GCSE MARKING SCHEME

AUTUMN 2021

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

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COMPONENT 2: THEMATIC STUDY

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

AUTUMN 2021 MARK SCHEME

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:

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

Question: e.g. **Describe the crime of smuggling in the 18th 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 a weak, generalised description of 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:

- *the crime of smuggling had existed for centuries but the 18th witnessed an increase in activity which became known as the "golden age" of smuggling;*
- *smuggling increased in the 18th century as a result of the government`s attempt to raise revenue by raising customs excise duties on popular imported goods such as tea, wine, spirits and lace;*
- *smuggling was associated with isolated communities on the coast of Britain and became highly organised with gangs funded by investors and venturers;*
- *smuggling was well organised with specific roles such as spotsmen, landers, tubsmen and batsmen;*
- *customs and excise men found it difficult to apprehend smugglers because communities protected them and because they would profit;*
- *many poor people resented having to pay import duties and did not consider smuggling to be a crime.*

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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.

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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 the responsibility for enforcing law and order 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 shows communal policing, B infers it;*
A and B show crime being committed;
B and C show designated law enforcers;
B and C show adult males enforcing the law whereas A shows all ages and genders.

Differences – *Source B suggests proactive policing whereas A and C are reactive;*
C shows an organised body of law enforcement whereas A and B appear less effective;
C shows a criminal being apprehended whereas A and B shows/infers criminals evading the law;
the police in C are uniformed whereas A and B show people in civilian clothes.

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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 attitudes to crime and punishment over time? [6]**

Band descriptors and mark allocations

	AO1(b) 2 marks		**AO3 (a+b) 4 marks**	
			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 evidence presented to the House of Lords by Elizabeth Fry based on her findings during prison visits as part of her campaign to reform prisons. She makes a biblical reference to underpin her personally held view that, though severe punishment can act as a deterrent, such punishment does not change the hearts of prisoners or attempt to rehabilitate them;*

- *to assess the reliability of the authorship there should be reference to Elizabeth Fry being driven by her faith and as a devout Quaker she believed that she was called to campaign for prison reform. She is using the House of Lords as a platform to gain support for her work and uses powerful and emotive language to promote her cause. Her views however were not widely shared at the time and, to the contrary, parliament passed laws creating harsher sentences;*

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- *Source E is reliable to a degree as it is from an official prison visitor who would be writing from a personal stance who can draw on first hand experience having visited many establishments. It highlights the view that prisons are failing to tackle the problems and address the needs of prisoners and offers detail about the increase in prison population and to rates of reoffending;*

- *to assess the reliability of the authorship there should be reference to the article being published in the Guardian newspaper which could 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 about the treatment of prisoners and expresses the views of the editorial team who may be making a political point;*

- *there should be reference to the time and circumstances under which the sources were produced.*

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Question 3

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

Question: **Describe the crime of smuggling in the 18th 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:

- *the crime of smuggling had existed for centuries but the 18th witnessed an increase in activity which became known as the "golden age" of smuggling;*
- *smuggling increased in the 18th century as a result of the government`s attempt to raise revenue by raising customs excise duties on popular imported goods such as tea, wine, spirits and lace;*
- *smuggling was associated with isolated communities on the coast of Britain and became highly organised with gangs funded by investors and venturers;*
- *smuggling was well organised with specific roles such as spotsmen, landers, tubsmen and batsmen;*
- *customs and excise men found it difficult to apprehend smugglers because communities protected them and because they would profit;*
- *many poor people resented having to pay import duties and did not consider smuggling to be a crime.*

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Question 4

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

Question: **Explain why crime rates increased in the 16th 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:

- *the 16th century saw a rise in poverty which in turn led to an increase in crime;*
- *the population of England and Wales grew from around 2.9 million in 1500 to 4.5 million by 1600. Competition for work resulted in reduced wages and unemployment leading to a rise in crime;*
- *the economy was hit by inflation which was compounded by bad harvests which caused a steep rise in the price of food;*
- *many farmers switched from growing crops to keeping sheep which meant that common land was enclosed and there was less need for labourers;*
- *Henry VIII's government had closed all the monasteries in England and Wales which took away the vital role played by monasteries in helping the desperate;*
- *some were forced by circumstance to leave their homes to find work, others became vagrants either begging for food and money or resorting to theft and fraud;*
- *these vagabonds or rogues and their increasing presence became a huge problem for Tudor monarchs, especially during the reign of Elizabeth I;*
- *the end of wars led to large numbers of unemployed servicemen roaming the countryside with menace;*
- *religious change impacted on crime leading to a rise in heresy and treason;*
- *crime increased because of a lack of effective policing and the prospect of not getting caught.*

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Question 5

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*	
16	**6**	**10**			

Question: **Outline how methods of punishment have changed from c. 500 to the present day. [16]**

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**

Indicative content

The process of change and continuity in methods of 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:

- *in the medieval era punishment was based on the principle of deterrence to ensure that people would be scared of committing crime and retribution as a means of revenge; punishments were harsh and usually public spectacles; those committing minor offences would spend time in the stocks or the pillory; theft or vagrancy was punished by mutilation or flogging, murderers would be hanged, heretics burned at the stake and traitors would be hung, drawn and quartered;*

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- *in the early modern era there was a continuation of most forms of medieval punishment which were still based on deterrence and retribution; the period witnessed increased rates of crime and public punishment featured more with the use of stocks and pillories, flogging, whipping and branding especially for vagrants and rogues; public execution continued for crimes that were considered serious or threatening to the order of society such as murder, treason and heresy; during the Tudor period heretics were burned at the stake and during the Marian persecutions upwards of 300 protestants were executed; prisons existed as holding centres for criminals awaiting punishment and houses of correction were established in the 17th century where criminals would carry out supervised work;*

- *in the modern era there was there was gradual change with a shift away from brutal punishment along with the belief that punishment should fit the crime; by the 18th century transportation to overseas penal colonies was used as an alternative to execution as a result of the reduction in capital crimes with the reform of the Criminal Code along with attempts to reform criminals; public executions ended in 1868 and the 19th century witnessed moves to rehabilitate criminals as a result of the work of prison reformers and experiments such as the Silent and Separate Systems; the 20th century saw the abolition of corporal and capital punishment and the categorisation of prisoners; open prisons were established along with the introduction of alternative punishments to prison such as probation, suspended sentences, parole, Community Service and electronic tagging.*

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Question 6 (a)

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

Question: **(a) Describe two features of living and working conditions for convicts in the penal colony of Botany Bay. [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**

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:

- *on arrival convicts were categorised on the basis of their education; at first all were tasked with carrying out the basic work required to establish the colony which involved land clearance, tree felling and stone quarrying; convicts were assigned to jobs according to their skills; educated convicts were put to work in administration, architects designed the construction of buildings, docks, roads and bridges; carpenters, blacksmiths, brickmakers and stonemasons were retained on government work programmes; the majority of convicts were assigned to hard labour or handed over to settlers who were employed in the cultivation of their lands; others worked for government officials as servants along with emancipists;*

- *the average working day began at 5 a.m. and ended at 5 p.m. and convicts worked for 5 days with half of Saturday and all of Sunday off which was supposed to be a day of worship and recreation; workers on road projects were supervised by military guards or by convict overseers; accommodation was very uncomfortable and at night they would be locked up in small huts or "trams" where upwards of 20 prisoners would be crammed; convicts who remained in Sydney were lodged in a neighbourhood called the Rocks where life had less restrictions and husbands and wives could live together and some businesses were set up and run by convicts still under sentence; the Rocks became notorious for drunkenness, prostitution and thieving; prisoners who were dispatched to other towns or into the bush would be fed and accommodated by their masters and standards varied considerably; convicts had to wear distinctive uniforms of black and yellow woolen jackets and trousers which were marked with the letters PB (Prison Barracks) and were buttoned down the sides so that they could be removed over a pair of leg irons;*

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- *on arrival of the female ships, colonists would rush to the docks to bargain for a maid servant or mistress and most would end up in domestic service; males could also select women from the female factories where the most troublesome were sent; the first female factory was built in Parramatta in 1804 and women would be sent there as punishment, for being pregnant or for having illegitimate children; they would have to carry out tasks; factories were overcrowded and discipline was harsh and punishments varied from having their heads shaved as a mark of disgrace to reduced rations, solitary confinement, being put in leg-irons and made to do hard labour; female convicts quickly became associated with prostitution and degeneracy;*

- *magistrates made regular visits to government convict establishments to hear complaints and administer punishments; the main form of punishment was flogging which was carried out in public using a "cat o` nine tails"; another form of punishment was the treadmill where convicts had to walk up a revolving set of steps which powered mills grinding corn into flour; other forms of punishment included being put in solitary confinement and deprived of food, being placed in stocks or put in chains; if a prisoner continued to misbehave there was a defined scale of punishment which firstly they would be put to work on a road gang then sent to a penal colony and finally sentenced to death; road gangs of prisoners suffered extremely brutal discipline as well as the strenuous labour they were often worked in irons; a "secondary" punishment was created by establishing penal colonies where discipline was brutal;*

- *the children of women factory workers were accommodated in male and female orphanages; male juveniles were housed in barracks where they were taught a trade while females would be assigned to domestic service or employed in factories.*

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Question 6 (b)

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

Question: **(b) Explain why the development of Botany Bay as a penal colony was important in showing changes in the way that prisoners were treated over time. [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 the development of the penal colony in Botany Bay was important in showing changes in the way that prisoners were treated set within the appropriate historical context.**	**10-12**
BAND 3	**Offers a reasoned explanation and analysis of the historic site in showing why the development of the penal colony in Botany Bay was important in showing changes in the way that prisoners were treated set within the appropriate historical context.**	**7-9**
BAND 2	**Offers some explanation and analysis of the historic site in why the development of the penal colony in Botany Bay was important in showing changes in the way that prisoners were treated set within the appropriate historical context.**	**4-6**
BAND 1	**Offers a generalised explanation and analysis of the historic site with limited reference to why the development of the penal colony in Botany Bay was important in showing changes in the way that prisoners were treated.**	**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:

- *on arriving in Botany Bay the first convicts were given hard labour carrying out basic work to establish the colony but were not closely guarded or confined; by the late 1810s convicts worked under tighter government direction on public works but as the prison population grew discipline was toughened and convicts were sent to work on isolated settlements; the majority of women ended up in domestic service while the more troublesome were sent to "female factories" where their treatment was regulated and harsh;*
- *after 1840 on arrival convicts were placed in highly regimented probation stations across N.S. Wales where their treatment was regulated and strict; after completing probation convicts were able to work on private assignments;*
- *the most problematic convicts were sent to Norfolk Island and later Port Arthur;*

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- *the belief that harsh corporal punishment served only to harden prisoners and to make them more resentful and that there should be a move away from imprisonment as a means of retribution and deterrence in favour of the idea of instilling discipline to reform the criminal;*
- *this would involve a shift in emphasis from punishment through physical subjugation to psychological control; at the Port Arthur penal colony attempts to rehabilitate prisoners came in the form of the Silent and Separate Systems;*
- *under the Silent System prisoners spent most of their time alone in their cell and were given meaningless tasks in order to degrade prisoners and break their will;*
- *criminality was perceived as a contagious disease and the idea of the Separate System was to hold prisoners in solitude in order to protect them from the negative influence of others, total isolation from others would eventually break prisoners;*
- *while exercising in the yard the prisoners were made to wear hoods over their faces so that they did not recognise each other and sensory deprivation was added to depersonalisation;*
- *the construction of the prison ensured that prisoners were constantly under observation with a central hallway and corridors radiating out which gave guards clear vision of all parts of the prison;*
- *in reality the systems did not serve as an effective form of rehabilitation as many of the prisoners developed mental problems;*
- *convicts who conformed were released on Absolute Pardons and were able to return home but the majority stayed on and many went on to lead successful lives becoming landowners having been given life grants;*
- *others worked as prison overseers or took on administrative roles and some entered politics and achieved high office while others began businesses.*

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