

Mark Scheme (Results)

Summer 2013

GCSE History B (5HB01/1B)

Unit 1: Schools History Project

Development Study

Option 1B: Crime and Punishment

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General Marking Guidance

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

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 1: Schools History Project Development Study

Option 1B: Crime and Punishment

Question Number		
1		<p>What can you learn from Sources A and B about changing attitudes to crimes involving religious beliefs? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: An illustration from 1570. It shows a man and four women who were burned to death in 1556 for refusing to follow the official religion in England.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: From a government website about crime, 2012</p> <p>Religious hate crimes happen when someone is attacked or threatened because of their religion or their beliefs. Crimes that are motivated by religious hatred will be treated seriously.</p> </div> </div> <p>Target: Inference (AO3: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student provides relevant details from the sources or generalised unsupported comment about change.</p> <p>Award 1 mark for each relevant detail.</p> <p><i>Eg. It's not a crime now to be the wrong religion; Heresy was seen as a big crime; Religious hatred is seen as a serious crime now.</i></p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg. Previously, it was a crime to be the wrong religion but now attitudes have changed and it's more of a crime not to respect someone's religion; Previously everyone had to conform to one religion but now there is freedom to choose your own religion.</i></p> <p>Reserve full marks for explicit reference to both sources.</p>

Question Number		
2		<p>The boxes below show two different types of punishment.</p> <p>Choose one and explain why it was introduced at that time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Transportation as an alternative to execution, c1660. </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Probation as an alternative to prison, 1907. </div> </div> <p>Target: Analysis of causation (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers general comment that could apply to either example, or simple comment about individual case.</p> <p><i>Eg. To punish the criminal; to deter others; Transportation was intended to remove the criminal from this country; Probation is intended to reform offenders.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer offers information with limited commentary.</p> <p><i>Eg. Describes transportation; Offers reason(s) for the introduction of transportation but not rooted in context- removal from the country, severe punishment but better than death, not enough prison space, or based on transportation to Australia; Describes probation; Offers reason(s) for the introduction of probation but not rooted in context – initially used for youth, idea of reform & rehabilitation, alternative to prison.</i></p>
3	7-9	<p>Analysis of the difficulties faced by the authorities securely linked to context of the example.</p> <p>Answer explains reason(s) for the introduction of transportation/probation securely placed in context</p> <p><i>Eg. Transportation fulfilled multiple purpose of harsh punishment at a time when prison was not widely used as a punishment, removal from the country and settlement in America (NB transportation to Australia came later); Probation fitted the context of reform and rehabilitation / restitution together with attempts to make punishment more cost effective; part of a move away from hard labour, and general trend away from prison as a harsh punishment (Borstal introduced around this time and open prisons 20 years later).</i></p>

Question Number		
3		<p>Why did the Bloody Code end in the mid-nineteenth century? 1815: Over 200 crimes were punishable by death. 1823: Gaols Act. By 1877, 90 new prisons had been built.</p> <p>Target: Analysis of causation (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg. People felt it was too harsh; It was no longer a deterrent.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Describes the Bloody Code, or changing context /attitudes towards punishment.</p> <p><i>Eg. Explains the reasoning behind the Bloody Code or aspects of the punishments; Describes the situation in the nineteenth century – juries reluctant to convict if it would result in the death penalty; Describes changing attitude towards punishment and new emphasis on reform (eg the work of Howard and Fry) – but not linking this directly to the ending of the Bloody Code</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Analysis showing how changes in context / attitudes led to the end of the Bloody Code.</p> <p><i>Eg. Explains how it was recognised that the system needed reform because the number of petty crimes carrying the death penalty and sympathies of the juries meant that the law was often not enforced – links this to Peel's work on reducing capital crimes; Explains the work of reformers and and links this to a changing attitude towards punishment; May also suggest less need for public severity in the light of improved detection and crime prevention as a result of the creation of the police force.</i></p>

Question Number		
4		<p>In what ways has the role of the police been affected by changes in technology since 1900?</p> <p>1901: Fingerprint Department was set up at New Scotland Yard.</p> <p>1963: Miniature police radios introduced.</p> <p>2011: Many town centres had CCTV cameras.</p> <p>Target: Analysis of change (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg. The police use technology to prevent and detect crime; The police have to deal with car crime.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Describes examples of changes in technology which have affected the work of the police.</p> <p><i>Eg. The police now have to deal with new types of crime, eg car crime, computer crime, new forms of theft or smuggling, remote controlled bombs etc.</i></p> <p><i>The police are able to make use of new technology such as radios, cars, computers, in order to deal with crime.</i></p> <p><i>Specialist squads have been set up to use technology eg bomb squad, riot gear;</i></p> <p><i>CCTV can be used both to detect and deter crime.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Analyses the impact of changes in technology on the role of the police, showing that the police role has broadened/become more efficient/ changed in nature.</p> <p><i>Eg. Uses examples as in Level 2 to analyse change in the nature of police work, (eg. from catching criminals to preventative work);</i></p> <p><i>Analyses changes in the efficiency of policing (eg. detection now possible after the crime);</i></p> <p><i>Analyses changes in the role of police within society (eg. Use of technology affecting relations with the public).</i></p>

Question Number		
5 (a)		Describe the links between crime and the attitudes of society during the Roman period. Target: Recall; key features (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information. <i>Eg. There were crimes against the person, property and authority; Lists crimes, eg theft, burglary, arson. mugging, assault, rape, murder etc.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about crime and punishment or society in the Roman period. <i>Eg. Describes crimes: theft, burglary, arson. mugging, assault, rape, murder etc. Describes attitudes of society eg attitudes about religion, the emperor, a hierarchical society, the right to justice.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer links attitudes of society to crime and punishment. <i>Eg. Explains the link between attitudes towards authority and a hierarchical society to crimes against authority (rebellion, not worshipping the Roman emperor); Explains that attitudes towards religion allowed worship of various gods as long as the emperor was also worshipped; Explains the attitudes towards women and slaves meant that crimes by them were viewed differently from crimes by free men; Explains that everyone was entitled to justice – to know the laws, to have a trial etc but there was no help offered to the victim in catching the criminal; Explains reactions towards punishments.</i>

Question Number		
5 (b)		<p>How far was the Norman Conquest (1066) a turning point in crime and punishment? Explain your answer. Mutilation was a common punishment in the Anglo-Saxon period. The Anglo-Saxons used a system of wergild. Under the Normans, some criminals claimed Benefit of Clergy.</p> <p>Target: Evaluation of change and continuity (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers very general comment or limited information.</p> <p><i>Eg. A big turning point because new laws were made; Fines continued to be used; William introduced new Forest Laws.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit simple repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about crime and punishment in the Anglo-Saxon and / or Norman periods.</p> <p><i>Eg. Describes crimes such as theft, burglary, assault, rape, murder which were common to both periods; States that the Normans introduced new crimes such as breaking Forest Laws and made changes to wergild; Punishments in both periods consisted of fines, humiliation, whipping, mutilation, death.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer analyses change and/or continuity in crime and punishment.</p> <p><i>Eg. Shows the continuity in many crimes and punishments; Shows aspect of change in new crimes / greater use of death penalty, different treatment of priests etc.</i></p> <p><i>Shows that there was both change and continuity in aspects of crime and punishment.</i></p> <p>Reserve top mark for answers considering both crime and punishment.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Answer evaluates the nature / extent of change and continuity</p> <p><i>Eg, analyses both change and continuity in order to reach a judgement.</i></p> <p>Reserve top mark for answers considering both crime and punishment.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the

		context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
6 (a)		Describe the treatment and punishment of someone accused of witchcraft in the seventeenth century. Target: Recall; key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information. <i>Eg. People carried out tests to see if they were a witch; Witches were hanged.</i> NB witches were hanged; peg comments about them being burned at the lower end of Level 1.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about the treatment and /or punishment of someone accused of witchcraft. <i>Eg, Describes the search for the Devil's mark / witch's tit; Describes the tests carried out such as swimming the witch; Describes the formal arrest, trial and execution of a witch.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer explains both treatment and punishment of a suspected witch, recognising that punishment was a legal process. <i>Eg. Recognises that tests such as 'swimming' a witch were not legal, and should have been followed by a formal trial and that death during a 'swimming' test was not a legal punishment.</i>

Question Number		
6 (b)		<p>How different was the treatment of conscientious objectors in the First World War and in the Second World War? Explain your answer.</p> <ul style="list-style-type: none"> • During the First World War, 'absolutists' were sent to prison. • During the Second World War, 29,000 conscientious objectors worked in factories or on the land. • During the Second World War, the government allowed the Peace Pledge Union to put up posters. <p>Target: Evaluation of change and continuity (AO1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers very general comment or limited information.</p> <p><i>Eg. Not a lot changed, people treated them badly; Some COs did alternative work.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy. NB Do not credit simple repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about the treatment of conscientious objectors in the First and/or Second World War.</p> <p><i>Eg. Describes treatment of conscientious objectors in the First World War –military tribunal, alternative role, imprisonment for absolutists / public treatment of white feather, unemployment, ostracism; Describes treatment of conscientious objectors in the Second World War, eg alternative work offered, far fewer imprisoned, the government attitude was more tolerant but public attitude was still hostile.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer analyses the treatment of conscientious objectors in the two wars, identifying similarity and/or difference.</p> <p><i>Eg. Shows that official harsh treatment of conscientious objectors changed to become more tolerant; Shows that military tribunals were used in each war but composition changed; Shows that more effort made in 2WW to find alternatives; Shows that public attitudes and unofficial treatment did not change much.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Answer evaluates the nature / extent of similarity and difference.</p> <p><i>Eg. Shows that official treatment was superficially the same but enforced far less harshly in 2WW; Shows that official treatment changed far more than unofficial treatment.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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