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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE (NEW)**

**HISTORY**

**UNIT 3: THEMATIC STUDY**

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

**3100UJ0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 2019

### 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

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	6			

Question: e.g. **Describe the work of Elizabeth Fry** **[6]**

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1 6 marks		
<b>BAND 3</b>	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-6
<b>BAND 2</b>	Demonstrates knowledge to partially describe the issue.	3-4
<b>BAND 1</b>	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:

- *Elizabeth Fry was a prison reformer particularly associated with Newgate women's prison.*
- *She was horrified by conditions in Newgate – overcrowding, drinking and swearing, sleeping on the floor – and by the fact that many women had their children with them.*
- *She created rules for women prisoners, provided clothing and bedding, and organised work and education for women and children.*
- *In 1817, she set up a ladies prisons association in Newgate (the Association for the Improvement of the Female Prisoners in Newgate) and in other prisons to help women.*
- *She gave evidence to a parliamentary committee in 1818. Peel's Gaols Act (1823) took up many of her ideas – separate prisons for men and women, female warders in women's prisons and payment of warders/gaolers.*
- *She published a book "Observations on Visiting, Superintendance and Government of Female Prisons" in 1827. In later years, she travelled widely in Europe spreading her ideas.*

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 examiners' 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 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

### UNIT 3: THEMATIC STUDY

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

##### Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a. *the stocks or pillory (or both)*
- b. *highwaymen*
- c. *Australia (accept penal colonies, America or the West Indies)*
- d. *Silent system (accept separate system)*

**Question 2**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>4</b>		<b>2</b>	<b>2</b>	

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

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</b>

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 violent protests; in both, protestors are using weapons to destroy something i.e. the cause of their grievance; all three sources are protests aimed at protecting livelihoods/jobs.*

*Differences – A (or B) shows violent protest, whereas C is more peaceful; in A (and B) the workers themselves are protesting, in C it is their wives/families; Sources A and C show industrial protests, whereas B shows rural/agrarian protest.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the work of Elizabeth Fry.** **[6]**

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

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:

- *Elizabeth Fry was a prison reformer particularly associated with Newgate women's prison.*
- *She was horrified by conditions in Newgate – overcrowding, drinking and swearing, sleeping on the floor – and by the fact that many women had their children with them.*
- *She created rules for women prisoners, provided clothing and bedding, and organised work and education for women and children.*
- *In 1817, she set up a ladies prisons association in Newgate (the Association for the Improvement of the Female Prisoners in Newgate) and in other prisons, to help women.*
- *She gave evidence to a parliamentary committee in 1818. Peel's Gaols Act (1823) took up many of her ideas – separate prisons for men and women, female warders in women's prisons and payment of warders/gaolers.*
- *She published a book "Observations on Visiting, Superintendance and Government of Female Prisons" in 1827. In later years, she travelled widely in Europe spreading her ideas.*

**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the living conditions that led to an increase in crime in Merthyr in the 19th century.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

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:

- *From a village of just 40 houses in 1760, Merthyr grew into a town of 8,000 inhabitants by 1801. By 1851 it had 46,000 inhabitants, and was the largest town in Wales.*
- *This rapid expansion created dreadful living conditions, with serious overcrowding in low-quality housing and insanitary conditions. Epidemics of cholera, typhus and TB spread rapidly.*
- *By the 1840s, Merthyr had the highest mortality rate of all Welsh towns (and the third highest in the UK). Many children died before the age of five.*
- *The worst area was the slum area called “China” or “Little Hell”, with some of the most squalid living conditions in Britain – narrow, badly ventilated streets, full of crowded houses. It was a ‘no go’ area, the most notorious district in the whole of Wales – “a den of drunkards, thieves, rogues and prostitutes.”*
- *In his report in 1845, Sir Henry de la Beche noted that there were no privies, so the inhabitants threw their slops into the streets, which were like open sewers. The poorest slum dwellers lived in cellars, in the worst conditions of all.*
- *Bad working conditions also took their toll on inhabitants as did the pollution from the iron works and river.*
- *These conditions bred discontent and criminality.*
- *In 1841, out of a total of 34 constables for the new Glamorgan constabulary, 12 were placed in Merthyr – an indication of Merthyr’s criminal reputation.*



**Question 5**

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why there was an increase in crime in the Tudor period.** [12]

**Band descriptors and mark allocations**

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

- *The Tudor period saw great social change – economic, political and religious.*
- *Economic change brought disruption – a growing population made it harder to find work and put pressure on food supplies; Henry VII's banning of private armies; the dissolution of the monasteries by Henry VIII; enclosure of land for sheep farming. All added to the number of jobless, many of whom became vagrants. Some vagrants turned to crime e.g. pickpocketing and theft. Occasionally there were major outbreaks of discontent e.g. Ketts rebellion, 1549 – a protest against enclosure.*
- *Religious change created crime – Henry VIII's break with Rome led to new treason laws, while the Pilgrimage of Grace was a protest against closure of the monasteries; Edward VI's reign saw the Cornish Prayer Book Rebellion; under Mary Tudor, heresy became a serious offence and over 250 heretics were burned e.g. Cranmer; Elizabeth also had to deal with Mary, Queen of Scots, and plots and rebellions e.g. the northern earls.*
- *Additional reference may be made to other factors - the growing size of towns made policing more difficult; political/dynastic reasons e.g. Yorkist imposters Lambert Simnel and Perkin Warbeck, the Essex Rebellion in 1601; general lawlessness in the Welsh marches e.g. cattle theft, often encouraged by the Marcher lords themselves.*

### Question 6

Mark allocation:	A01	A02	A03	A04
12	2	10		

Question: **How significant were changes in attitudes to punishment during the 20th century?** [12]

#### Band descriptors and mark allocations

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

- *There were significant changes in attitude to punishment during the 20th century.*
- *The belief that some people were born criminals was declining. It was replaced by a belief that prisoners could be reformed by better treatment and education. Prison conditions improved/became more humane – 1902, hard labour ended; 1922, solitary confinement ended. Teachers were employed. Prisoners no longer had to wear prison uniform. First open prison to prepare for life outside (1936).*
- *It was realized that young offenders needed to be treated differently – e.g. 1902, first Borstal was established (to keep them away from experienced criminals); Children’s Act (1908) (“Children’s Charter”) ended prison sentences for under 14s; 1948, attendance centres; community service order; 1982, borstals replaced by detention centres (short sentences) or Youth Custody (for longer sentences e.g. violent offenders – intended to give personal attention and take them out of their bad environment).*
- *Opposition to the death penalty increased. It was considered inhumane – it was abolished in 1965 (Murder Act). Mistakes had been made. It was not a deterrent, the state should not take life etc. Life imprisonment replaced hanging for murder.*

- *Alternatives to prison were introduced – partly to try to stop offenders getting into the system and becoming career criminals; more recently to reduce prison populations – e.g. 1907, probation; 1967, suspended sentences; 1972, community service – all aimed to keep offenders out of prison but not let them get away with their crimes. Also parole (1967) (reduced sentences for good behaviour) and electronic tagging (1990s).*
- *However, not all members of the public shared these ideas. Newspaper polls often showed that the public wanted longer sentences for certain offences or the return of the death penalty. Governments were also inconsistent in their attitudes.*

## Question 7

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

Question: **Have methods of combating crime always been successful over time?** [16+4]

## Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	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 variations in the extent of success, set within the appropriate historical context.	8-10
<b>BAND 3</b>	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 variation in the extent of success within the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering variations in the extent of success over three historical eras some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of variation in the extent of success.	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 the role of Tudor JPs, constables and watchmen (and of Charlies in the 17<sup>th</sup> century). These were all untrained, unpaid amateurs. JPs were appointed by the Crown and had overall supervision of the law in each locality. Their workload increased to include activities such as organising road repairs and dealing with the poor. They were assisted by constables, who were elected annually in each parish, and who had to do the work of arresting troublemakers, bringing them to court and sometimes also carrying out punishments e.g. whipping vagrants. All able-bodied men were also expected to take their turn to serve at night as town watchmen. Charlies – employed night watchmen – were poorly paid, old and infirm, and not up to the job. Overall, the system was not that*

successful. JPs were overworked, parish constables hated having to take time off from their own work on parish business, and Charlies were ineffective. The fact that punishments were so harsh indicates that policing was not working well. By the 18<sup>th</sup> century, thief-takers, who were criminals themselves and "trading justices", who took bribes, all undermined attempts to enforce law and order, which was a challenging situation that was compounded by the rapid growth of towns.

- In the industrial era, candidates may consider that methods were more successful. The Fielding brothers introduced the Bow Street Runners, which had some success in reducing crime but only in that area of London. The horse patrol cleared highwaymen (showing the value of police in deterring crime) and the "General Hue and Cry" showed the value of information sharing. Peel's Metropolitan Police (from 1829) were trained and paid by the government. They wore a recognisable uniform and patrolled the streets of London to deter crime. They were successful in reducing crime in London, so many criminals left for other cities. The County and Borough Police Act (1856) forced all counties and boroughs to have a police force. By the late 19<sup>th</sup> century, police across the country were having more success in combating crime.
- In the 20<sup>th</sup> and 21<sup>st</sup> centuries, candidates may show that policing developed further and, arguably, had more success in fighting crime. They may consider some of the following: developments in personnel (introduction of WPCs in 1920, special constables in 1923, traffic wardens and PCSOs in 2002); increasing specialization (dog handlers, Organised Crime Squad, SOCOs and use of forensic science; Anti-terrorist Squad etc.); use of technology (cars from 1919 and helicopters from the 1970s, the telephone from 1902, two-way radio from 1922, the police national computer, CCTV etc.). Police have generally had more success during the 20<sup>th</sup> and early 21<sup>st</sup> centuries, although there have been periods when crime increased, e.g. the 1960s. As crime figures rose, however, there was much argument among experts about the degree of success of policing. Some argued that policing was improving and more people were reporting crime, while others argued that it was a sign that policing needed to be reformed.
- To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. the work of Rowland Lee in the Welsh Marches in the early 16<sup>th</sup> century; the creation of county and borough police forces in Wales in the 19<sup>th</sup> century, the reorganisation to four forces in the 1960s or any other relevant Welsh national or local references.

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>