# GCSE MARKING SCHEME

SUMMER 2019

HISTORY
COMPONENT 2: THEMATIC PAPER
2E. Changes in Crime and Punishment in Britain, c.500 to the present day
C100U50-1

## INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

# MARK SCHEME SUMMER 2019

## Component 2: THEMATIC PAPER

## 2E. Changes in Crime and Punishment in Britain, c.500 to the present day

### Instructions for examiners of GCSE History when applying the mark scheme

### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

### GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

| *Mark allocation:* | *AO1(a)* | *AO2* | *AO3 (a)* | *AO4* |
|---|---|---|---|---|
| 5 | 5 | | | |

Question: e.g. **Describe the crime of treason in the 16th century.** **[5]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

| | **AO1(a) 5 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **4-5** |
| **BAND 2** | **Demonstrates knowledge to partially describe the issue.** | **2-3** |
| **BAND 1** | **Demonstrates limited knowledge to describe the issue.** | **1** |

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *treason is the crime of betraying one`s country, monarch or government and high treason is considered the most serious crime of all. Such challenges to authority became more evident in the 16th century;*
- *treasonable events in the 16th century including: the Pilgrimage of Grace (1536); Wyatt`s Rebellion (1554); the Apprentice Riots (1595);*
- *heresy was an act of treason which involved holding a religious belief which was contrary to Church teaching at the time. Tudor monarchs had to deal with traitors and heretics. During the reign of Mary I over 280 Protestants were burned as heretics while Elizabeth I had over 250 Roman Catholics executed for treason;*
- *governments in the 16th century employed agents spies and informants to flush out traitors and heretics who were punished by burning at the stake, hanged or hanged, drawn and quartered.*

## Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

## Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

## Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

# MARK SCHEME

## Component 2: THEMATIC PAPER

## 2E. Changes in Crime and Punishment in Britain, c.500 to the present day

**Question 1**

| *Mark allocation:* | *AO1* | *AO2* | *AO3(a)* | *AO4* |
|---|---|---|---|---|
| **4** | | **2** | **2** | |

Question: **Use Sources A, B and C to identify one similarity and one difference in methods of combating crime over time.** **[4]**

**Band descriptors and mark allocations**

| | **AO2 2 marks** | | **AO3(a) 2 marks** | |
|---|---|---|---|---|
| **BAND 2** | **Identifies clearly one similarity and one difference.** | **2** | **Uses the sources to identify both similarity and difference.** | **2** |
| **BAND 1** | **Identifies either one similarity or one difference.** | **1** | **Uses the sources to identify either similarity or difference.** | **1** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*Similarities: A and B show a watchman/policeman patrolling the streets*
*A and B show the use of basic devices such as lanterns/torches for night time patrols*
*B and C are uniformed*

*Differences: C shows "off street" policing*
*C shows hi-tech policing using CCTV and computers*
*C shows an officer in a co-ordinating role.*

## Question 2

| Mark allocation: | AO1 (b) | AO2 | AO3 (a+b) | AO4 |
|---|---|---|---|---|
| **6** | **2** | | **4** | |

Question: **Which of the two sources is the more reliable to an historian studying methods of punishment over time?** **[6]**

**Band descriptors and mark allocations**

| | **AO1(b) 2 marks** | | **AO3 (a+b) 4 marks** | |
|---|---|---|---|---|
| **BAND 3** | | | **Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.** | **3-4** |
| **BAND 2** | **Demonstrates detailed understanding of the key feature in the question.** | **2** | **Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.** | **2** |
| **BAND 1** | **Demonstrates some understanding of the key feature in the question.** | **1** | **Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.** | **1** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source D is reliable to a degree as it is from a pamphlet written by Thomas Harman which is based on his first hand experiences of dealing with vagrants. It refers to the harsh punishments meted out at the time to vagrants who were becoming increasingly problematic throughout the Tudor period;*
- *to assess the reliability of the authorship there should be reference to it being produced at a time when the number of vagrants was increasing owing to a number of factors such as: the closing the monasteries; changes in farming and inflation which combined to compound the problem of vagrancy. As a landowner he would have concerns about vagrants and as a JP he was responsible for dealing with them hence his reference to them being treated harshly and that justice was seen to have been done;*
- *Source E is reliable to a degree as it is from an article written by two academics who would have carried out extensive research into the issue of modern day vagrancy. Both are experts in criminology and are exploring the criminalisation of homeless people;*

- *to assess the reliability of the authorship there should be reference to the writers who are using their research to highlight the issue of homelessness which has increased in the first two decades of the 21st century. It should be noted that the article was published in the Independent newspaper and would have been edited in order to perhaps make it more hard hitting to its readership. The newspaper article deals with a controversial issue, adding weight to the continuing debate on vagrancy and would reflect the views of the editor who may be making a political point.*

## Question 3

| *Mark allocation:* | *AO1 (a)* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **5** | **5** | | | |

Question: **Describe the crime of treason in the 16th century.** **[5]**

**Band descriptors and mark allocations**

| | **AO1(a) 5 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **4-5** |
| **BAND 2** | **Demonstrates knowledge to partially describe the issue.** | **2-3** |
| **BAND 1** | **Demonstrates limited knowledge to describe the issue.** | **1** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *treason is the crime of betraying one`s country, monarch or government and high treason is considered the most serious crime of all. Such challenges to authority became more evident in the 16th century;*
- *treasonable events in the 16th century including: the Pilgrimage of Grace (1536); Wyatt`s Rebellion (1554); the Apprentice Riots (1595);*
- *heresy was an act of treason which involved holding a religious belief which was contrary to Church teaching at the time. Tudor monarchs had to deal with traitors and heretics. During the reign of Mary I over 280 Protestants were burned as heretics while Elizabeth I had over 250 Roman Catholics executed for treason;*
- *governments in the 16th century employed agents, spies and informants to flush out traitors and heretics who were punished by burning at the stake, hanged or hanged, drawn and quartered.*

## Question 4

| Mark allocation: | AO1 (a+b) | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **9** | **2** | **7** | | |

Question: **Explain why crime rates increased during the 18th century. [9]**

**Band descriptors and mark allocations**

| | **AO1(a+b) 2 marks** | | | **AO2 7 marks** | |
|---|---|---|---|---|---|
| | | | **BAND 3** | **Fully explains the issue with clear focus set within the appropriate historical context.** | **5-7** |
| **BAND 2** | **Demonstrates detailed knowledge and understanding of the key features in the question.** | **2** | **BAND 2** | **Partially explains the issue within the appropriate historical context.** | **3-4** |
| **BAND 1** | **Demonstrates some knowledge and understanding of the key features in the question.** | **1** | **BAND 1** | **Mostly descriptive response with limited explanation of the issue.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *crime increased at the time because of a range of economic and social factors;*
- *poaching increased as many people felt that game laws were unjust coupled with high rates of poverty. Poachers were not often arrested as they were protected by local communities;*
- *the building of new roads to ease the transportation of goods as a result of the Industrial Revolution led to opportunities of travel for the richer classes which in turn led to a rise in highway robbery. Many people did not condemn the criminals especially highway robbers as they were considered as heroic and were celebrated in popular culture;*
- *a large coastline made the smuggling of goods relatively easy because customs and excise men were ineffective. Communities were tight-knit and would not cooperate often being involved themselves;*
- *industrialisation and urbanisation led to an increase in the population especially in the growing towns. The lack of a sense of community and high levels of poverty made people more inclined to turn to crime;*
- *law enforcement remained largely in the hands of the victims who had to organise their own investigations. The policing that existed was ineffectual and the notion that criminals would not be caught led to a growing crime rate.*

**Question 5**

| *Mark allocation:* | *AO1 (a+b)* | *AO2* | *AO3* | *AO4* | *SPaG* |
|---|---|---|---|---|---|
| **20** | **6** | **10** | | | **4** |

Question: **Outline how attitudes to crime and punishment have changed from c.500 to the present day. [16+4]**

**Band descriptors and mark allocations**

| | **AO1(a+b) 6 marks** | | **AO2 10 marks** | |
|---|---|---|---|---|
| **BAND 4** | **Demonstrates very detailed knowledge and understanding of the key issue in the question.** | **5-6** | **Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.** | **8-10** |
| **BAND 3** | **Demonstrates detailed knowledge and understanding of the key issue in the question.** | **3-4** | **Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.** | **5-7** |
| **BAND 2** | **Demonstrates some knowledge and understanding of the key issue in the question.** | **2** | **Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.** | **3-4** |
| **BAND 1** | **Generalised answer displaying basic knowledge and understanding of the key issue in the question.** | **1** | **Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

The process of change and continuity in attitudes to crime and punishment will be explored through the creation of a balanced narrative covering the three historical eras in this theme.

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *medieval society was characterised by violence and criminal activity and punishments were harsh in order to deter people from committing crimes. Punishment also acted as retribution or revenge for the victim and for the wider society and would be based on the Biblical principle of an eye for an eye and a tooth for a tooth. Norman law was based on the idea of the mund, an area of land surrounding the village in which peace and order was meant to exist. Beyond that there was a communal responsibility for dealing with crime and villagers would have to respond to the hue and cry and if the criminal was not apprehended they had to become part of the "posse comitatus". Most punishments were carried out in public and ranged from humiliation for minor offences to flogging, whipping, branding and execution for persistent offenders. Public displays were a means of reassuring people that justice was seen to be done while providing entertainment for the onlookers;*

- *attitudes to criminals and methods of punishment continued into the early modern period. With a strong sense of community the purposes of punishment were deterrence and retribution. As a result of changes to farming, levels of poverty increased which led to increased crime rates. Vagrancy became an issue and vagabonds as outsiders were viewed by locals as idle poor and not seeking work was considered a crime in its own right by many people. Persistent offenders were flogged, whipped and branded in public. Heretics were considered criminals and were burnt at the stake as a public spectacle notably during the Marian persecution of Protestants. Imprisoning criminals for lengthy spells as a punishment was not a feature as prisons existed as holding places before justice was meted out. The commonly held view was that justice needed to be administered swiftly and harshly to be effective;*
- *during the first half of the 18th century attitudes to the punishment of criminals remained largely the same but there was a gradual move away from brutality based on the principle that punishment should fit the crime together with an emerging view that criminals could be rehabilitated and that hard labour could reform them. Banishment or transportation was seen as an alternative to the death sentence and a more appropriate punishment for minor crimes. Many held the attitude that transported criminals were out of sight and out of mind. As transportation declined in the mid-19th century the idea of punishment shifted to prisons. Changing attitudes also led to the reform of the Criminal Code and the reduction of the number of capital crimes. There was a growing feeling also that execution in public was morally wrong.*
  *Prisons were reformed in an attempt to shift the emphasis on punishment as a form of rehabilitation. Changes in the 20th century saw an end to corporal and capital punishment and to the categorisation of prisoners serving sentences. There were significant changes in the way that young offenders were treated with the trialling of alternative methods of punishment.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:
- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

| **Band** | **Marks** | **Performance descriptions** |
|---|---|---|
| *High* | 4 | ● Learners spell and punctuate with consistent accuracy<br>● Learners use rules of grammar with effective control of meaning overall<br>● Learners use a wide range of specialist terms as appropriate |
| *Intermediate* | 2-3 | ● Learners spell and punctuate with considerable accuracy<br>● Learners use rules of grammar with general control of meaning overall<br>● Learners use a good range of specialist terms as appropriate |
| *Threshold* | 1 | ● Learners spell and punctuate with reasonable accuracy<br>● Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall<br>● Learners use a limited range of specialist terms as appropriate |
|  | 0 | ● The learner writes nothing<br>● The learner's response does not relate to the question<br>● The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |

**Question 6 (a)**

| *Mark allocation:* | *AO1 (a)* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **8** | **8** | | | |

Question: **(a) Describe two main features of policing in the East End of London in the late 19th century. [8]**

**Band descriptors and mark allocations**

| | **AO1(a) 8 marks** | |
|---|---|---|
| **BAND 3** | **Offers detailed knowledge to fully describe two main features of the historic site set within its appropriate historical context.** | **6-8** |
| **BAND 2** | **Offers some knowledge to describe two main features of the historic site set within its historical context.** | **3-5** |
| **BAND 1** | **Offers a generalised description with limited knowledge of two main features of the historic site.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *the problems associated with beat policing- many were unskilled, working class constables and were often not from London and so lacked local knowledge of crime and criminals while struggling to combat crime in the maze-like streets and alleys, night patrols took place on fixed routes and at the regulation pace of two and a half miles an hour though some changed routes in an attempt to keep ahead of criminals and to prevent them fraternising with the locals. Their presence acted as a deterrent though it is difficult to assess their impact;*
- *Metropolitan policemen were poorly paid and expected to work long hours, many perceived the Metropolitan Police and its departments as corrupt and inept which was highlighted by the attempts to apprehend the anonymous serial killer “Jack the Ripper”, methods used such as crime scene notes, autopsies, photographs and sketches, interviews and witness statements. While the efforts were unsuccessful they illustrate attempts to catch the killer;*
- *the development of investigative policing, the use of plain-clothed officers and detectives, identity parades and criminal profiling, photographing and the creation of a rogues gallery, the setting up of a national register, the use of fingerprinting (1901), the establishment of specialised departments such as C.I.D. (1878) and Special Branch (1883).*

**Question 6 (b)**

| Mark allocation: | AO1 | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **12** | | **12** | | |

Question: **(b) Explain why conditions in the East End of London in the late 19th century led to high levels of crime. [12]**

**Band descriptors and mark allocations**

| | **AO2 12 marks** | |
|---|---|---|
| **BAND 4** | **Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing why conditions in the East End of London in the late 19th Century led to high levels of crime set within the appropriate historical context.** | **10-12** |
| **BAND 3** | **Offers a reasoned explanation and analysis of the historic site in showing why conditions in the East End led to high levels of crime set within the appropriate historical context.** | **7-9** |
| **BAND 2** | **Offers some explanation and analysis of the historic site in showing why conditions in the East End led to high levels of crime.** | **4-6** |
| **BAND 1** | **Offers a generalised explanation and analysis of the historic site with limited reference to why conditions in the East End led to high levels of crime.** | **1-3** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *analysis of the historic site which highlights why conditions in the East End of London were significant in leading to high levels of crime;*
- *how as the population of London expanded rapidly it created a high demand for cheap housing leading to overcrowding and unsanitary living conditions;*
- *common lodging houses and rookeries provided shelter for the homeless and destitute and became breeding grounds for criminals;*
- *heavy concentrations of people meant that there was more opportunity for petty criminals;*
- *an impoverished underclass was created who were often forced into criminal activity by circumstance;*
- *the lack of employment opportunities coupled with the exploitation of workers in sweatshop industries and the dread of the workhouse forced growing numbers of people into a life of crime;*
- *the lack of educational opportunities led to petty crime such as pick-pocketing especially among young males;*
- *circumstance forced many women into prostitution which, though not illegal, made women more vulnerable to attacks and the exploitation of young females in brothels was a major concern;*
- *heavy drinking in alehouses and dens led to acts of violence;*

- *narrow streets, warren-like alleys, a lack of street lighting and thick fogs made it easier for criminals to operate and avoid detection;*
- *Jews and other immigrants were singled out and attacked;*
- *the ineffectiveness of policing and the difficulty of enforcing law and order contributed to high levels of crime.*