GCSE MARKING SCHEME

SUMMER 2022

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 2022 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

SUMMER 2022 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 punishment of criminals in medieval times.** **[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:

- *in the medieval era punishment was based on the principles of deterrence and retribution and punishments were harsh and usually public spectacles;*
- *those committing minor offences such as drunkenness, swearing and dishonest trading would spend time in the stocks or the pillory;*
- *theft or vagrancy was punished by mutilation, blinding or flogging;*
- *murderers and arsonists would be hanged;*
- *heretics burned at the stake and traitors would be hung, drawn and quartered;*
- *the Saxons employed wergild which paid compensation to the families of victims which depended on status and the Normans introduced the murdrum fine which had to be paid by the whole region if someone there killed a Norman;*
- *imprisonment was not common and was used for debtors and those awaiting trial.*

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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 criminal activity 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 show petty theft
A and C show theft by stealth
A and C show juveniles involved in crime
A and B show wealthy people as the targets of crime

Differences – B shows the use of firearms whereas A and C are less violent
B shows criminals confronting their targets whereas A and C show theft by stealth
C shows accomplices in crime whereas A and B show criminals acting alone
C infers a degree of deftness whereas A and B show less expertise
B suggests a degree of planning whereas A and C are opportunistic.

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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 the causes of crime 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 speech to the House of Commons by Sir Edward Hext which is based on his first-hand experiences of dealing with vagrants in his capacity as a JP. It refers to the issue of vagrancy as the major cause of lawlessness and to the burden that the community had to bear and he holds vagrants directly responsible for the food shortage at a time of widespread poor harvests and resultant famine;*
- *to assess the reliability of the authorship there should be reference to it being produced at a time when vagrancy was becoming increasingly problematic. As a landowner Hext would have concerns about vagrants and refers to their devilish work; as a JP he would be responsible for dealing with them and as a MP he would have a duty to reduce their impact. He is expressing his grave worries about the problem of vagrants and uses emotive language to strengthen his case for harsh legislation to solve the problem.*

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- *Source E is reliable to a degree as it is from "Oliver Twist", a novel by Charles Dickens which comments on poor living conditions and alcohol consumption as contributory causes of crime which flourished in in the narrow alleyways and overcrowded tenement blocks. Dickens makes reference to the lowest orders of society which formed part of the emerging criminal class and presents images of life in the notorious rookeries;*
- *to assess the reliability of the authorship there should be reference to Dickens as both a novelist and a campaigner for social reform. As a novelist he would fictionalise characters and use vivid and descriptive language to create depth and interest in his works. As a campaigner for social reform, he would use his novels as a vehicle to highlight, and exaggerate, social issues such as poverty, hunger, exploitation, cruelty and injustice in order to push for change.*

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 punishment of criminals in medieval times. [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

- *in the medieval era punishment was based on the principles of deterrence and retribution and punishments were harsh and usually public spectacles;*
- *those committing minor offences such as drunkenness, swearing and dishonest trading would spend time in the stocks or the pillory;*
- *theft or vagrancy was punished by mutilation, blinding or flogging;*
- *murderers and arsonists would be hanged;*
- *heretics burned at the stake and traitors would be hung, drawn and quartered;*
- *the Saxons employed wergild which paid compensation to the families of victims which depended on status and the Normans introduced the murdrum fine which had to be paid by the whole region if someone there killed a Norman;*
- *imprisonment was not common and was used for debtors and those awaiting trial.*

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Question 4

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

Question: **Explain why the enforcement of law and order changed in the 19th 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 Agricultural and Industrial Revolutions in the 18th century led to urbanisation on a large scale and densely populated towns and cities;*
- *poor living conditions, squalor, drunkenness and a lack of opportunity led to a rise in levels of crime together with the emergence of new types of crime;*
- *the situation was exacerbated by the ending of the Napoleonic Wars which caused an increase in unemployment and poverty;*
- *working-class people held protests in towns and the countryside demanding political, economic and social change;*
- *the French Revolution had caused both the government and landowners to fear that a similar revolution might break out in Britain and the possibility of a French invasion added to the fear;*
- *there was opposition to the setting up of an established police force based on the belief that it was not the role of government to provide a police force, that it took away people's liberty along with the costs associated;*
- *the existing system of JPs, constables and watchmen was unable to cope with the rise in crime and led to the establishment of more organised systems of crime prevention and detection such as thief-takers and private police forces such as the Bow Street Runners;*

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- *governments during the nineteenth century became increasingly involved in reforming the system in Britain by raising revenue to allow local authorities to raise local taxes to pay for services such as the setting up of a police force;*
- *the formation of the Metropolitan Police force in 1829 proved to be the successful model and the government ordered that police forces be set up across the country;*
- *the work and reputation of these police forces improved over the course of the nineteenth century and by the end of the century, responsibility for enforcing law and order had fallen upon a force of paid, full-time, professional police officers.*

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Question 5

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

Question: **Outline how methods of combating crime 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**

Use 0 for incorrect or irrelevant answers.

Indicative content

The process of change and continuity in methods of combating 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:

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- *in the medieval era combating crime was based on the principle of community and collective responsibility and action; people policed themselves and dealt with crimes against individuals; the use of tithings for minor offences and the hundred for more serious breaches of the law; raising the hue and cry to pursue fleeing offenders; raising the posse comitatus to capture criminals who had escaped the tithing; the increased status of JPs and the roles of other officials such as sheriffs, parish constables and watchmen in combating crime locally; the establishment of Quarter Sessions; the division of the country into shires or counties and how the roles of officials became more clearly defined by Edward I's Statute of Winchester of 1285; how by the beginning of the 16th century this system of combating crime was fairly consistent all over England and Wales;in the early modern era there was continuation of civic and parish responsibility for the combating of crime particularly in relation to the use of the hue and cry and the posse comitatus; the act of Charles II which created paid, professional watchmen; how change was needed as a result of the growth of towns and population increase with the resultant rise in crime; economic pressures and religious changes added to the crime rate and the position of JPs was enhanced in response; the continued use of constables and watchmen; how the responsibility of combating crime continued to fall upon the shoulders of a number of unpaid amateurs who often struggled with the heavy workload;*
- *in the modern era industrialisation and urbanisation in the 18th and 19th centuries meant that methods of policing had to change and parish and civic responsibility for combating crime had to be taken on by the government; constables and watchmen were ineffective and the situation was compounded by `thief-takers` whose methods and actions were not regulated; the work of individuals such as the Fielding Brothers and the concept of a 'preventative policy' which paved the way for government legislation; the passing of the Metropolitan Police Act (1829), Municipal Corporations Act (1835), the Rural Police Act (1839) and the County and Borough Police Act (1856) with the aim to have publicly funded police forces in all areas; developments in transport, technology and communication; moves to rationalise police forces in the late 20th century, the introduction of `neighbourhood policy` and proactive community policing.*

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Question 6 (a)

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

Question: **Describe two main forms of punishment used in Pentonville Prison. [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 factors could be described:

- *the separate system - it was intended that prisoners sent to Pentonville would serve 18 months in solitary confinement before being transported, but solitary confinement was later reduced to 9 months in 1853, and soon after prisoners had to serve the whole of their sentence at Pentonville after transportation was discontinued; they were taught new skills and underwent religious instruction in the belief that this would reform them; prison chaplains visited every prisoner in their cell and were responsible for delivering the daily sermons; the inmates were kept alone in their cells for most of the day and if they were taken out of their cell they were forced to wear a hood that covered their face; during exercise time, each prisoner held onto a rope with knots in it every 4.5 metres to keep them apart; during daily church services in the prison chapel, they each had their own separate cubicles; prisoners were also forced to carry out tedious tasks in order to occupy their time; there were increasing concerns for the mental health of the prisoners and in its first eight years 22 prisoners at Pentonville went mad, 26 had serious breakdowns and 3 committed suicide;*
- *the silent system was an attempt to deter prisoners from re-offending by making prison life as unpleasant as possible; warders enforced silence so that prisoners could not influence each other in a negative way; the system involved hard physical labour, harsh living conditions and a strict diet, and silence was enforced by flogging; it was thought that being left in complete silence with only their own thoughts and the Bible would bring about a spiritual awakening; prisoners were allowed to see each other in the workshops or dining room but they did so in silence; they were set boring, meaningless tasks such as the treadmill, the crank, oakum picking and shot drill; silence combined with isolation often led to suicide or insanity and prevented the system from reforming prisoners as it had intended;*

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- *Edmund du Cane, the Assistant Director of Prisons argued that a harsher silent system should be used in all prisons and the 1865 Prisons Act stated that prisoners should face 'hard labour, hard fare and hard board'; new methods of harsher punishment were used and as with the separate system, prisoners were kept in solitary confinement for the first nine months of their sentence and were not allowed to communicate with each other; any prisoner who committed an offence could be chained up or whipped; prisoners had to sleep on hard beds and food was frugal; prisoners were forced to do 'hard labour' which was very physically demanding, but at the same time it was to serve no useful purpose;*
- *when Newgate Prison was closed in 1902, Pentonville took over the responsibility for the execution of prisoners in London and Middlesex; execution boxes containing gallows, condemned cells and an execution shed to accommodate the gallows were added; successful applicants for the position of executioner attended a week-long course at Pentonville, where they were taught how to calculate and set the drop, pinion a prisoner and carry out an execution with speed and efficiency; adjacent to this room was an autopsy room where post mortems were carried out and those executed were buried at the rear of the prison in unmarked graves; between 1902 and 1961, 120 men were hanged at Pentonville of which there were 105 executions for murder, 7 for prisoners of war, 7 for spying during wartime and 1 for treason. Pentonville carried out three times more executions than any other British prison in the twentieth century.*

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Question 6 (b)

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

Question: **Explain why Pentonville Prison is significant in showing changing attitudes to the treatment of prisoners 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 Pentonville Prison is significant in showing changing attitudes to the treatment 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 Pentonville Prison is significant in showing changing attitudes to the treatment of prisoners set within the appropriate historical context.**	**7-9**
BAND 2	**Offers some explanation and analysis of the historic site in why Pentonville Prison is significant in showing changing attitudes to the treatment 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 Pentonville Prison is significant in showing changing attitudes to the treatment 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 19th century witnessed an increase in the number of convicted criminals that were handed prison sentences which led to some prison reformers promoting the belief that as well as being used as a deterrent and as retribution, prisons should serve to reform prisoners which became the dominant attitude;*
- *it was believed that prisoners could be reformed through hard work, reflection and Christian teachings;*
- *until the early 19th century running prisons had been a local matter but from the 1820s a series of parliamentary measures brought them under the supervision of the Home Office along with provision for inspections by local magistrates and government inspectors;*
- *later in the nineteenth century, attitudes towards criminals hardened as did the treatment of prisoners and Pentonville became the model for all other prisons, designed around the Separate and Silent Systems;*

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- *as the century progressed the rate of re-offending had not gone down and there was evidence of many prisoners suffering psychosis while incarcerated;*
- *as the two systems became discredited, the government decided to abandon the idea of reform and returned to deterrence by using harsh methods and in 1865, the Penal Servitude Act ruled that all prison sentences should be characterised by "hard labour, hard fare and hard board";*
- *further legislation in the 19th century aimed to make punishments harsh enough to act as a deterrent and capital and corporal punishment remained a feature;*
- *the late 19th and early 20th centuries saw a return to the idea that while punishing offenders, prisons should also aim to reform the prisoner as part of the move towards a modern penal system and Pentonville embraced the view;*
- *the use of the treadwheel and the crank were abolished, the time in isolation was reduced and hard labour was abolished;*
- *the abolition of capital punishment led to longer sentences with the need to provide more opportunities for meaningful work for prisoners under sentence while preparing them to lead a law-abiding and purposeful life upon release;*
- *reforms were designed to make prisons less brutal places and to encourage prisoners to develop self-respect;*
- *an important development has been the categorisation of prisoners and prison based on age, gender and security classification and Pentonville became a Category B prison;*
- *by the twenty-first century, Pentonville Prison faced a number of serious problems relating to conditions, discipline and management, and has been threatened with closure.*

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