



GCSE (9-1)
History - Paper 1 British
Thematic Study with
Historic Environment
(1HI0/10) (Crime) exemplar
pack

Contents

Introduction	2
Question 2(a)	3
Candidate response to question 2(a)	6
Question 2(b)	11
Candidate response to question 2(b)	12
Question 5 and 6	14
Question 5	15
Candidate response to question 5	17
Question 6	20
Candidate response to question 6	22

Introduction

This exemplar booklet has been created using student responses from the summer 2018 exam paper in GCSE History paper 1 - British Thematic Study with Historic Environment (1H10/10) (Crime). The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

The exam duration is 1 hour and 15 minutes. The paper is marked out of 52 marks and is worth 30% of the qualification. The examination paper covers AO1, AO2 and AO3.

The examination paper is divided into Section A (Q1-2b) – Historic Environment – and Section B (Q3-5/6) – Thematic Study.

The structure of the question paper is as follows:

	Total marks	Assessment objective	Question description	Example question stem
1	4	AO1	Description of features	Describe two features 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...?
3	4	AO1/AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
4	12	AO1/AO2	Explanation of the process of change	Explain why... + <i>two stimulus points</i>
5/6	16 + 4 SPaG	AO1/AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>

The question papers provided answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space). Tables and structured spaces are provided for some question types (Q1 and Q2b) and stimulus points are provided as prompts on higher-tariff questions (Q4 and Q5/6).

The questions used are 2a, 2b, 5 and 6 from section A and section B. The questions exemplify the AO3 source-based questions in Section A and AO2/AO1 extended writing judgment questions in Section B.

Study Sources A and B in the Sources Booklet.

Question 2(a): How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area?

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

Sources for use with Section A.

Source A: An illustration published in the *English Illustrated Magazine*, 1890. It shows Russian Jews at the Jews' Temporary Shelter in the East End of London. The shelter was set up for Jewish immigrants in 1886 to provide somewhere to stay and basic food while they looked for work.



Source B: From a report by Herbert Evans, written c1900. Evans was an assistant inspector of factories. His report was sent to a government group which was producing an official report on immigration. Here he is describing the conditions in which some immigrants worked and lived.

The workshop is usually found in a basement or attic, hidden from the outside world. The smells are really unpleasant. There are fumes from burning rubbish and sickly fumes from cheap oil lamps. There is no daylight. This type of workshop is a danger to the community.

In these workshops, the immigrants are imprisoned day and night. They are kept at work by the taskmaster. They are clothed in rags and are paid a starvation wage. A few women are employed. The family all sleep in the same room. The effect of these conditions can be seen in the pale and lifeless appearance of the workers.

Mark scheme

Question		
2 (a)		<p>How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area? Explain your answer, using Sources A and B and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of source utility. AO3: 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.
<p>Notes 1. Provenance = nature, origin, purpose.</p> <p>Marking instructions Markers must apply the descriptors above in line with the general marking guidance. 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.</p> <p>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.</p> <p>Source A The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> Source A is useful because it suggests that immigrants who settled in the East End formed a close-knit group, which may have caused racial tension. It indicates the problems of immigrants who arrived without work or accommodation. The source provides insight into the problems by suggesting that support was needed, either from previous immigrants or from charities. <p>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:</p> <ul style="list-style-type: none"> The fact that it was an illustration in the <i>English Illustrated Magazine</i> suggests that immigration into the East End was a topic of national interest. The purpose of the illustration may be a limitation: if it is intended to emphasise the work of the charity it might create a misleading impression. <p>Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> There were a high number of Jewish immigrants in the East End, many from Russia and Poland. 		

- Racial tension was an issue in the East End and some groups set up support centres.

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 describes the conditions in which many immigrants worked and lived.
- The content of Source B is useful as it suggests that immigrants found it difficult to get work and somewhere to live.
- Source B suggests that employers took advantage of immigrants and treated them like slaves or prisoners, which gives insight into the experiences and problems of immigrants.

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

- This is taken from material submitted for an official government report on immigration nationally and is therefore likely to be accurate.
- Evans was an assistant inspector of factories and could therefore make informed judgements about the situation of workers so his judgements provide useful insights.

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

- There was concern over the situation of immigrants in sweated workshops.
- There was discontent among immigrants about their situation, which led to support for trade unions and socialism.

The question asks for a judgement on the usefulness of the sources for a specific enquiry – in this case, an enquiry about the problems facing immigrants in the Whitechapel area. In order to assess the usefulness of a source, the candidate needs to show how the content of the source would be used by the historian but also needs to take into account how the nature / origin / purpose of the source affects its usefulness. Answers also need to be rooted in the context of the historic environment and to use contextual knowledge in the evaluation of the source's usefulness.

This is a single Assessment Objective but there are three strands within that objective. The key to a high-level response is that criteria relevant to an evaluation of the specific source (e.g. accuracy, reliability, limitations, knowledge of the author, special insights or valuable information) are selected and applied with valid reasoning and not simply asserted and that content, provenance and context of the sources are considered together. Therefore, for Level 3, these strands should be linked; an answer which makes each point separately is likely to remain in Level 2.

Additionally, candidates are expected to use their contextual knowledge of the period as part of the process of evaluating the sources. Contextual details simply offered as information and not linked to the evaluation of the sources, will not be rewarded. Similarly, generic source comments which are not linked to source evaluation, will not be rewarded.

Candidate response to question 2(a)

Response 1

Source A is from the 'English Illustrated Magazine' and details the treatment of Russian Jews. Therefore, as it is a sketch, it may be exaggerated or slightly misrepresentative to appeal to the target audience. It is from 1890, which is ~~after~~ a fair time after the mass influx of Russian Jews hoping to escape the persecutions from Tsar Alexander II, so may therefore detail how well the Jews have integrated into Whitehall*. The source shows Jews eating, separated from the other classes as they have their own temporary shelter - this makes sense, as ethnic minorities like Jews and the Irish struggled integrating into the community as they were feared to be Anarchists or Fenians. The purpose of the source may be to show the poor lives the Jews lead by educating readers, so therefore may contain bias. Therefore, it is relatively useful, ~~but~~ as it shows the opinion of the magazine and the changing opinions of Jews.

Source B is a report, so therefore may lack bias as it is an official document. It describes the working conditions ~~was~~ that immigrants worked in as 'really unpleasant'. This is shown to be true, as other sources agree that sweatshops

were common in Whitechapel and conditions were poor. It is written by 'Evans, an assistant inspector', who again may be unbiased as his job is to check the factories. The purpose of the report is to inform ~~them~~ the government about immigration, which could imply it was recognised as an issue - the governing power feared public response to immigrants, as shown by Charles Warren rubbing out anti-semitic evidence for fear of a riot. Therefore, source B is quite useful, as it contains little bias and when cross-referenced, agrees with other sources, and could show government views on the issue of immigration.

* and therefore creates a less-biased opinion as the public have had time to accept the immigrants into society (they may no longer stereotype them).

// = new paragraph

Examiner comments

This response was awarded Level 3, 8 marks.

The answer considers ways that the nature and purpose of Source A affect the usefulness of the content, pointing out that the sketch appeared in a magazine and, therefore, aimed to appeal to its target audience. Own knowledge of the situation of Jewish immigrants is linked to the fact that the sketch shows Jewish migrants in a shelter. As the answer links the source content, provenance and own knowledge in an overall evaluation, this meets Level 3 criteria.

The origin of Source B is used to consider the reliability of the source content and the content is also linked to own knowledge of attitudes towards Jewish immigrants, making this evaluation also Level 3. So the overall 'best-fit' is Level 3 full marks.

Response 2

Source A is useful to an extent ~~improve~~ for an enquiry into the problems facing immigrants in the Whitechapel area as it gives an insight to ~~what~~ what and where an immigrant might be. Many immigrants lived in temporary shelters, this source also gives an image of what they would have looked like.

However this source may be limited as it is only of Russian Jews, at this time there were many more countries that people started coming from in Eastern Europe. It also only contains men, so doesn't give any information about women, children or immigrants that weren't Russian Jews.

Source A could also be limited because it is an illustration for a magazine. It could be argued that many things in ~~newspaper~~ and ⁱⁿ magazines are there just to entertain so how much of it is true is not known. Another reason it could be limited is because of it being an

illustration. Unlike photographs, an artist can draw whatever they want and say they saw that and can have their own interpretation of what they saw. Having said that, I do ~~not~~ believe that the source is still useful as it was created ~~from~~ in 1890 which is right in the middle of the time period and it is in East London. Also from my own knowledge immigrants did have hard lives and faced many problems with shelter, work and food, so this picture of unhappy men just being fed bread and soup does seem useful.

Source B is useful because it is an official government ^{report} document, it is written by an inspector who has no reason to lie. It is also useful as it was also written in the right time period, but may be limited because it was right at the end of it and it doesn't say if it is in Whitechapel or even East London. However it does give a detailed explanation of conditions for immigrants which still gives an insight for immigrants in Whitechapel because they would have faced ~~the~~ similar problems wherever they were.

Examiner comments

This response was awarded Level 2, 4 marks.

The answer starts by showing the usefulness of the content of Source A for this enquiry but then uses own knowledge to suggest that this information is limited. It then considers the provenance and nature of the source, suggesting that as an illustration, its accuracy is questionable. This is a stronger point than the comments that the magazine was intended to entertain and that the source originated at the right time and place for it to be useful for this enquiry but clearly, there is a consideration of how the provenance affected the usefulness of the content. Own knowledge is again used to reinforce the relevance of the source content. This answer has therefore met the demands of Level 3.

The evaluation of Source B begins by addressing the provenance and stating that the nature and origin of the source suggest it is reliable but the comments are rather general. The usefulness of the content is stated but there is no discussion of specific details from the source and no contextual knowledge. The evaluation of Source B is therefore Level 1.

The overall 'best fit' of Level 2, 4 marks for this answer takes account of the Level 3 quality of the evaluation of Source A and Level 1 analysis of Source B.

Study source B

Question 2(b): How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area?

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

Complete the table below.

Mark scheme

Question	
2 (b)	<p>How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it. e.g.</p> <ul style="list-style-type: none">• <i>Detail in Source B that I would follow up:</i> the statement that they were paid starvation wages (1).• <i>Question I would ask:</i> Why could they not find a better paid job? (1). <p>(No mark for a question that is not linked to following up Source B, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question. e.g.</p> <ul style="list-style-type: none">• <i>What type of source I would look for:</i> council records showing what businesses there were in the area (1).• <i>How this might help answer my question:</i> it would help me to understand what options were available for workers to find employment (1). <p>Accept other appropriate alternatives.</p>	

The four stages in this question should be seen as a package. The first two stages focus on the idea of the candidate acting as an historian following up an enquiry. In the first stage, one mark is given for identifying a detail from the source relevant to the enquiry. In the second stage, a second mark is given for a question arising from that detail but linking it to the broader enquiry – here about the treatment of battle injuries. The mark scheme is explicit that the question in the second stage must be linked to the detail identified from the source, therefore if the first stage is not answered correctly, no mark can be given for the second stage, even if a valid question is posed.

The third and fourth stages ask candidates to offer specific examples of how the enquiry should be followed up. They should be able to indicate a valid source to consult and to explain how the information located in that source would help to answer the question posed in the second stage. Candidates are expected to have knowledge of sources appropriate to the historic environment being studied, as indicated in the specification.

Candidate response to question 2(b)

Response 1

Detail in Source B that I would follow up:

"The ~~the~~ family^{all} sleep in the same room"

Question I would ask:

Was it really that hard to accommodate the increasing population of immigrants?

What type of source I could use:

census of 1881

How this might help answer my question:

compare the local population with the immigrants ~~and~~ to see if there were more immigrants than locals to accommodate.

Examiner comments

This response was awarded 4 marks.

A valid detail is selected from Source B and the follow up question is a valid one which relates this detail to the wider enquiry of problems facing immigrants.

The third stage suggests a valid type of source to consult; immigrants, especially those living and working in a sweatshop, would probably not be recorded in the census but this is nevertheless a logical source to suggest and one appropriate to the historical context.

The final stage has a very clear explanation of how the information that could be found in these sources would help to answer the question posed by the candidate.

Response 2

(b) Study Source B.

How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area?

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:

the wages

Question I would ask:

How much are the immigrants paid per hour?

What type of source I could use:

Ask the immigrants how much they're paid and Evans?

How this might help answer my question:

It will give me a clear idea of how these immigrants are really struggling.

Examiner comments

This response was awarded 2 marks.

The answer identifies a specific detail from Source B and poses a valid question that relates this detail to the wider enquiry.

However, the process of following this up is not realistic.

Question 5 and 6

These questions require candidates to analyse material and evaluate it in order to make a judgement about the statement in the question. Questions will always target at least one of the second order concepts: change, continuity, causation, consequence, significance, similarity and difference in relation to change (extent of, patterns of, process of, impact of) over a broad period of time. The progression in AO2 moves from a 'simple or generalised answer' at Level 1, to an 'analytical explanation, which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured' at Level 4.

This analysis needs to be supported by knowledge and understanding, so the AO1 assessment moves from 'limited knowledge and understanding' at Level 1, to 'accurate and relevant information, which is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period' at Level 4.

It should be noted that all 16-mark questions will cover a period of at least 200 years and, therefore, answers will be expected to demonstrate a breadth of knowledge. Answers are also expected to cover three different aspects of content. The stimulus points in the question act as an indication of relevant material that could be included although candidates are not required to use them.

The wording of the mark scheme for Assessment Objectives 2 and 1 is exactly the same as in the mark scheme for the 12-mark question but an additional bullet point is included in each level of the 16-mark question to reward the element of judgement that is expected. All three bullet point strands are rewarded in coming to an overall mark. At Level 1, the judgement is either missing or simply asserted but at Level 4, it is made clear how that judgement has been reached and the criteria being applied will be valid.

Question 5: 'The work of the Fielding brothers led to a great improvement in law enforcement in the years c1500-c1900'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- town watchmen
- the Bow Street Runners

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

Mark scheme

Question		
5		<p>'The work of the Fielding brothers led to a great improvement in law enforcement in the years c1500-c1900.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • town watchmen • the Bow Street Runners <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

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

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

Indicative content guidance

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

Relevant points that support the statement may include:

- Before the Fielding brothers, law enforcement depended mainly on community action such as the hue and cry, the tithing or the town watchmen but the Bow Street Runners were more efficient because they were formed as an independent group in London, directed by a magistrate.
- Before the Bow Street Runners, officials such as town watchmen and parish constables were unpaid and temporary but the Runners developed into a more professional body.
- Before the Bow Street Runners, there were thief-takers but they worked for reward money rather than receiving a salary; the Bow Street Runners and the Metropolitan Police were paid from government funds.
- After the Bow Street Runners, the Metropolitan Police was created and then a national police force of professional law enforcement, which built on the Fieldings' work of publicising 'wanted' criminals, creating a database and encouraging witnesses to give evidence.

Relevant points to counter the statement may include:

- The Bow Street Runners was a small group of law enforcers, which only existed for a relatively short time and therefore had little impact on crime overall, shown by the problems of law enforcement during the nineteenth century.
- Both the Bow Street Runners and the Metropolitan Police were based in London; it was not compulsory for every area to have a police force until 1856, so the work of the Fieldings had limited impact.

- Until there were developments in forensic science, which allowed footprints, fingerprints, blood types, etc. to be used to identify the criminal, law enforcement remained dependent mainly on witnesses.

Candidate response to question 5

Response 1

The Fielding brothers were pioneers in law enforcement, creating the first official police force, an investigative crime database, and greatly improving on old-fashioned methods of investigation, modifying the watchman into a better constable, and their work led to a great improvement in law enforcement.

One example of how it improved was through the idea of the night watchman. In the early modern period, the only real form of policing was the night watchman, and the town constable. Neither were trained, although town constables were paid for their work, whilst night watchmen were volunteers. They could not make arrests, but instead scared away criminals and made sure everyone went home at night. This shows how great the improvement was between the watchman and the bow street runners, as when you compare the two, you realise how ineffectual the watchmen were.

Another example of how it improved was through the bow street runners. Set up by Henry Fielding, a magistrate at bow street court, the runners began as a vigilante group, stopping criminals from committing crimes.

whilst on a beat, and with a detective branch, who specialised in solving crimes which had been made. Eventually, they ceased to be a vigilante group and were placed under the service of the government, acting as a precursor to the metropolitan police. This shows the great improvement from the night watchmen, as they had the ability to make arrests and were trained to stop crimes, unlike the volunteer watchmen. This was one of the great improvements that the fielding brothers made, although it wasn't as effective as their invention of the CID.

Another example of how the brothers led to great improvement in policing was the invention of the CID - the crime investigation database. The bowstreet runners, in their later years as government approved police, began to make notes on criminals, especially repeat offenders. Things like last known whereabouts, physical appearance, crime committed. They then began to share this information amongst the other branches, creating an early crime intelligence network. This led to a great leap in policing, as now a criminal could be tracked no matter where they were in London, creating greater effectiveness in their work. I believe this was the most effective development in policing introduced by the fielding

brothers, as it paved the way for intelligence networks the world over, including the computerised version we use today.

In conclusion, the Fielding brothers were influential in developing the policing system that we as we know it today, introducing an intelligence network, beat patrols, detective branches, and learning methods that were used before in the dust. Their greatest improvement however, was the invention of the CID, which truly revolutionised how we catch criminals today.

Examiner comments

This response is awarded Level 4, 16 marks.

The context is made clear, with an explanation of the situation before the Bow Street Runners, an account of what the Fielding brothers did and a reference to later developments in policing.

The answer is also explicit about the nature of the improvement.

The answer offers an analytical explanation, consistently directed at the focus of the question, showing the influence of the Fielding brothers in various aspects of law enforcement – this is Level 4 for AO2. It also includes accurate and wide-ranging knowledge, covering the whole period and precisely selected to support the analysis, which is Level 4 for AO1. 3 aspects of content are covered: town watchmen, Bow Street Runners, and the CID. The judgement is made, based on criteria being applied to show how the work of the Fieldings led to an improvement in law enforcement.

This answer has reached Level 4 for each of the three strands of the mark scheme and therefore received the full 16 marks. The spelling, punctuation and grammar are correct and it has also used correct specialist terminology, so it received 4 marks for SPaGST.

Question 6: 'The establishment of Pentonville prison was a turning point in the use of prisons in the years c1700-present.'

How far do you agree? Explain your answer.

You may use the following in your answer.

- the separate system
- open prisons

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

Mark scheme

Question		
6		<p>The establishment of Pentonville prison was a turning point in the use of prisons in the years c1700-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • the separate system • open prisons <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.</p> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark. The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks. <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> Pentonville prison was built in a new style to support a new approach to the use of prisons: instead of punishment and deterrence, there was an emphasis on reform and rehabilitation. Pentonville was designed to facilitate the separate system, which was a new approach to the use of prisons and aimed to reform criminals by isolating the criminals, breaking their spirit and making them feel remorse. A number of new prisons were built following the model of Pentonville prison instead of older style prisons with large cells. The separate system was a more intense form of the silent system; the implementation of these systems had a significant impact on ideas about the nature of punishment. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> The turning point in the prison system could be said to be the shift to using prison as a punishment for crime and not mainly for debt, which happened during the 18th century. The separate and silent systems were not a permanent change in the prison system; the systems were ended because they were expensive but also created new problems of mental health among prisoners. Pentonville built on the earlier work of John Howard and Elizabeth Fry. Open prisons were created during the twentieth century as a way to rehabilitate minor criminals or those nearing the end of their sentence; these were the opposite of the Pentonville model as they encouraged the prisoner to mingle with the outside community. 		

Candidate response to question 6

Response 1

The Establishment of Pentonville prison was a major turning point in the use and practice of the prison system. ~~and~~ This is because of the reformations that took place as to begin with the prisoners were all mixed together ^{in the open prisons} and it was chaotic. The government also felt the older and more experienced criminals were teaching the younger ones what they knew and felt it was a very bad idea to have them mix. This resulting in the separate system where each prisoner had a cell and they were all divided. Also they were not allowed to speak or communicate, making prison less enjoyable for the criminals and more of a deterrent and help to reformation. There was a time when the prisoners also had to complete hardship ~~and~~ as the prison brought in factory machinery to punish them, such as the big wheel they had to turn all day with no ~~reward~~ ~~over~~ end result, it was just to teach them a lesson. Sir Robert Peel saw the ~~need~~ change in the prison system and ensured they were there to serve the purpose of reformation and deterrent ~~are~~ in the hope of people not re-offending.

Examiner comments

This response was awarded Level 2, 7 marks.

There is a general explanation of problems in the prison system and the change to the separate system but the details are limited and lack precision. Both the AO2 analysis and the AO1 mark are Level 2. A judgement is asserted in the first sentence but no criteria are applied and the analysis does not show that the establishment of Pentonville prison was a major turning point in the use of prisons. The marking annotation for each strand for this answer is therefore L2 + L2 + L1 resulting in a mark of 7.

The spelling punctuation and grammar are reasonable with limited use of specialist terminology so a mark of 3 was awarded for SPaGST.

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