# GCSE MARKING SCHEME

**SUMMER 2022**

**GCSE**

**HISTORY**
**UNIT 3: THEMATIC STUDY**

**3A. CHANGES IN CRIME AND PUNISHMENT, c.1500 TO THE PRESENT DAY**
**3100UJ0-1**

© WJEC CBAC Ltd

## 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.

© WJEC CBAC Ltd.

# MARK SCHEME SUMMER 2022

## UNIT 3: THEMATIC STUDY
## 3A. CHANGES IN CRIME AND PUNISHMENT, c.1500 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* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| 6 | 6 | | | |

Question: e.g. **Describe the role of the Tudor constable.** **[6]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

| | **AO1 6 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **4-6** |
| **BAND 2** | **Demonstrates knowledge to partially describes the issue.** | **3-4** |
| **BAND 1** | **Demonstrates limited knowledge to describe the issue.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

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.

***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 Tudor constable was chosen from among the wealthier men of each parish. The job was unpaid and lasted for 1 year. They worked under the direction of the JP. The constable formed part of the principle of community policing in the 16th century;*
- *Constables dealt mainly with common, minor offences e.g. drunks, vagrants or those who failed to attend church etc. They could also make arrests and were expected to hold the accused in prison until trial;*
- *they were sometimes called upon to administer punishments e.g whipping vagabonds or placing offenders in the socks/pillory;*
- *other duties included reporting to the JP on the state of roads, checking ale houses, keeping an eye on apprentices and dealing with illegitimate children;*
- *as this was all unpaid, not surprisingly many constables did not pursue the role with much enthusiasm. Some paid others to do the job for them;*
- *(candidates may refer to the high constable of the hundred, who served from 7 to 10 years, usually a substantial landowner who supervised parish constables).*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

© WJEC CBAC Ltd.

## 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.

© WJEC CBAC Ltd.

**MARK SCHEME**

**UNIT 3: THEMATIC STUDY**

**3A. CHANGES IN CRIME AND PUNISHMENT, c.1500 TO THE PRESENT DAY**

**Question 1**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **4** | **4** | | | |

Award one mark for each correct response:

a. *heresy*

b. *Charlies*

c. *Bow Street Runners*

d. *Luddites*

© WJEC CBAC Ltd.

**Question 2**

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

Question: **Use Sources A, B and C to identify one similarity and one difference in attitudes to the punishment of young offenders over time. [4]**

**Band descriptors and mark allocations**

| | **AO2 2 marks** | | **AO3 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 young offenders incarcerated in a prison/borstal; in A and B they are wearing a type of uniform (also in C to an extent – high vis vest); in B and C offenders are being punished in a productive way – via work or removing grafitti.*

*Differences – A (and probably C) shows male offenders, whereas B shows females; in B (and C) offenders are doing something productive, whereas in A they are doing meaningless exercise; in A and B offenders are serving their sentence behind bars, in C they are out in the community.*

© WJEC CBAC Ltd.

**Question 3**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **6** | **6** | | | |

Question: **Describe the role of the Tudor constable. [6]**

**Band descriptors and mark allocations**

| | **AO1 6 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **5-6** |
| **BAND 2** | **Demonstrates knowledge to partially describe the issue.** | **3-4** |
| **BAND 1** | **Demonstrates limited knowledge to describe 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 Tudor constable was chosen from among the wealthier men of each parish. The job was unpaid and lasted for 1 year. They worked under the direction of the JP. The constable formed part of the principle of community policing in the 16th century;*
- *Constables dealt mainly with common, minor offences e.g. drunks, vagrants or those who failed to attend church etc. They could also made arrests and were expected to hold the accused in prison until trial;*
- *they were sometimes called upon to administer punishments e.g whipping vagabonds or placing offenders in the stocks/pillory;*
- *other duties included reporting to the JP on the state of roads, checking ale houses, keeping an eye on apprentices and dealing with illegitimate children;*
- *as this was all unpaid, not surprisingly many constables did not pursue the role with much enthusiasm. Some paid others to do the job for them;*
- *(candidates may refer to the high constable of the hundred, who served from 7 to 10 years, usually a substantial landowner who supervised parish constables).*

© WJEC CBAC Ltd.

**Question 4**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **6** | **6** | | | |

Question: **Describe the crime of smuggling in the 18th century. [6]**

**Band descriptors and mark allocations**

| | **AO1 6 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **5-6** |
| **BAND 2** | **Demonstrates knowledge to partially describes the issue.** | **3-4** |
| **BAND 1** | **Demonstrates limited knowledge to describe 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:

- *smuggling was a major crime in the 18th century – the "Golden Age" of smuggling;*
- *governments increased excise/import duties on many goods e.g. tea, brandy, lace etc., which increased their cost to consumers. (The tax on tea was over 100%.) People at all levels of society, but particularly the poor, resented this because it increased the prices they had to pay;*
- *smugglers were highly organized with gangs of up to 100 men or more – with venturers (money men), spotsmen (ships' captains), landers, tubmen and batsmen. A farm labourer could earn 6 or 7 times his daily wage for a night's smuggling;*
- *the authorities found it difficult to catch and prosecute smugglers. It was impossible to police thousands of miles of coastline with relatively few "revenue men". Ordinary people would not report on smugglers, as they benefited from buying imported goods at low prices on the black market. Most people did not see smuggling as a crime. (It was alleged that Robert Walpole was involved in smuggling and that William Pitt drank smuggled port in10 Downing Street).*

© WJEC CBAC Ltd.

**Question 5**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **12** | **2** | **10** | | |

Question: **Explain why there was so much crime in Merthyr in the 19th century. [12]**

**Band descriptors and mark allocations**

| | **AO1 2 marks** | | | **AO2 10 marks** | |
|---|---|---|---|---|---|
| | | | **BAND 4** | **Fully explains the issue with clear focus set within the appropriate historical context.** | **9-10** |
| | | | **BAND 3** | **Explains the issue set within the appropriate historical context.** | **6-8** |
| **BAND 2** | **Demonstrates detailed knowledge and understanding of the key features in the question.** | **2** | **BAND 2** | **Partially explains the issue with some reference to the appropriate historical context.** | **4-5** |
| **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.** | **1-3** |

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:

- *Merthyr grew rapidly in the early 19th century, creating the conditions in which crime could thrive. The local JPs and constables were unable to maintain effective law and order;*
- *living conditions were abysmal, with overcrowding in low quality houses and insanitary conditions. Though the ironworks were prosperous, there was no security of employment or wages for workers, resulting in poverty. This led to crime, which increased during times of depression e.g. the early 1840s. The most common crime was theft of basic items – food, clothing, coal etc;*
- *working conditions were equally harsh. The ironworks and mines were also dangerous and unhealthy. Workers took refuge in alcohol. With lots of premises selling alcohol, drunkenness and alcohol related crime e.g. assaults were common – both among men and women;*
- *the worst of Merthyr's slums was the area known as "China", ruled over by an "Emperor" and "Empress". It was notorious as a haven for Merthyr's criminals and was a centre for drinking dens and prostitution and constables dared not enter. It was also the home of "Rodnies" (child thieves who used it as a base from which to pickpocket in other areas of the town);*
- *relations between ironmasters and workers also contributed to unrest and associated crime, again particularly during economic downturns. There were riots on a number of occasions e.g. in 1800 when food prices increased rapidly the Merthyr mob ransacked the hated truck shops. In 1831(Merthyr Riots) the mob took control of the town, after 84 puddlers were sacked.*

© WJEC CBAC Ltd.

**Question 6**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **12** | **2** | **10** | | |

Question: **How significant were changes in technology as causes of crime during the 20th and 21st centuries? [12]**

**Band descriptors and mark allocations**

| | **AO1 2 marks** | | | **AO2 10 marks** | |
|---|---|---|---|---|---|
| | | | **BAND 4** | **Fully explains the significance of the issue with clear focus set within the appropriate historical context.** | **9-10** |
| | | | **BAND 3** | **Explains the significance of the issue set within the appropriate historical context.** | **6-8** |
| **BAND 2** | **Demonstrates detailed knowledge and understanding of the key features in the question.** | **2** | **BAND 2** | **Partially explains the significance of the issue with some reference to the appropriate historical context.** | **4-5** |
| **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 significance of the issue.** | **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 20th century experienced rapid technological change. Criminals took advantage and used new technology to commit crimes – either variants of existing crimes or new crimes altogether;*
- *as car ownership increased, so did car-related crime. There are now over 1 million car-related crimes every year, making it the biggest category of crime by far. As roads became busier new laws have been passed to make car driving safer - laws against drink-driving, driving without a licence, insurance or valid MOT, dangerous driving, speeding, and using a mobile phone whilst driving. Most of these offences are committed by people who are, in other ways, generally law-abiding;*
- *cars have also been used to commit crimes. e.g. as getaway vehicles or in ram-raiding. More recently they have been used by terrorists to kill people. Crimes are committed on cars. Cars are still relatively expensive items, and so money can be made from stealing cars or personal property left inside cars and this can be an easy target for thieves;*
- *the invention of computers has also provided criminals with new opportunities. Computers also allow criminals to do this remotely, often from other countries, and target thousands of individuals simultaneously.*

© WJEC CBAC Ltd.

- *older types of crime such as fraud have been changed by computers. Phishing and other scams have led to people being defrauded of money. With many people using credit cards for purchases and banking online, our personal data is more vulnerable and there has been a rise in fraud and identity theft;*
- *computers (and social media) have increased the threat to certain individuals e.g. vulnerable children targeted by paedophiles, anonymous personal attacks on social media because of religion, race or sexual orientation etc;*
- *criminal gangs and terrorist organisations have also made use of the computer and internet. Companies and organistaions e.g. the NHS have been hacked and targeted with ransomware. Terrorist organisations have launched cyberattacks against governments or organisations they dislike;*
- *(candidates may also refer to other forms of technology – the telephone, drones etc).*

© WJEC CBAC Ltd.

**Question 7**

| *Mark allocation:* | *AO1* | *AO2* | *AO3* | *AO4* | *SPaG* |
|---|---|---|---|---|---|
| **20** | **6** | **10** | | | **4** |

Question: **To what extent have methods of punishment changed over time? [16+4]**

**Band descriptors and mark allocations**

| | **AO1 6 marks** | | **AO2 10 marks** | |
|---|---|---|---|---|
| **BAND 4** | **Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.** | **5-6** | **Fully analyses the importance of the key issue. There will be a clear analysis of the extent of change, set within the appropriate historical context.** | **8-10** |
| **BAND 3** | **Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.** | **3-4** | **Partially analyses the key issue along with a consideration of the extent of change within the historical context.** | **5-7** |
| **BAND 2** | **Demonstrates some knowledge and understanding of the key issue in the question.** | **2** | **Basic analysis while considering variations in the extent of change.** | **3-4** |
| **BAND 1** | **Generalised answer displaying basic knowledge and understanding of the key issue in the question.** | **1** | **Offers a generalised response with little analysis of the extent of change.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

***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 early modern era candidates may consider that governments and society in general believed in the use of harsh punishments, even for minor offences. Public punishment of offenders – the stocks, pillory, whipping, ducking stool etc for minor offences and branding, mutilation and hanging for serious offences – was the norm. The aim was to humiliate and deter offenders and to let the public see that punishment was being carried out (retribution). It was believed that punishment needed to be harsh to deter crime. Fines were also sometimes used e.g. for not attending church. Few were sent to prison – apart from debtors and those awaiting trial, or vagrants who were sent to houses of correction;*

© WJEC CBAC Ltd.

- *in the 18th century candidates may take the view that governments still believed in harsh punishments carried out in public. Under the "Bloody Code" the number of capital offences increased dramatically (from 50 to 225). However the rising prison population and the fact that juries were reluctant to give a death sentence for minor crimes forced governments to make changes. A middle punishment between hanging and the stocks and pillory was needed. Transportation gave the authorities this alternative. It had a number of advantages e.g.it reduced the prison population, removed criminals from the UK and helped develop the colonies. It continued in use until 1868;*
- *candidates may observe that at the opening of the 19th century methods of punishment had changed little since the 16th century. Public punishments still existed while prisons were in a deplorable state. However, as the century progressed attitudes changed, with an emphasis on reform - the pillory was abolished in 1837 (but the stocks not until the 1870s and flogging not until the 20th century) and public hanging and transportation ended in 1868. The early 19th century also saw important reforms in prisons, inspired by people like John Howard and Elizabeth Fry. Until this time most prisons housed a mix of inmates – all ages, male and female, those awaiting trial and hardened offenders. From the 1823 Gaols Act prisons came under increasing government control. Prisons had to be secure, healthy, not run for profit and the sexes separated. Prisons now became the normal method of punishment for serious crimes. Various prison systems were tried – the separate and silent systems. However, by the late 19th century these were considered too harsh and greater emphasis was placed on the welfare of prisoners;*
- *candidates may state that the 20th century has seen the greatest change in terms of methods of punishment. Fines are now the main form of punishment e.g. for motoring offences, while for more serious offences prison is the norm. With the emphasis on rehabilitation, prisons have seen many changes – separation of young offenders (Borstals, Approved Schools, Young Offenders Institutes), Open Prisons, different categories of prisoners etc. An expensive and over-crowded prison system has also led to alternative sentences (probation and parole, suspended sentences, tagging, community service and ASBOs). The 20th century also saw the abolition of capital punishment in 1965;*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. the use of the ceffyl pren up to the 19th century, Rowland Lee's attempts to enforce order in the Marches by means of the death penalty (5000 hangings in 9 years); public execution of Welsh protestants (Rawlins White, John Penry) and Catholics (Philip Evans and John Lloyd); transportation of Welsh Chartists to Australia; John Howard's visits to Welsh prisons e.g. Caernarfon; 19th century Welsh prisons e.g. Beaumaris, Cardiff and Swansea; Parc Prison Bridgend for youth offenders in Wales; or any other relevant Welsh national or local references.*

© WJEC CBAC Ltd.

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 language 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 |



© WJEC CBAC Ltd.