GCSE MARKING SCHEME

AUTUMN 2020

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 2020 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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MARK SCHEME AUTUMN 2020

Component 2: THEMATIC STUDY
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 role of medieval courts.** **[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:

- *manorial courts which superseded local courts to judge petty crimes and were run by the local lord or his steward and ruled on cases using a jury made up of local men who made rulings based on local law;*
- *church courts which operated for churchmen who could claim benefit of clergy and tended to be more lenient and were presided over by a local bishop who dealt mostly with moral offences such as blasphemy and adultery. Anyone on the run from the law could claim sanctuary in a church;*
- *royal courts which heard the most serious criminal cases and presided over by a royal judge with a local jury; Edward I`s order that judges from London visit each county two or three times a year to try cases which became known as assizes.*

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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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MARK SCHEME

Component 2: THEMATIC STUDY

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 punishment 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 C are public forms of punishment
A and B are physical forms of punishment
B and C show punishment taking place over a long period of time

Differences – A shows death as an extreme form of punishment whereas B and C are less severe
B is a closed prison whereas A and C are in public
A shows punishment for a specific crime – heresy, whereas B and C could be used for various offences
C is an example of retribution whereas A and B are meant as deterrents.

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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 methods of combating crime 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 a cartoon which depicts the police as buffoons and seemingly oblivious to crime which was a commonly held view at the time when the public lacked confidence in policing methods because of their failure to capture Jack the Ripper;*
- *to assess the reliability of the authorship there should be reference to the cartoon which is taken from a satirical magazine of the time which would tend to exaggerate and dramatise the situation for comedic effect while making a serious point in order to appeal to an audience and increase readership;*
- *Source E is reliable to a degree as it is from a letter written recently by a retired police officer to a newspaper who would be writing from a personal stance having experienced policing at first hand. He makes the point that policing is suffering from an over-emphasis on bureaucracy which is an opinion that many hold;*
- *to assess the reliability of the authorship: it should be noted that the article was published in the Daily Mail 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 and expresses the views of the editor who may be making a political point.*

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Question 3

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

Question: **Describe the role of medieval courts. [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:

- *manorial courts which superseded local courts to judge petty crimes and were run by the local lord or his steward and ruled on cases using a jury made up of local men who made rulings based on local law;*
- *church courts which operated for churchmen who could claim benefit of clergy and tended to be more lenient and were presided over by a local bishop who dealt mostly with moral offences such as blasphemy and adultery. Anyone on the run from the law could claim sanctuary in a church;*
- *royal courts which heard the most serious criminal cases and were presided over by a royal judge with a local jury. Edward I`s order that judges from London visit each county two or three times a year to try cases which became known as assizes.*

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Question 4

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

Question: **Explain why attitudes towards the punishment of criminals changed in the 20th 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:

- *there were major changes in the attitudes to punishment in the twentieth century. Prison continued to be used as a deterrent and as a way of isolating criminals from society but there was a move in attitude away from the toughness of the systems used in the later nineteenth century to the idea of punishment used as rehabilitation;*
- *punishment involving inflicting pain on an offender was long established and associated with the idea of retribution. The opportunity for judges to order offenders to be whipped carried on into the 20th century but its use had been drastically reduced for adult men. Juvenile male thieves could still be sentenced by local courts to whipping by the birch but in 1948 parliament finally ordered that it should end (although it was not banned as a punishment in schools until 1986);*
- *at the beginning of the 20th century capital punishment had been used for the most serious offences such as murder and treason and some reformers began the argument for abolition and the campaign gained momentum;*
- *there was huge media interest and debate about particular cases which had involved the use of the death penalty which heightened the call for execution to be abolished as a punishment and in 1965 the Abolition of the Death Penalty Act was passed;*
- *the debate over the use of prisons continued throughout the 20th century leading to the categorisation of prisoners based on age, gender and the seriousness of the offence;*
- *the idea of 'open prisons' which began in the 1930s and continued after the Second World War was a way of relieving pressure on overcrowded closed prisons and used for non-violent offenders with a low risk of escape. Their aim is to use work experience and education to resettle prisoners back into society;*

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- *the treatment of young offenders changed with the introduction of borstals which aimed to instil discipline and respect until their abolition in 1982;*
- *alternatives to prison which have included probation (1907), suspended prison sentences and parole (1967) and Community Service (1972).*

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Question 5

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

Question: **Outline how the nature of crime has 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 the nature of crime 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 most crimes were connected with the effects of poverty as life for the vast majority of people was hard, short and brutal; the situation was compounded by regular outbreaks of famine such as the Great Famine of 1315-17 and disease like the Black Death of the 1340s which placed great pressure on largely agricultural communities; government measures such as increases in taxation led to hardship resulting in protests such as the Peasants' Revolt of 1381; warfare had an impact on crime by destroying communities and raising money to fight wars such as the Wars of the Roses; Saxon leaders and medieval monarchs were keen to ensure that people didn't challenge authority; after the Norman Conquest the monarchs introduced their own codes of law which highlighted offences against authority (crown and church) rather than crimes against individuals and serious crimes included treason, revolt, sheltering criminals, blasphemy and heresy; violent crime was*

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common and these trends in the nature and causes of crime continued into the early modern era;

- *in the early modern era the most common crimes continued to be associated with theft and violence; a combination of socio-economic factors led to an increase in vagrancy in the sixteenth century; many drifted away from their homes in the countryside to find work in nearby towns and cities and those who failed to find work resorted to begging or crime; religious change led to an increase in heresy in the sixteenth century which made criminals of people who were merely worshipping as they always had done; heresy was seen as a crime of treason along with attempts to challenge the authority of governments through the period and was regarded as the most serious crime of all at the time;*
- *in the modern era most common crimes were still associated with theft and violence but while the nature of crimes stayed largely the same the types of crime varied with a rise in smuggling, highway robbery and petty thefts; the rise in crime was associated with the effects of industrialisation and urbanisation and areas such as the East End of London became hotbeds for crime; there was a revival of attempts to challenge political authority throughout the period which took the form of both peaceful and more violent protest in towns and the countryside as a reaction to economic hardship and the lack of political voice; the crimes of theft, robbery and assault continued to be very common in the twentieth and twenty-first centuries driven by poverty, the breakdown of family and religious values and a lack of respect for authority; the period saw governments faced with new types of crime associated with technology, including motor crime and cybercrime along with hooliganism, terrorism drug abuse and knife and gun crime.*

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 • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• 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
Threshold	1	• 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
	0	• 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, for example errors in spelling, punctuation and grammar severely hinder meaning

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Question 6 (a)

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

Question: **(a) Describe two ways in which prisoners were treated on arrival in Botany Bay. [8]**

Band descriptors and mark allocations

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

- *on arrival male convicts would be stripped, washed and inspected in the Government Labour Yard after which they would be registered and details of physical appearance and distinguishing marks recorded; they would be categorised on the basis of education, trades and skills; they would then be segregated and the most hardened convicts would be sent to more remote penal colonies;*
- *initially virtually all convicts were employed in the establishment of the colony by clearing land, felling trees and quarrying stone; architects and surveyors designed the construction of buildings, docks and transport facilities, brickmakers and masons worked on government programmes while the better educated were put to work in administration; most convicts were assigned to hard labour or handed over to government officials, settlers or emancipists to work on their estates;*
- *most female convicts would end up in domestic service and on arrival of the female ships, colonists would rush to the docks to bargain for a maid, servant or mistress; 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 such as ropemaking, washing, sewing and spinning; factories were overcrowded and discipline was harsh and punishments varied from having their heads shaved as a mark of disgrace, reduced rations, solitary confinement, being put in leg-irons or made to do hard labour;*
- *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 the penal colony in Botany Bay was significant in showing changing attitudes to the punishment of prisoners. [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 significant in showing changing attitudes to the punishment of prisoners 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 significant in showing changing attitudes to the punishment of prisoners set within the appropriate historical context.**	**7-9**
BAND 2	**Offers some explanation and analysis of the historic site in showing why the development of the penal colony in Botany Bay was significant in showing changing attitudes to the punishment of prisoners 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 significant in showing changing attitudes to the punishment of prisoners.**	**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:

- *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;*

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- *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 health problems;*
- *at first convicts worked on government work programmes but with the arrival of more settlers and the expansion of the colony they were isolated and kept out of view;*
- *they were assigned to country estates and after 1840 newly arrived convicts were sent to probation stations across the country where treatment was regimented and strict and once the convicts had completed their probation they could be sent to private assignments;*
- *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;*
- *attitudes towards transportation as a punishment were changing in Britain; humanitarians argued that it was cruel and inhumane and religious objectors pointed to the immoral behaviour of the convicts.*

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