:

This would show me the different ways doctors and surgeons would treat trench foot at the time.

## Q2b: marking activity



### Activity 3

- Use the mark scheme to award marks for Q2b Response 4.
- Complete Poll 2.
- Delegate booklet:
  - p.9 (indicative content)
  - p.10 (exemplar response 4).



# Assessment: The Thematic Study



## Q3: Comparison of similarity or difference over time (4 marks)

### Question stem:

Explain one way in which xxx was similar/ different to yyy. (4 marks)

Question		
<b>3</b>		Explain <b>one</b> way in which opportunities for Jewish migrants in the medieval period (c800-c1500) were <b>similar</b> to opportunities for Jewish migrants in the eighteenth- and-nineteenth centuries (c1700-c1900).  <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.
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>

## ‘Best-fit’ marking Q3

- Consider each strand separately.
- Look first at the AO2 strands of the mark scheme, considering the quality of the analysis in response to the specific question asked.
- Then consider AO1 and how well that analysis is supported by knowledge – notice the increasingly precise use of detail in the AO1 strand of the mark scheme.
- For all questions assessing AO1 and AO2, the AO2 level descriptor is always given first. The focus is on the analytical response to the question. Examiners then assess how far the knowledge supports the answer/argument being made.

### Q3: Comparison of similarity or difference over time (4 marks)

- 3 Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800–c1500) were **similar** to opportunities for Jewish migrants in the eighteenth- and-nineteenth centuries (c1700–c1900).  
industrial

In the medieval period Jews were invited over in 1070 by William I as he needed money lenders because Christians had been banned from usury this meant they had royal protection however there were still restrictions on their job opportunities as they could not be lawyers as said in the Statute of Jewry. Similarly in the industrial period Jewish migrants also had restrictions on their jobs opportunities and could still not be lawyers this often led to them having to work in unsafe conditions.

## Q3: marking activity



### Activity 4

- Form a 'best-fit' judgement as to the level and mark for Q3 Exemplar response 6.
- Complete Poll 3.
- Delegate booklet, p.12.

# Q4: Explanation of the process of change (12 marks)

## Question stem:

Explain why ... + two stimulus points

Mark	12-mark questions	Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none"> <li>A <u>simple or generalised answer</u> is given, lacking development and organisation. [AO2]</li> <li><u>Limited knowledge</u> and understanding of the topic is shown. [AO1]</li> </ul>	1
4–6	<ul style="list-style-type: none"> <li>An explanation is given, showing <u>limited analysis</u> 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 <u>some knowledge</u> and understanding of the period. [AO1]</li> </ul>	2

Mark	12-mark questions	Level
7–9	<ul style="list-style-type: none"> <li>An explanation is given, showing <u>some analysis</u>, 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 <u>good knowledge</u> and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>	3
10–12	<ul style="list-style-type: none"> <li>An analytical explanation is given which is <u>directed consistently</u> 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 <u>precisely selected</u> 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 that do not address three or more aspects of content.</i></p>	4

# 'Best-fit' marking Q4

- Consider each strand separately.
- Look first at the AO2 strands of the mark scheme, considering the quality of the analysis in response to the specific question asked.
- Then consider AO1 and how well that analysis is supported by knowledge – notice the increasingly precise use of detail in the AO1 strand of the mark scheme.
- If the Levels for each strand are the same, the mark will be in the same Level.
- If the Levels for each strand are different, a 'best-fit' decision is made to decide the final mark.
  - E.g. If the marks are L3 + L2, then the answer has met all the demands for Level 2 and has moved into L3.
  - A more difficult judgement has to be made if the marks are L3 + L1.

## Q4: Explanation of the process of change (12 marks)

- 4 Explain why there was little change in medicine in England during the medieval period (c1250–c1500).

(12)

You **may** use the following in your answer:

- Galen
- monastery hospitals

You **must** also use information of your own.



# Indicative 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.

Relevant points may include:

- The ideas of Galen were the basis of medical training throughout this period, therefore physicians continued to use the same treatment.
- The Church discouraged experimentation and dissection and therefore there was little evidence to challenge Galen's ideas.
- The Church provided care for the sick in monastery hospitals but focused on care rather than cure, so new ideas were not tried.
- Although there were individuals who were interested in new ideas, the technology did not exist to discover microbes and the authorities were not prepared to take action, therefore there was little attempt to implement change.
- Medical texts were circulated but the texts were based on established theories rather than introducing new ideas.
- Most people could not afford to consult a trained physician so they relied on remedies passed down from one generation to the next.

- Indicates possible but not required content.
- Gives more possibilities than students are likely to provide.
- Is arranged in terms of points for and against when judgements about a statement or view are required.

## Q4: Explanation of the process of change (12 marks)

There One reason why there was little change in medicine in England was the work of Galen. Galen, ~~was~~ although proven wrong later on, was revered in England, especially by the church because his work suggested that there is a creator, which lines up with the Church's religious views. One of the reasons his work was not challenged is because people did not dare to challenge him as if they did, they would be seen as challenging the church also.

Another reason medicine had little change over in England was the Church. In ~~medieval~~ medieval times, the Church had a vice-like grip on everything in the country. For example, libraries were ~~in~~ heavily controlled, so if you wanted to educate yourself, then it would only be the stuff the Church wanted you to know. They also capitalised on the lack of willingness from the public to challenge their ideas as nobody wanted to oppose the church because so many were heavily religious.

## Q4: marking activity



### Activity 5

- Form a 'best-fit' judgement as to the level and mark for Q4 Response 8.
- Complete Poll 4.
- Delegate booklet:
  - p.13 (mark scheme)
  - p.15 (indicative content)
  - pp.16–17 (exemplar response)

# Q5/6: Judgement (16 + 4 marks)

## Question stem:

‘Statement.’ How far do you agree? Explain your answer.

+ two stimulus points

Level	16-mark questions	Mark
	No rewardable material.	0
1	<ul style="list-style-type: none"> <li>A <u>simple or generalised answer</u> is given, lacking development and organisation. [AO2]</li> <li><u>Limited knowledge</u> and understanding of the topic is shown. [AO1]</li> <li>The overall judgement is <u>missing or asserted</u>. [AO2]</li> </ul>	1–4
2	<ul style="list-style-type: none"> <li>An explanation is given, showing <u>limited analysis</u> 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 <u>some knowledge</u> and understanding of the period. [AO1]</li> <li>The overall judgement is given but its justification is <u>asserted or insecure</u>. [AO2]</li> </ul>	5–8

Level	16-mark questions	Mark
3	<ul style="list-style-type: none"> <li>An explanation is given, showing <u>some analysis</u>, 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 <u>good knowledge</u> and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>The overall judgement is given with <u>some justification</u>, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>	9–12
4	<ul style="list-style-type: none"> <li>An analytical explanation is given which is <u>directed consistently</u> 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 <u>precisely selected</u> 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 <u>justified and applied</u> in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>	13–16

# 'Best-fit' marking Q5

- Consider each strand separately.
- Look first at the AO2 strands of the mark scheme, considering the quality of the analysis in response to the specific question asked.
- Consider explanation/analysis and judgement separately.
- Then consider AO1 and how well that analysis is supported by knowledge – notice the increasingly precise use of detail in the AO1 strand of the mark scheme.
- If the Levels for each strand are the same, the mark will be in the same Level.
- If the Levels for each strand are different, a 'best-fit' decision is made to decide the final mark.
  - E.g. If the marks are L3 + L2 + L2, then the answer has met all the demands for Level 2 and has moved into L3.
  - A more difficult judgement has to be made if the marks are L3 + L2 + L1.

# SPAG – Spelling, punctuation and grammar

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>

## Q5/6: Judgement (16 + 4 marks)

- 5 'The most important factor affecting crime and punishment in the years c1000–c1500 was attitudes in society.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- punishment in public
- the Norman Conquest

You **must** also use information of your own.

**(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)**

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

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

Relevant points to counter the statement may include:

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



## Q5/6: Judgement (16 + 4 marks)

though attitudes <sup>in</sup> ~~of~~ the society was one factor in driving crime and punishment, other factors, such as the King and Church affected ~~at~~ were also significant.

Public humiliation was a common punishment for minor crimes such as drinking and swearing. the stocks and tithings pillory were most often used where the criminal would be bound by their ~~ne~~ neck, wrists or feet and humiliated. People would often throw things such as stones and rotten foods at them to further their discomfort. this acted as a deterrent to commit further crime and its prevalent use shows that it was effective. This shows that attitudes in society were an important factor affecting crime and punishment as they dictated the punishments given through their use of tithings and trial by jury and also the crimes committed. the effective use of public humiliation shows that people were actively deterred by the punishment and saw it as fit.

Poaching became illegal under the Forest Laws

introduced by the Normans. Under these laws, people were now unable to cut down trees for fire or building <sup>and</sup> own dogs and bows and arrows. People caught breaking this law hunting deer had their two forefingers chopped off and repeat offenders were blinded. However, this was labeled as a sexual crime as, usually, if people saw someone committing this offense, they would turn a blind eye as they disfavoured the laws. This shows that public attitudes in society were important in dictating crime and punishment as people would readily allow criminals to get away with their crime if they saw it as unjust.

Under the Norman Conquest, many laws affecting the King and Church were introduced such as the Murder Fine. If a Norman was killed, everyone in the region would need to pay a heavy fine, not to the victim's family as once done before but to the King. This compounded the debt of those who were in poverty. Moreover, wergild was shifted with fines being paid to the King's officials instead of the victim. This shows how many new crimes were introduced and some old crimes changed.



## Q5/6: Judgement (16 + 4 marks)

under the authority of William the Conqueror,  
proving that figures of authority were also a  
significant factor affecting crime and punishment.

In conclusion, though figures of authority such as William and the Normans played a part in changing the definitions of crimes and administering punishments, ultimately, it was  
left to the public to decide if the punishment  
was worthy or not. Due to this, more often than  
not, <sup>it was</sup> the public <sup>who</sup> either acted as a deterrent  
or joined together to combat social crimes,  
proving that the impact of attitudes in  
society were much more pivotal in dictating  
crimes and punishments than authorities such  
as the King. Moreover, crimes <sup>changed</sup> ~~changed~~ by the king  
were sometimes minor and so their effect was  
limited, such as fines which the use of paled in  
comparison to public ~~but~~ humiliation.

## Q5/6: marking activity



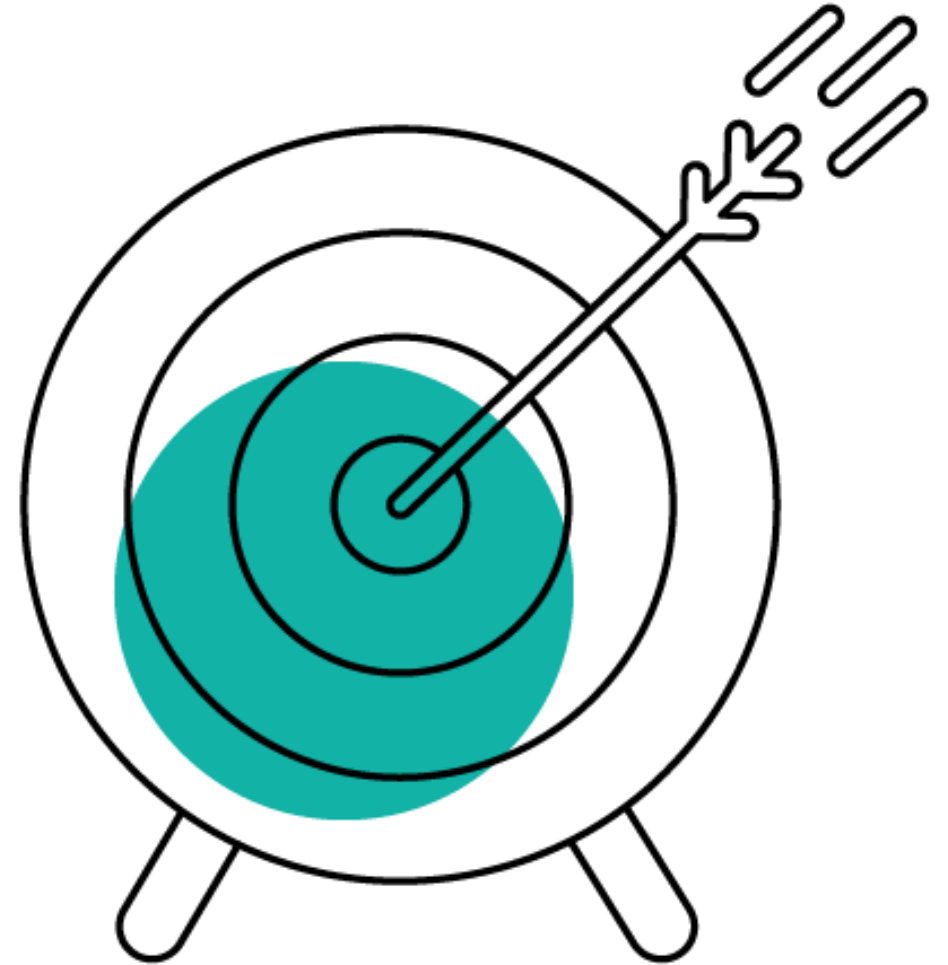
### Activity 6

- Form a 'best-fit' judgement as to the level and mark for Q4 Exemplar response 10.
- Complete Poll 5.
- Delegate booklet:
  - p.18 (mark scheme)
  - p.22 (indicative content)
  - pp.23–25 (exemplar response)

# Summary – Paper 1 marking training

In this session we looked at the following objectives:

- refreshing your understanding of the Paper 1 assessment model, including a reminder of the changes for first assessment 2025
- understanding how exemplar scripts were marked
- practising marking using exemplar scripts
- addressing common issues and FAQs.

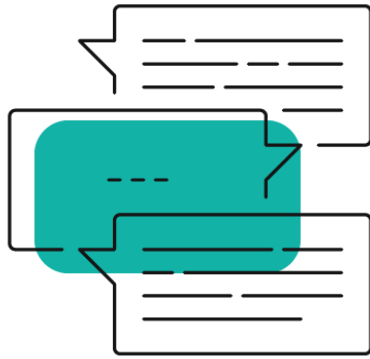




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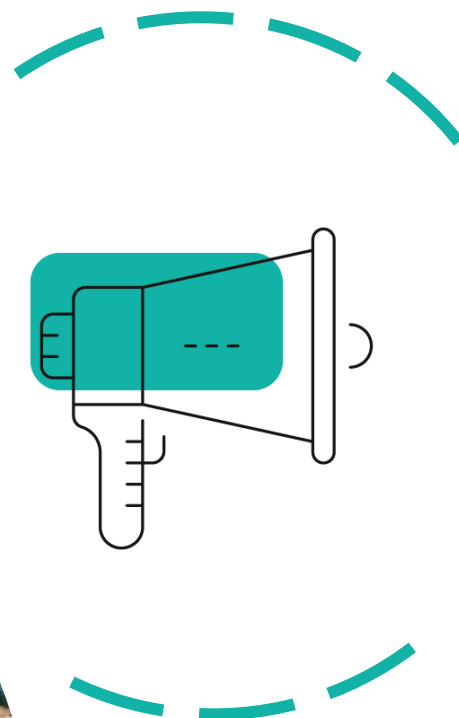




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# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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