



GCSE MARKING SCHEME

SUMMER 2025

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 2025 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 the use of transportation as a punishment in the eighteenth and nineteenth 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:

- *Transported used as a labour force in the colonies, first in America and then in Australia. Transported criminals worked on projects like building roads or working on farms.*
- *The Transportation Act was passed in 1717. This was a major turning point in the methods of punishment. It allowed convicts to choose transportation to America instead of branding, whipping or sometimes hanging. The sentence was for seven years, fourteen years or for life. This ended with American independence in 1776.*
- *The first convicts to be transported to Australia left Portsmouth in 1787. Between 1788 and 1868, 160,663 convicts were transported there.*
- *Punishment and conditions in Australia Life in the new settlement was very harsh and many convicts died as a result of the harsh treatment. Soon other convict colonies were established at Norfolk Island and Van Diemen's Land (now the island of Tasmania).*
- *Some transported convicts were assigned to work for private individuals. The convicts were made to do whatever work their master chose to give them like farm or domestic work*
- *Skilled workers were put to use with particular trade and everyone else was used to do public works like building or digging roads or ditches.*
- *If a transported convict committed further crimes while serving a sentence in Australia, they would be either flogged or sent to a harsh penal settlement such as Norfolk Island far out in the Pacific Ocean. Here they could be put to work in chain gangs, stone-breaking and road-building.*



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 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 –

- *There is only one criminal in Source A and Source C.*
- *Technology is being used to commit the crime in Sources B and C.*
- *It is men committing the crime in Sources A and B.*

Differences –

- *There are two criminals in source B compared to one in Source A and Source C.*
- *Different types of crime are seen in the sources – vagrancy in A, highway robbery in B and cyber-crime in C.*
- *The criminals in Source B are threatening their victim, unlike in Sources A and C.*

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 how the responsibility for enforcing law and order has changed 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 Privy Councillor who was around at the time that Justices of the Peace were active.
- To assess the reliability of the authorship there should be reference to his knowledge of how law enforcement worked as part of the system of government and so Smith would know what the duties of a JP would be, even though he might not have any direct knowledge of how this worked in practice.
- 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 written by a journalist who would have done research into the role of the police as part of his book on London.
- Grant would have been in London at the time of the early years of the Metropolitan Police who were established in 1829. As with Smith in Source D the limitation here is the difference between what was publicly known and what the reality of how the police operated was.
- To assess the reliability of the authorship there should be reference to how a journalist might have collected his information.
- There should be reference to the time and circumstances in which the sources were produced.

Question 3

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

Question: **Describe the use of transportation as a punishment in the eighteenth and nineteenth 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:

- *Transported used as a labour force in the colonies, first in America and then in Australia. Transported criminals worked on projects like building roads or working on farms.*
- *The Transportation Act was passed in 1717. This was a major turning point in the methods of punishment. It allowed convicts to choose transportation to America instead of branding, whipping or sometimes hanging. The sentence was for seven years, fourteen years or for life. This ended with American independence in 1776.*
- *The first convicts to be transported to Australia left Portsmouth in 1787. Between 1788 and 1868, 160,663 convicts were transported there.*
- *Punishment and conditions in Australia Life in the new settlement was very harsh and many convicts died as a result of the harsh treatment. Soon other convict colonies were established at Norfolk Island and Van Diemen's Land (now the island of Tasmania).*
- *Some transported convicts were assigned to work for private individuals. The convicts were made to do whatever work their master chose to give them like farm or domestic work.*
- *Skilled workers were put to use with particular trade and everyone else was used to do public works like building or digging roads or ditches.*
- *If a transported convict committed further crimes while serving a sentence in Australia, they would be either flogged or sent to a harsh penal settlement such as Norfolk Island far out in the Pacific Ocean. Here they could be put to work in chain gangs, stone-breaking and road-building.*

Question 4

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

Question: **Explain why policing changed in the twentieth 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:

- *Developments in women police officers; the first officially recognised women police officers started in 1919 and over time they were allowed more responsibilities. They were not fully integrated into the police service until the 1970s when they had the same duties as male officers.*
- *Developments in transport; Bicycles were used from 1909 and cars from 1919, allowing police officers to get to the scene of a crime much faster. Motorbikes were used from the 1930s, helicopters and light aircraft from the 1970s. These increased the speed with which police could respond to crime.*
- *Developments in communication and technology; the telegraph was used from 1880 and by 1910 radio was in use as well to send messages which became increasingly mobile held by hand or fixed in cars. The telephone also changed the way that police could respond to crime, especially after the 999 number was introduced in 1937.*
- *Other technological developments: photograph has been increasingly used by the police, now supported by increasing use of video technology like CCTV, all of which have helped the effectiveness of tackling crime. Computers have also helped in the gathering and analysis of data and evidence, with the first Police National Computer system going live in 1974.*
- *To increase efficiency the number of police forces has been reduced from 243 in 1900 to 43 by the end of the twentieth century. Bigger forces meant they were less locally focused and beat police was increasingly replaced by rapid response units.*
- *Towards the end of the century there was more of a return to community policing, firstly through the Neighbourhood Watch schemes, and then the introduction of community support officers.*
- *Developments in forensic science, from the first fingerprinting division in 1901, through the creation of more accurate tests on blood, hair, skin and fibre samples, and other materials that meant that suspects could be identified from a crime scene. Genetic profiling and DNA testing has recently improved this as well.*

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 the punishment of criminals 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

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 punishment was centred around the community under the Anglo - Saxons with trials by ordeal to prove innocence or guilt and community courts handing out wergild fines which had replaced the earlier punishment of authorised blood feuds; with the coming of the Normans this shifted to being based on the principle of deterrence to ensure that people would be scared of committing crime and retribution as a means of revenge; punishments were harsh and usually public spectacles; those committing minor offences would spend time in the stocks or the pillory; theft or vagrancy was punished by mutilation or flogging, murderers would be hanged, heretics burned at the stake and traitors would be hung, drawn and quartered.*
- *In the early modern era there was a continuation of most forms of medieval punishment which were still based on deterrence and retribution; the period witnessed increased rates of crime and public punishment featured more with the use of stocks and pillories, flogging, whipping and branding especially for vagrants and rogues; public execution continued for crimes that were considered serious or threatening to the order of society such as murder, treason and heresy; during the Tudor period heretics were burned at the stake and during the Marian persecutions upwards of 300 protestants were executed; prisons existed as holding centres for criminals awaiting punishment and houses of correction were established in the seventeenth century where criminals would carry out supervised work; this period also saw the introduction of the Bloody Code, a series of 250 laws that made every crime worth over a shilling punishable by death.*
- *In the modern era there was gradual change with a shift away from brutal punishment along with the belief that punishment should fit the crime; by the eighteenth century transportation to overseas penal colonies was used as an alternative to execution as a result of the reduction in capital crimes with the reform of the Criminal Code along with attempts to reform criminals; public executions ended in 1868 and the nineteenth century witnessed moves to rehabilitate criminals as a result of the work of prison reformers and experiments such as the Silent and Separate Systems; the twentieth century saw the abolition of corporal and capital punishment and the categorisation of prisoners; open prisons were established along with the introduction of alternative punishments to prison such as probation, suspended sentences, parole, Community Service and electronic tagging.*

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	• 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	• 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	• 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) Describe two different prison systems used in Lincoln Castle gaol and prison between 1787 and 1878.** [8]

Band descriptors and mark allocations

	AO1(a) 8 marks	
BAND 3	Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.	6–8
BAND 2	Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.	3–5
BAND 1	Offers a generalised description with limited knowledge of 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 of 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.*
- *Students could also consider the two prison systems used in Lincoln to be the separate and silent systems as were implemented at least in part in Lincoln so answers that describe these systems as being used should be credited as well.*

Question 6 (b)

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

Question: **(b) Explain why Lincoln Castle gaol and prison is significant in showing changing attitudes towards the punishment 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 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 what the poor conditions prisoners were kept in, especially the criminals who were kept in dark overcrowded basements without sewers or fresh water. Howard recommended Lincoln build a new gaol which should be cleaner and should have a chapel to keep criminals healthy and help them to reform. These measures were achieved with the building of the Georgian Prison in 1787, along with 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 and the number of executions at the prison was reduced accordingly.*
- *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.*
- *The silent system 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 passing of control over prisons to local authorities after the 1877 Prison Act. Prison was also no longer used to punish debtors since the 1869 Debtor's 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 impacted on 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.*