GCSE MARKING SCHEME

SUMMER 2024

**HISTORY
COMPONENT 2: THEMATIC STUDY
2E. CHANGES IN CRIME AND PUNISHMENT IN
BRITAIN, c.500 TO THE PRESENT DAY
C100U50-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

COMPONENT 2: THEMATIC STUDY

2E. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN, C.500 TO THE PRESENT DAY

SUMMER 2024 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 the candidate 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 how law and order was enforced in the sixteenth and seventeenth centuries.** **[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 a weak, generalised description of the issue.**	**1**

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:
- *In the sixteenth and seventeenth centuries policing was seen as a civic responsibility. Everyone had a duty to help maintain law and order in their locality. Governments believed enforcing law and order was a local responsibility.*
- *Justices of the Peace were appointed by the Crown to supervise law and order in each locality. It was seen as a job with prestige, so it was usually done willingly.*
- *The Justice of the Peace was assisted by parish constables and town watchmen who were unpaid amateurs.*
- *Constables arrested troublemakers, brought them to court and carried out punishments, for example the whipping of vagrants. They were chosen annually from among the wealthier men of each parish. As well as catching offenders, constables had extra duties such as checking weights and measures and regulating ale houses.*
- *The constables' role had to be done alongside other daily work, so it was often not done well. Sometimes constables paid other people to do the work for them.*
- *All able-bodied men who lived in towns were also expected to take their turn to serve at night as town watchmen, who would inform the Justice of the Peace of any crimes being committed.*
- *In 1663 Charles II ordered the creation of a force of paid night watchmen, known as Charlies. They were paid from parish rates, but the pay was so low that only the old and decrepit applied*.

> 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.

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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

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 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**	**BAND 2**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**BAND 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 criminals being restrained
A and C show criminal being punished in public
B and C show criminals wearing something that identifies them as criminals

Differences –
A shows a criminal being humiliated while C shows criminals being made to work.
A shows a prisoner being punished on their own while B and C show them being punished collectively.
B shows prisoners being punished in private while A and C show prisoners being publicly punished

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**	**BAND 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**	**BAND 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 book written at the time – during the Reformation when non-conforming religious views sometimes led to executions for heresy, the frequency of which was particularly intense in the mid sixteenth century. The woman whose execution is described is clearly referring to her faith in the Bible as many Protestant martyrs did.*
- *To assess the reliability of the authorship there should be reference to Foxe being a Protestant so being very clearly from one side of the religious argument. While there is clear bias here, this book was written not long after the events it describes and may accurately reflect the views and feelings of many people from this time.*
- *Source E is reliable to a degree as it is a report on the website of the BBC's news division, which is considered to be a trustworthy source of information about this computer hacking incident. As it is a report of a court case and a report of a police statement it would be easy to obtain this information and for it to be checked to see if it is accurate.*
- *To assess the reliability of the authorship there should be reference to how BBC News obtained this information, especially as the police have not been forthcoming about the details of the crime. It should also be considered that this is not the verdict of a full criminal trial, rather the beginnings of criminal proceedings against this alleged hacker.*

  There should be reference to the time and circumstances in which the sources were produced.

5

Question 3

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

Question: **Describe how law and order was enforced in the sixteenth and seventeenth centuries.** **[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 describes 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:

Some of the issues to consider are:
- *In the sixteenth and seventeenth centuries policing was seen as a civic responsibility. Everyone had a duty to help maintain law and order in their locality. Governments believed enforcing law and order was a local responsibility.*
- *The Crown appointed Justices of the Peace to supervise law and order in each locality. It was seen as a job with prestige, so it was usually done willingly.*
- *The Justice of the Peace was assisted by parish constables and town watchmen who were unpaid amateurs.*
- *Constables arrested troublemakers, brought them to court and carried out punishments, for example the whipping of vagrants. They were chosen annually from among the wealthier men of each parish. As well as catching offenders, constables had extra duties such as checking weights and measures and regulating ale houses.*
- *The constables' role had to be done alongside other daily work, so it was often not done well. Sometimes constables paid other people to do the work for them.*
- *All able-bodied men who lived in towns were also expected to take their turn to serve at night as town watchmen, who would inform the Justice of the Peace of any crimes being committed.*
- *In 1663 Charles II ordered the creation of a force of paid night watchmen, known as Charlies. They were paid from parish rates, but the pay was so low that only the old and decrepit applied.*

Question 4

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

Question: **Explain why transportation was used to punish criminals in the eighteenth and nineteenth centuries.** **[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:

- *Crime rates increased because of industrialisation and urbanisation. Gaols became overcrowded and expensive to run, as well as facing very public criticism from reformers such as John Howard. It was also hoped that transporting large numbers of criminals, or even just the threat of it, would reduce the crime rate.*
- *New prisons would eventually be built, but temporary ones such as those provided by the prison hulks were inadequate to the demands put upon them.*
- *Transportation was considered as an alternative to hanging. Some judges and juries were letting petty criminals off without conviction because they did not want to condemn them to death under the Bloody Code.*
- *As the Bloody Code was reformed in the early decades of the nineteenth century and the death penalty was used less frequently, transportation helped the government to deal with criminals before enough new prisons were built to be able to accommodate them.*
- *Some people, including many prison reformers, believed that the hard work and new skills needed by transported criminals would help to reform them from their criminal ways.*
- *It was hoped transportation would help colonies such as those in North America to get a labour force to build roads and work on farms. Once colonisation of Australia began it was believed that convicts could help establish and develop the colony there as well.*
- *Once the US of America had declared their independence, the government switched transportation of criminals to Australia. For some, this would give convicts a second chance at a better life, for others it was a way of getting these criminals as far away from Britain as possible.*
- *It was only once the new model prisons, starting with Pentonville, neared completion that transportation no longer seemed necessary to help reform criminals.*

Question 5

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

Question: **Outline how the nature of criminal activity 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	**BAND 4**	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	**BAND 3**	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	**BAND 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	**BAND 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

This content is not prescriptive, and candidates 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 such as the Black Death of the 1340–1350s, 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 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 of 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

Question 6 (a)

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

Question: **(a)** **(a) Describe *two* main features of Lincoln Castle gaol and prison between 1787 and 1878** **[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:

- The Georgian prison was built in the castle in 1787. Debtors had the rooms looking onto the castle grounds, while the criminals were housed in the Felon's Wing. More secure exercise yards were built behind the prison. A new debtor's yard was added to the prison complex in 1820, alongside the separate exercise yards for male and female prisoners. Washrooms and an infirmary were also built for prisoners. Male debtors had a grill over a hole for a fire, while female debtors had fireplaces and cupboards. As some debtor rooms were better than others it is likely that some of them paid to not have to suffer quite the same as everyone else
- The Victorian prison was a separate system prison based on the model prison at Pentonville, an H-shaped building with enclosed exercise yards for men and women in-between its wings. Inside the Victorian prison, male and female cells were placed on separate landings, each of which had its own stone bath. This arrangement of cells around a central landing was similar to the idea of Bentham's 'panopticon' design as it allowed guards to see all the cell doors from a central place. Each prisoner also had their own cell which was well-ventilated, with its own toilet and sink. Prisoners would sleep on a hammock. These cells were lit by gas-light and heated by a large boiler in the basement which blew hot air in through a grill in the floor. In the chapel, prisoners each had their own stall and during services the only person they could see would be the chaplain in the pulpit.

Question 6 (b)

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

Question: **(b)   Explain why Lincoln Castle gaol and prison is important in showing how the treatment of prisoners changed 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 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:

- *Prison reformer John Howard visited the prison in 1775 he was appalled by the poor conditions prisoners were kept in, especially the criminals who were kept in dark overcrowded basements without sewerage or fresh water. Howard recommended Lincoln build a new gaol which should be cleaner to keep criminals healthy and should have a chapel to help them to reform. These measures were achieved with the building of the Georgian prison in 1787, the clearer separation of male and female prisoners, and debtors from criminals. Further improvements were made in the 1820s especially to sanitation as Peel introduced reforms such as the 1823 Gaols Act to implement the recommendations of Howard and others across the prison system. This period also saw a reduction in the number of executions as capital punishment under the Bloody Code began to be replaced by more transportation.*
- *Following the recommendations of the 1839 Prisons Act, the Victorian prison, which opened in 1848, was designed around the separate system that was modelled at Pentonville, to prevent any communication between prisoners. There were separate cells for each prisoner with their own sanitary arrangements, exercise yards strictly overseen by the guards, and daily chapel services with the Reverend Richter while isolated from others in partitioned booths. The separate system was never fully implemented in Lincoln because of concerns about the mental health of prisoners, and there were often so many inmates in the prison that keeping inmates separated proved to be impossible.*
- *By the 1860s, the philosophy of the separate system was replaced by a new and much harsher view of how prisoners should be treated, established by the 1865 Prisons Act. This was called the silent system, under which prisoners had to spend their days doing hard labour, pointless menial tasks, eating the most basic food and sleeping in very uncomfortable conditions in the hope they would prefer not to commit crimes again rather than suffer similar treatment. Again, this was not fully implemented at Lincoln's Victorian prison because, by the early 1870s, its running costs were becoming more and more expensive and prisoner numbers were in sharp decline as a new city prison had opened up on Greetwell Road following the 1877 Prison Act and the passing of control over prisons to local authorities. Prison was also no longer used to punish debtors since the 1869 Debtors' Act.*
- *Capital punishment was affected by laws passed in the 1820s, 1830s and 1860s to reduce the number of crimes that would result in executions, which affected the number of hangings at Lincoln's Georgian and Victorian prisons. Public hangings were banned by the 1868 Capital Punishment Amendment Act, so after that point hangings took place inside Cobb Hall with just journalists present. Executions continued at HMP Lincoln after the Victorian prison was shut down.*