



GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

MARK SCHEME SUMMER 2018

Component 2: THEMATIC PAPER

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

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

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

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

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

Question: e.g. **Describe methods of combating crime in the medieval period.** [5]

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Offers detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
BAND 2	Offers knowledge to partially describes the issue.	2-3
BAND 1	Offers 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:

- *methods were based on community responsibility and action, the power of nobles and the influence of the church;*
- *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 role of JPs, sheriffs, parish constables and watchmen.*

Banded mark schemes

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

Banded mark schemes Stage 1 – Deciding on the band

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

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

Banded mark schemes Stage 2 – Deciding on the mark

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

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

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

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

MARK SCHEME SUMMER 2018

Component 2: THEMATIC PAPER

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

Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3(a)</i>	<i>AO4</i>
4		2	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in changing attitudes to crime and 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 show criminals being punished in public*
A shows criminals being humiliated, C implies humiliation
A and B show punishment as a form of deterrence.

Differences – *A shows pain being inflicted on criminals*
B shows a prisoner in solitary confinement
C shows rehabilitation and restitution.

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 nature of criminal activity 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 law presented to parliament in 1593 which was late in her reign. It mentions the Catholic threat and brands them as traitors and heretics;*
- *to assess the reliability of the authorship there should be reference to the circumstances under which the law was made when the perceived threat appeared to threaten the queen's religious settlement and her life. The wording of the source refers to Catholics as wicked and devilish and justifies parliament's actions in outlawing Catholic practices throughout the country;*
- *Source E is reliable to a degree as a reward poster for people "breaking frames" in 1812. It refers to the activities of Luddites at a time of discontent when they considered new machinery in cotton and woollen mills as a threat to their jobs and livelihoods. The reward of 50 guineas was a huge amount at the time yet very few were arrested as they were protected by local communities;*
- *to assess the reliability of the authorship there should be reference to the poster showing the obvious bias of the factory owners by referring to the machine breakers as evil minded and riotous. The motives of the factory owners should be examined as they are acting out of self-interest.*

Question 3

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

Question: **Describe methods of combating crime in the medieval period.** [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:

- *methods were based on community responsibility and action, the power of nobles and the influence of the church;*
- *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 role of JPs, sheriffs, parish constables and watchmen.*

Question 4

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

Question: **Explain why the prison system was in need of reform by 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 increased use of prisons as a result of the gradual abandonment of transportation;*
- *the reduction of capital punishment;*
- *overcrowding and the lack of separation of prisoners by sex, age and the nature of crimes;*
- *appalling conditions, deaths by disease, abuse and brutal punishment of prisoners;*
- *the emerging belief that prisons could reform criminals;*
- *attempts to reform prisons under the Silent and Separate Systems.*

Credit reference to the work of prison reformers such as George O. Paul and John Howard at the end of the 18th century and Elizabeth Fry in the 19th century.

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **Outline how responsibility for enforcing law and order 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 enforcing of law and order 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 the responsibility for enforcing law and order was based on the principle of community and collective responsibility and action; people policed themselves and dealt with crimes against individuals; feudal obligations and duties and allegiance to the king along with the codification of the law and the use of church courts identified offences against the authority of the crown and church; the increased status of JPs and other officials and their role in maintaining law and order in the locality;*
- *in the early modern era there was continuation of civic and parish responsibility for the enforcement of law and order; the position of JPs was enhanced in response to economic pressures as a result of religious changes; the continued use of constables and watchmen and their enhanced role as towns and cities grew and crime rates increased; the act of Charles II which created paid, professional watchmen;*

- *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 enforcing law and order 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 Fieldings which paved the way for government legislation; the passing of the Metropolitan Police Act (1829), Municipal Corporations Act (1835) and the Rural Police Act (1839) and the aim to have publicly funded police forces in all areas; moves to rationalise police forces in the late 20th century and the introduction of `neighbourhood policy` and community policing.*

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
<i>High</i>	4	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Question 6 (a)

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

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

Band descriptors and mark allocations

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

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:

- *in the last decade of the nineteenth century London's population expanded to four million, which spurred a high demand for cheap housing in areas that became known as slums. These were very similar to the rookeries of the previous century. The East End of London was one of these areas. They became notorious for overcrowding, unsanitary and squalid living conditions. Many poor families lived crammed in accommodation without sanitation and proper ventilation. There were also over 200 common lodging houses which provided shelter for some 8000 homeless and destitute people per night;*
- *towards the end of the nineteenth century the East End of London was inhabited predominantly by the working classes, including the native English population, Irish immigrants and immigrants from Central and Eastern Europe, mostly poor Russian, Polish and German Jews. Most of these groups lived in real poverty. Attacks on foreigners, especially Jews, were frequent;*
- *Whitechapel was the area at the heart of the East End. In the mid eighteenth century it had been a relatively prosperous district, but by the second half of the nineteenth century it was overcrowded and notorious for crime. The term criminal classes was used to describe many of the people of the East End - used to suggest a social group stuck at the bottom of society. Most offenders were young males and most offences were petty thefts, drunkenness and vagrancy. The most common offences committed by women were linked to prostitution and soliciting.*

Question 6 (b)

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12		12		

Question: **(b) Explain why increased crime in the East End of London led to changes in policing in the late 19th century.** **[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 changes in crime and punishment set within the appropriate historical context.	10-12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing changes in crime and punishment set within the appropriate historical context.	7-9
BAND 2	Offers some explanation and analysis of the historic site in showing changes in crime and punishment set within the appropriate historical context.	4-6
BAND 1	Offers a generalised explanation and analysis of the historic site with limited reference to changes in crime and punishment.	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:

- *historic environments such as the East End of London were very significant in the history of crime and punishment. The criminal activity in the area was a major cause of the spread of the new police forces across London from the mid-1850s. The new police had a positive impact on petty theft on the streets of the East End;*
- *Whitechapel was the venue of murders committed in the late 1880s on women by the anonymous serial killer, called Jack the Ripper;*
- *the national press, which reported the Whitechapel murders in great detail, also revealed to the reading public the appalling deprivation and dire poverty of the East London slum dwellers;*
- *the murders highlighted the problems of beat-policing and saw the beginning of investigative policing;*
- *as a result of such improvements which are linked with the historic environment, the crime rate in areas like the East End of London had started to decline by the end of the century;*
- *credit how the degree of crime in the East End and the amount of attention it got from the press, led to improved social conditions and to the work of social reformers and politicians in tackling the root causes of crime.*