

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

The historic environment

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

- The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s. The growth of socialism and anarchism in Whitechapel.
- The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people. The Whitechapel Vigilance Committee.
- Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.
- The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.
- Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and *Punch* cartoons.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

SECTION A

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

Answer all parts of Questions 1 and 2.

- 1 (a) Describe **one** feature of life in the Whitechapel workhouses.

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- (b) Describe **one** feature of the Peabody Estate in Whitechapel.

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(Total for Question 1 = 4 marks)



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(b) **Study Source A.**

How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888?

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

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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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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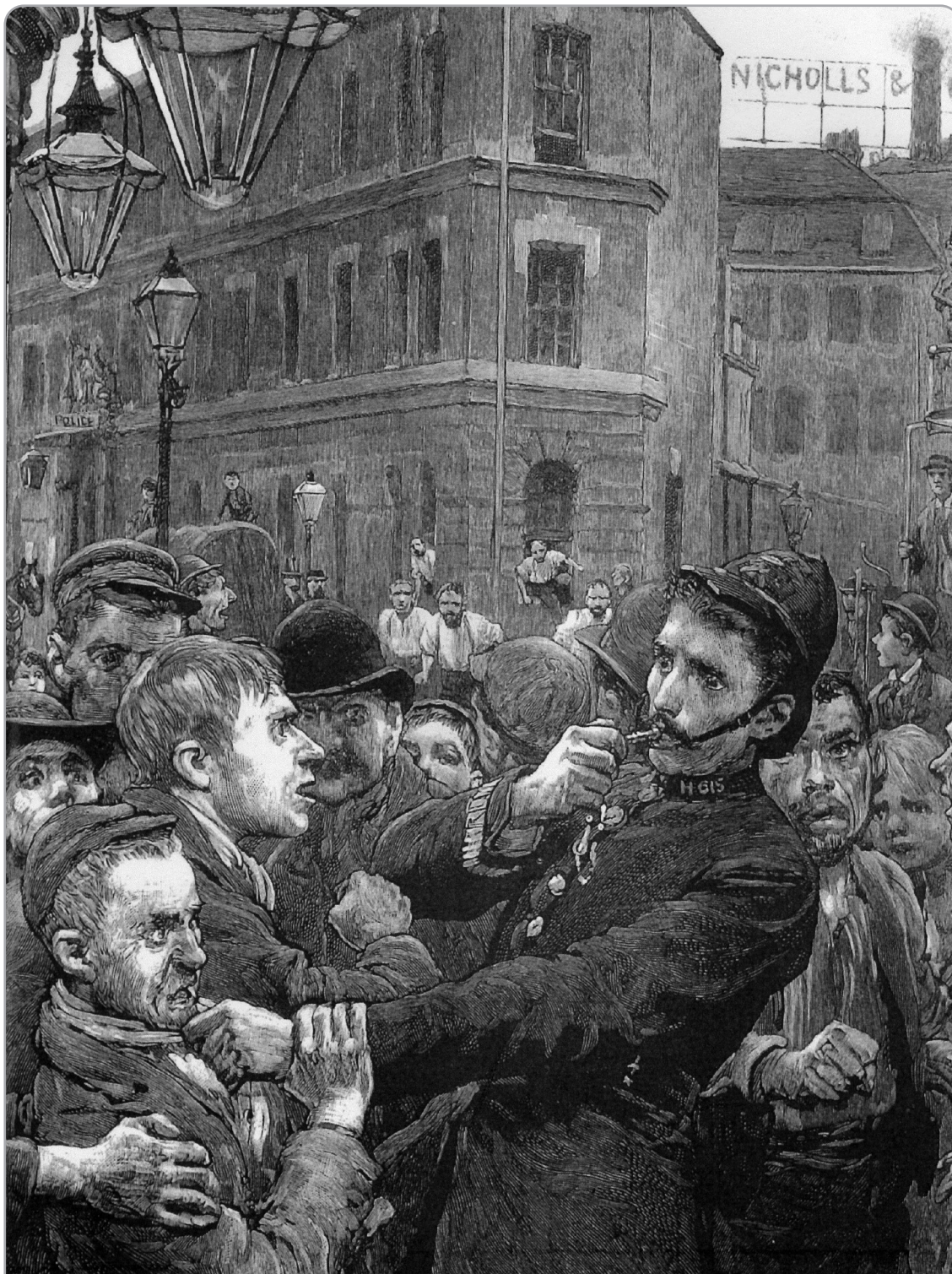
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Sources for use with Section A.

Source A: An artist's impression of a scene in the Whitechapel district of London in 1888. It was printed in the *Penny Illustrated Paper*, a cheap weekly newspaper. The police constable is from H Division. The building behind him is a police station.



A mob in Spitalfields

Source B: From an article in *The Times* newspaper, October 1888. *The Times* was a national newspaper, mainly read by the upper classes.

Many critical comments have been made about police failures in connection with the Whitechapel murders. However, it should be remembered that this type of woman chooses to go alone to the place where she has agreed to meet a man.

Some weeks ago, plain-clothes policemen were ordered to patrol this crime-ridden area of Whitechapel and to watch any man or woman seen together in suspicious circumstances.

At about the time when the Mitre Square murder was being committed two of the extra men who had been put on duty were nearby. They would have seen any man and woman going together to Mitre Square.

Therefore the police suspect that the murderer had made an appointment with his female victim and they went to the place separately.

Acknowledgments

Source A taken from Stewart P Evans and Keith Skinner, *The Ultimate Jack the Ripper Sourcebook*, Robinson 2000; Source B adapted from Andrew Barrett and Christopher Harrison (eds), *Crime and Punishment in England: a Sourcebook*, Routledge 1998.

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

Question	
1 (a)	Describe one feature of life in the Whitechapel workhouses. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Families were separated (1). There were separate sections for men, women and children (1).</i>• <i>Food was basic (1). Meals consisted of gruel, bread and cheese (1).</i>• <i>Life was deliberately unpleasant (1). Inmates were set to do hard work and there were many punishments (1).</i> Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of the Peabody Estate in Whitechapel. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Flats were available, varying in size (1). The rents were reasonable, depending on how many rooms the flat had (1).</i>• <i>The Estate consisted of blocks of flats, built to replace courtyard slums (1). This was paid for by the American, George Peabody (1).</i>• <i>This was part of a slum clearance programme (1). The estate opened in 1881 (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. A03: 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 source is useful in that the harassment of the police constable so close to his headquarters suggests a lack of respect for the local police force.
- The presence of a single policeman attempting to deal with a mob suggests police effectiveness in the area was hampered by lack of numbers. This is useful for indicating that the police found it difficult to police public order in Whitechapel.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

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

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

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

Source B

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

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

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

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

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

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

Question	
2 (b)	<p>How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888?</p> <p>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 an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up: The indication in the illustration that the constable is heavily outnumbered. (1)</i> • <i>Question I would ask: How many policemen were there patrolling Whitechapel compared to other areas in London? (1)</i> <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 to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I could use: H Division police records showing the number in the police force and details of their beats compared to another division's police records. (1)</i> • <i>How this might help answer my question: It would show whether there were enough policemen to patrol the area effectively. (1)</i> <p>Accept other appropriate alternatives.</p>	

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

The historic environment	
1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	<ul style="list-style-type: none"> • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. • The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. • The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.
2 Knowledge, selection and use of sources for historical enquiries	<ul style="list-style-type: none"> • Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. • Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations.

SECTION A

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Answer all parts of Questions 1 and 2.

- 1 (a) Describe **one** feature of the support trench system on the Western Front.

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- (b) Describe **one** feature of the effects of poison gas attacks on soldiers.

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(Total for Question 1 = 4 marks)



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Turn over ►

(b) **Study Source B.**

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

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 B 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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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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Sources for use with Section A.

Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).

I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.

Acknowledgements

Source A adapted from Lyn Macdonald, *The Roses of No Man's Land*, Penguin, 1980, 2013; Source B adapted from an unpublished diary.

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Question	
1(a)	Describe one feature of the support trench system on the Western Front. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • <i>The support trenches were a few hundred yards behind the front line (1). They provided additional supplies and men in case of attack (1).</i> • <i>Support trenches were safer than the front line (1). Support trenches were rarely targeted by enemy snipers (1).</i> • <i>Support trenches were often in better condition than the front line (1). They were less likely to have been hit by artillery (1).</i> Accept other appropriate features and supporting information.	

Question	
1(b)	Describe one feature of the effects of poison gas attacks on soldiers. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • <i>Chlorine gas affected the victim's breathing (1). The victim died quickly from suffocation (1).</i> • <i>Phosgene gas had similar effects to chlorine gas and killed the victim through suffocation (1). It affected the lungs (1).</i> • <i>Mustard gas caused blisters on the skin, internal bleeding and affected the eyes and lungs (1). It could take days for the sufferer to die (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		<p>How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?</p> <p>Explain your answer, using Sources A and B and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of source utility. A03: 8 marks.</p>
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).

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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 content is useful in the way it suggests there were problems because of the high number of casualties and limited number of medical personnel.
- The content is useful because it suggests that injuries and pain may have been exacerbated by the journey from the battlefield to the hospital and the time taken.
- It is useful in the way it suggests that personnel in the hospital adopted measures to try to overcome the problems, for example using unqualified personnel to administer anaesthetics.

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 chaplain is writing about his own experiences. While he has no reason to lie, his evidence needs to be examined in context for exaggeration which would affect the usefulness of the information about the extent to which he was involved in surgery regularly.
- The chaplain was a religious man rather than medical staff; we don't know how much experience he had of such conditions, and he might have been particularly sensitive to suffering and death, which could affect the reliability of his account about the extent of suffering and therefore the usefulness of the information.

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

- Source A is about a casualty clearing station, where the wounded were taken and most surgery was done; there would be a lot of pressure on the medical staff, so the source seems to reflect the situation accurately.
- This record is based on the experiences of the chaplain at a casualty clearing station where the most severely wounded would be taken and during the battle of the Somme, when casualties were particularly high. This could mean his account, while accurate, is untypical and this affects the usefulness of the source.

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 suggests many injuries were severe since men were already dying when they were brought into the ward.
- The content of Source B is useful as it suggests that the casualty rate was high since the hospital did not have enough beds for patients.
- Source B suggests resources were inadequate since they did not have blood for transfusions, which is useful to explain the problems they faced.

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:

- Robertson was a surgeon and therefore can be regarded as an 'expert witness' which gives added weight to the information in Source B about the problems faced by surgeons.
- Robertson was writing from his own knowledge and in his diary, so this is a private record, not intending to influence anyone and is therefore likely to be reliable information about the limits to what they were able to do.

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

- Methods of storing blood were being developed at this time. This made it possible to perform more transfusions.
- Blood banks were set up for the Battle of Cambrai, 1917, showing how the army could anticipate the need for transfusions and improve patients' chances of survival.

Question	
2 (b)	<p>How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?</p> <p>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 B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source B that I would follow up: 'I could only transfuse an occasional patient.'</i> (1) • <i>Question I would ask: Why were transfusions such a problem?</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 to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: Army medical records about how blood was stored and made available to the hospitals.</i> (1) • <i>How this might help answer my question: This would help me to see if the problem was about the actual transfusion process or about the quantity of blood available.</i> (1) <p>Accept other appropriate alternatives.</p>	

London and the Second World War, 1939–45

The historic environment

1 London and the Second World War, 1939–45	<ul style="list-style-type: none"> • The context of London in the Second World War, including its role in national government, significance as a target, importance as a port and industrial centre and its accessibility for German bombers. Preparations for war in London in 1939 and ongoing measures to safeguard the population: implementation of plans for evacuation, provision of Anderson shelters and gas masks. • The nature of attacks on London. Attacks on the docks and industries of the East End, including Black Saturday (7 September 1940), and the V2 attack on Deptford (1944). Types of bomb used in 1940–41 and 1944–45, the scale of attack and extent of devastation, including problems dealing with incendiaries and V1 and V2 rockets. • The impact of the Blitz on civilian life in London: air-raid precautions, including the use of underground stations and 'Mickey's shelter'; the impact of the South Hallsville School (1940) and Bethnal Green (1943) disasters. The continuance of leisure activities in London, including dancehalls and theatre. The extent of disruption to daily life and work, and government concerns about morale. • London's response to the war. The continued presence of the Royal Family and government ministers; the Cabinet War Rooms. Measures taken to safeguard art and important buildings. The use of public spaces, including Victoria Park and the Tower of London moat, as part of the 'Dig for Victory' campaign. • The historical context of the Second World War: the nature and purpose of the Blitz. Government use of propaganda and censorship to influence attitudes about the Blitz.
2 Knowledge, selection and use of sources for historical enquiries	<ul style="list-style-type: none"> • Knowledge of local sources relevant to the period and issue, e.g. personal accounts and photographs, local newspapers, local council records. • Knowledge of national sources relevant to the period and issue, e.g. government records, newspapers, Mass Observation reports, newsreels, memoirs. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations.

SECTION A

London and the Second World War, 1939–45

Answer all parts of Questions 1 and 2.

- 1 (a) Describe **one** feature of the East End of London that made it a target for the German Blitz.

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- (b) Describe **one** feature of the V2 attack on Deptford in 1944.

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(Total for Question 1 = 4 marks)



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

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(b) **Study Source A.**

How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids?

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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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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Sources for use with Section A.

Source A: From the memories of Constance Holt, who was editor of a magazine during the war. She was interviewed about the Blitz for the book *Don't You Know There's A War On?*, published in 1989.

Most of the tube stations were taken over as shelters, as there weren't enough big public shelters that people could get to. Russell Square Station was one of these. I remember on several occasions coming back from the theatre by tube, and when I got out at Russell Square, bunks had been put all along the platform, and you'd see women doing up their curlers and getting ready for bed. Of course, you'd try not to look at them because they were in their 'bedrooms'.

I remember there was a little bit of snobbery about stations. I heard one woman say, 'Oh, us and our family go to Regent's Park now, it's nicer people.' And the children used to go for rides on the tube. At least their mothers knew where they were, and it was much safer than the street.

Source B: A photograph showing Anderson shelters being delivered to houses in central London in February 1939.



Acknowledgements

Source A adapted from Jonathan Croall, *Don't you know there's a War on? Voices from the Home Front*, The History Press, 2006; Source B © Stephenson/Stringer/Getty Images.

London and the Second World War, 1939–1945

Question	
1(a)	Describe one feature of the East End of London that made it a target for the German Blitz. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>London's docks were in the East End (1). Over a third of Britain's trade passed through the port of London (1).</i>• <i>It was an area where materials were stored (1). This included coal supplies for the war effort (1).</i>• <i>It was a heavily populated part of the capital (1). A high casualty rate in this area would affect morale in the capital (1).</i> Accept other appropriate features and supporting information.	

Question	
1(b)	Describe one feature of the V2 attack on Deptford in 1944. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>The attack hit the Woolworth's shop in Deptford and killed over 160 people (1). Woolworth's was the largest shop in the area and the attack happened at lunchtime on a Saturday, when it was busy (1).</i>• <i>There was no warning and no chance to take cover (1). The V2 was a rocket with a warhead, which fell silently and at high speed (1).</i>• <i>This was a new type of weapon that was first used in attacks on London in September 1944 (1). The government had claimed that the first two V2 bombs were gas explosions (1).</i> Accept other appropriate features and supporting information.	

Question		
2(a)		How useful are Sources A and B for an enquiry into what was done to protect civilians in London from bombing raids? Explain your answer, using Sources A and B and your own knowledge of the historical context. Target: Analysis and evaluation of source utility. A03: 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 important in the way it suggests that there were not enough public air-raid shelters or that they were not all accessible, therefore people looked for an alternative.
- The information in Source A is useful because it gives an insight into how people adapted their family routines during the Blitz. However, it relates to nighttime and does not provide information about precautions taken during daytime air raids.

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 comment comes from a woman being interviewed for a book published in 1989 – the interviewer may have prompted Constance Holt to provide a positive slant on her comments or may have selected an unrepresentative comment, making it less useful.
- The woman is not speaking of times when an air raid was happening, so this positive view of calm might be unrealistic and therefore of limited use.

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

- Stations were fitted with bunks for thousands of people and shelter marshals were appointed to keep order. Approximately 170,000 people sheltered in the tunnels and stations during the war, but Balham

underground station was hit in 1940, showing that people were not always safe using the underground stations as shelters.

- The comment suggests that social activities, such as theatre trips, continued as normal, but there is no mention of the blackout or of the role of black-out wardens, air-raid wardens, fire watchers etc. that affected people's activities.

Source B

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

- Source B is useful for the way it shows the scale of the provision being made to allow people to stay in their own home.
- Source B gives a useful insight into the situation at the start of the war as this was clearly planned and organised even before war began.
- Source B is useful because it indicates the dimensions of the Anderson shelters and suggests they would have been cramped.

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:

- As a photograph it is likely to be accurate although we do not know if the distribution of Anderson shelters was carried out on a wide scale or even if this photograph was staged for propaganda purposes.
- This photograph is useful because it shows that large numbers of Anderson shelters were available before the start of the war which suggests that the government anticipated bombing raids and wanted to help people protect themselves.

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

- Anderson shelters were provided free to low-income families and could be bought by others. They needed to be dug into earth, so Morrison shelters were also developed to provide safety within the home for those who did not have gardens. A building programme to provide public shelters, able to contain 50 people, was also begun in 1940.
- The government also anticipated gas attacks and provided gas masks for everyone, which people were supposed to carry with them at all times.

Question	
2 (b)	<p>How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids?</p> <p>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 an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up: The fact that bunks were put up along the platform. (1)</i> • <i>Question I would ask: How were these bunks provided? (1)</i> <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 to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I could use: Records from London Underground showing how the bunks were first used. (1)</i> • <i>How this might help answer my question: To see if this was an official arrangement and the bunks were provided by the government or London Underground or whether this was done by the people themselves as they began to use the underground stations each night. (1)</i> <p>Accept other appropriate alternatives.</p>	

Notting Hill, c1948–c1970

The historic environment

1 Notting Hill, c1948–c1970

- The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market.
- The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. 'pardner' schemes.
- Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign.
- Black activism in the Notting Hill area. Claudia Jones and the *West Indian Gazette*. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The 'Mangrove Nine'.
- The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of local sources relevant to the period and issue, e.g. local newspapers, publications written for the Caribbean community, local council and police records, housing and employment records, oral and written memoirs of local residents, photographs.
- Knowledge of national sources relevant to the period and issue, e.g. national newspapers, photographs, government records, census data, opinion polls, television reports, memoirs.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

SECTION A

Notting Hill, c1948–c1970

Answer all parts of Questions 1 and 2.

- 1 (a) Describe **one** feature of housing available to migrants in Notting Hill.

(2)

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- (b) Describe **one** feature of the British Black Panther movement in Notting Hill.

(2)

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(Total for Question 1 = 4 marks)



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

(8)

5 69376 A 0309

(b) **Study Source B.**

How could you follow up Source B to find out more about the Caribbean Carnival (1959)?

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 B 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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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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Sources for use with Section A.

Source A: A photograph showing some of the participants in the Caribbean Carnival, January 1959.



Source B: From an article written by Donald Hinds, 2008. Hinds was born in Jamaica and came to London in 1955. In 1958, he was working as a journalist with Claudia Jones at the *West Indian Gazette*. Here he is recalling the decision to organise a Caribbean carnival.

In 1958, Notting Hill exploded with racial hatred. The national newspapers said that what had taken place was an inevitable clash between White hooligans and Black criminals. We realised that racism affected all of our society.

In December 1958, Claudia Jones asked for suggestions about what we could do to get rid of the taste of the Notting Hill riots from our mouths. It was then that someone, most likely a Trinidadian, suggested that we should have a Caribbean carnival. But in winter? Everybody laughed, and then Claudia called for quiet. 'Why not?' she asked. 'Could it be held in a hall, somewhere?'

Yes it could, and it was held in St Pancras Town Hall in January 1959.

Acknowledgements

Source A © Mirrorpix / Contributor / Getty Images; Source B from: <https://irr.org.uk/article/claudia-jones-and-the-west-indian-gazette/>

Notting Hill, c1948–c1970

Question	
1(a)	Describe one feature of housing available to migrants in Notting Hill. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> <i>Houses of multiple occupation (HMOs) were often the only housing open to migrants (1). Landlords bought up large properties and split them into multiple bedsits (1).</i> <i>Much of the housing in Notting Hill that was available to migrants was overcrowded and involved slum conditions (1). Tenants often found themselves forced to pay high rents and there was no rent protection (1).</i> <i>The Notting Hill Housing Trust was set up in 1963 (1). The Trust bought and renovated properties, leasing them with affordable rents (1).</i> Accept other appropriate features and supporting information.	

Question	
1(b)	Describe one feature of the British Black Panther movement in Notting Hill. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> <i>The British Black Panther movement in Notting Hill campaigned against racism (1). Black people living in Notting Hill often faced discrimination in housing, employment and access to facilities (1).</i> <i>The British Black Panthers believed in collective action by Black people in the area (1). They published a newspaper called 'Freedom News' and organised protests (1).</i> <i>Key individuals were Darcus Howe and Althea Jones Leconte (1). Leading members became involved in the protest about police targeting the Mangrove restaurant (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the Caribbean Carnival (1959)? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. A03: 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

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Source A

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

- Source A is useful for the way it shows the carnival was a celebration, as everyone seems to be well dressed, with some dressed for Carnival, and enjoying themselves.
- Source A is useful because it shows that the carnival was on a relatively small scale.
- Source A suggests that people valued this opportunity to join together and be proud of their heritage.

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 photograph may have been taken for publication to promote greater appreciation of Caribbean people in London, and, therefore, intentionally shows the carnival as a peaceful and happy occasion.
- As a photograph, it is likely to be accurate, although it only shows one scene of the carnival and a limited number of people so we cannot tell how well supported this first carnival was.

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

- The carnival involved a wide variety of events, including steel bands, calypso singers, and a weight-lifting contest, representing the cultures of various Caribbean islands such as Jamaica, Trinidad and Barbados.
- The carnival was televised by the BBC, which used the event as a chance to publicise positive aspects of Caribbean cultures in the aftermath of the Notting Hill riots.

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 shows that there was a lot of anti-Caribbean feeling in Notting Hill at the time and members of the Caribbean community were keen to improve relations and to raise their own morale.
- Source B is useful because it shows that Claudia Jones was a driving force behind the carnival and wanted to move quickly in response to recent events.
- Source B shows that racial tension was a national issue and the Caribbean community wanted to create a more positive image.

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:

- Hinds was present at the discussion and, therefore, he has inside knowledge of the mood at the time and how the decision to hold a carnival was made.
- The article was written nearly 50 years after the meeting and Hinds may be influenced by his knowledge that later the Notting Hill Carnival developed into a major annual event celebrating Caribbean culture.

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

- The Notting Hill riots of August-September 1958 raised the profile of the area as a race-relations hotspot and the Caribbean community was keen to promote a positive image of their culture and improve race relations.
- Claudia Jones was an influential Trinidad-born activist and, in 1958, she had founded the *West Indian Gazette* as a way of developing a sense of community among Caribbean and Afro-Asian immigrants.

Question	
2 (b)	<p>How could you follow up Source B to find out more about the Caribbean Carnival (1959)?</p> <p>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).</p> <p>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 an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source B that I would follow up: the suggestion to have 'a Caribbean carnival'. (1)</i> • <i>Question I would ask: What activities did the Caribbean carnival involve? (1)</i> <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 to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: a copy of the BBC broadcast of the Carnival from 1959. (1)</i> • <i>How this might help answer my question: The broadcast would give an account of the Carnival, including different events that celebrated Caribbean culture. (1)</i> <p>Accept other appropriate alternatives.</p>	