



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

UNIT 3: THEMATIC STUDY

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

3100UJ0-1

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.

UNIT 3: THEMATIC STUDY

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

MARK SCHEME SUMMER 2025

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

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

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

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: e.g. **Describe the crime of heresy in the sixteenth century.** [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- Heresy was the refusal to follow the state religion and was often linked with treason, as it was seen as both a religious offence and an act against the state. The Reformation led to the monarchy, government and Parliament becoming more involved in religious matters. As a result, those accused of heresy were often also seen as committing treason.*

- *What constituted the crime of heresy was different in each reign, depending on the laws passed concerning religion.*
- *Heresy and treason became more common crimes under Henry VIII in the 1530s and 1540s as anyone who did not support or follow the changes of the Reformation was committing a crime.*
- *After Henry VIII's death in 1547 his young son, Edward VI made the church Protestant. Catholic Bishops who refused to follow Edward's changes were imprisoned for heresy. But there were only two executions for heresy in his reign.*
- *The Catholic Mary Tudor came to the throne in 1553 after a brief attempt by the Protestants to have Lady Jane Grey crowned Queen. She quickly reversed all of Edward's religious changes. Mary restored the rule of the Pope and brought Catholic practices back to the Church.*
- *During the reign of Mary I, a Catholic, around 280 Protestants were burned at the stake for committing the crime of heresy.*
- *Under Elizabeth I, a Protestant, continuing Catholic traditions became heresy. However, Elizabeth preferred to have people convicted of treason rather than heresy. Four Catholics were put to death as heretics, it is estimated that 250 Catholics were executed for the crime of treason.*

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 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>
4	4			

Award one mark for each correct response:

- a. *Vagabonds / Vagrants*
- b. *Henry Fielding*
- c. *John Howard*
- d. *Metropolitan Police / Peelers / Bobbies*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
4		2	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in how enforcement of law and order has changed over time.** [4]

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities –

*A shows a watchman and B and C show professional police forces, paid for their duties.
Both B and C are wearing police uniforms. A is wearing own clothes not uniform.
Both A and C are out on patrol*

Differences –

*A isn't wearing a uniform and doesn't look official B and C both show the wearing of uniform.
A or B has men policing while C has a female support officer.*

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the crime of heresy in the sixteenth century.** [6]

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Heresy was the refusal to follow the state religion and was often linked with treason, as it was seen as both a religious offence and an act against the state. The Reformation led to the monarchy, government and Parliament becoming more involved in religious matters. As a result, those accused of heresy were often also seen as committing treason.*
- *What constituted the crime of heresy was different in each reign, depending on the laws passed concerning religion.*
- *Heresy and treason became more common crimes under Henry VIII in the 1530s and 1540s as anyone who did not support or follow the changes of the Reformation was committing a crime.*
- *After Henry VIII's death in 1547 his young son, Edward VI made the church Protestant. Catholic Bishops who refused to follow Edward's changes were imprisoned for heresy. But there were only two executions for heresy in his reign.*
- *The Catholic Mary Tudor came to the throne in 1553 after a brief attempt by the Protestants to have Lady Jane Grey crowned Queen. She quickly reversed all of Edward's religious changes. Mary restored the rule of the Pope and brought Catholic practices back to the Church.*
- *During the reign of Mary I, a Catholic, around 280 Protestants were burned at the stake for committing the crime of heresy.*
- *Under Elizabeth I, a Protestant, continuing Catholic traditions became heresy. However, Elizabeth preferred to have people convicted of treason rather than heresy. Four Catholics were put to death as heretics, it is estimated that 250 Catholics were executed for the crime of treason.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the use of community service as a punishment in the twentieth and twenty-first centuries.** [6]

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Community service was used as an alternative punishment to imprisonment.*
- *In 1972 courts were given the power to impose community service orders to make offenders do a spell of useful and unpaid work. This alternative to imprisonment allows courts to impose community service on offenders.*
- *The offenders have to perform certain duties for the community, such as assisting at social clubs for older people, carrying out repairs or doing decorative work.*
- *The work is organised by probation officers.*
- *The system is claimed to work with older offenders, but not with others.*
- *Since 2003 there have been strong feelings that offenders should be seen to be giving something back to the community and offenders are asked to complete between 40 and 300 hours of community service.*
- *It was suggested that orange 'bibs' should be worn by such offenders, with 'Community Payback' printed on them.*

Question 5

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why there were increased opportunities for crime in Merthyr in the nineteenth century.** [12]

Band descriptors and mark allocations

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

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 increased opportunities for crime for many reasons. Some were associated with poverty, some were as a result of events linked to the Iron works and some were as a result of leisure activities.
- People were crowded into tightly packed housing and their poor living conditions made them dissatisfied. 70% of reported crimes were stolen clothing, food, coal or stealing from an individual. Those living in 'China' were often described as 'Cellarites' due to the many cellars in the crime riddled area.
- Stealing from the Iron works did happen. Between 1848 and 1854, 100 people were accused of stealing Coal in Merthyr and Aberdare.
- Many crimes were committed as a result of social activities such as drinking and being drunk. This often led to behavioural issues and conflict. 1 out of every 5 of all reported crimes in Merthyr were as a result of being drunk and disorderly. Many lived in the slum area of 'China'. Although mainly men, some women had a reputation for heavy drinking. Women such as Julia Carroll, 'Brecon Jane' Powell, 'Snuffy Nell' Sullivan and 'Savey Stack' Edwards. Drunkenness and violence was often associated with the Irish population of Merthyr.
- Crimes of a sexual nature was also an issue. There were many accounts of robbery by prostitutes. There were many prostitutes, gamblers and thieves living in the slums of 'China' and 'Pontstorehouse'. Many of the prostitutes stole from their clients.
- People were more anonymous in these large towns and they were more willing to turn to crime. The layout of the towns made it easy to disappear quickly from the scene of a crime, and the police force at this time had not yet developed to keep up with the changes that had taken place. There was no efficient police force to catch many of the criminals and it wasn't until 1870's that things improved.

Question 6

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **How significant was Robert Peel to the development of policing in the nineteenth century?** [12]

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *In 1822 Robert Peel was made Home Secretary, taking responsibility for law and order. He believed the existing law enforcement systems were ineffective at catching criminals and played a significant role in pressuring the Prime Minister to address the issue.*
- *The Metropolitan Police, established in 1829, marked a significant step in the development of policing, becoming the most effective and organised force in London at the time. Robert Peel, viewed as the ‘father of modern policing’ had a lasting influence with police officers referred to by the public as ‘Peelers’ and ‘Bobbies’.*
- *Peel’s decision to introduce a non-military uniform was important in ensuring the public did not see them as an extension of government control. The uniform, consisting of a blue overcoat and top hat was designed to appear more civilian, this helped reassure the public that the police were there to protect and not to control them. This helped to build public trust.*
- *Peel established clear guidelines for the Metropolitan Police, ensuring officers were only allowed to use physical force when necessary and were required to act within the law at all times. These guidelines, which aim to foster a positive relationship with the public are still followed by police today.*
- *The significance of Peel was demonstrated in 1839, when the Metropolitan Police Act led to the disbanding of the Bow Street Runners and expanded the jurisdiction of the Metropolitan Police from a seven-mile to a fifteen-mile radius.*

- *Because the Met had proved their worth and won the respect of the public, police forces were created in the counties, by the 1839 County Police Act, and further extended by the 1856 County and Borough Police Act, Peel's model became the blueprint for national policing.*
- *Police forces were extended to these areas so that there was an efficient system of law enforcement nationwide.*

Question 7

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **To what extent has poverty contributed to the causes of crime between 1500 and the present day?** [16+4]

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The causes of crime have frequently changed over time, but there are elements which have stayed the same. Poverty is an example of this.

1500-1700

- *Poverty was a major cause of crime in this period, especially because there was no proper support for the poor and surviving was difficult for many.*
- *Various factors led to a sharp increase of unemployment and vagrancy in the sixteenth century – the slump in the cloth trade; inflation; the dissolution of the monasteries; enclosures for sheep farming; and fewer soldiers were needed in the army because it*

became increasingly a time of peace. With increased levels of unemployment, many people became poor and turned to begging or crime to survive. Some of the poor became wandering beggars and wandered the countryside in criminal gangs. Just being a vagrant was a crime in Tudor times.

- However you could argue that poverty was not the biggest cause of crime. There was considerable religious change in the sixteenth century. This was the time of the Reformation. If you did not follow the religion of the ruling monarch, you were committing the crime of heresy. Examples could be made referencing the fates of Rawlins White, Richard Gwyn and John Penry.

1700-1900

- During this time, Britain became more industrial and urban, and poverty continued to drive many people to crime, especially in growing cities.
- Poverty contributed to rural protests such as the Swing Riots, where agricultural workers attacked houses and barns as a protest against low wages, tithes and the introduction of new machinery that threatened their jobs. Similarly during the Rebecca Riots in west Wales, farmers protested about high tolls, increasing rents, tithes and poverty by attacking tollgates.
- Poverty and poor living conditions in industrial urban areas led to many people resorting to crime to improve their lives. Many people were dissatisfied with their lives and wanted more money. Industrial accidents were common, there was no compensation, and a worker would be sacked if they could no longer work. Accidents led to destitute families who turned to crime to survive. Orphans were also common in industrial towns, due to low life expectancy and they often turned to crime to survive. Theft was the most common crime in the new industrial towns and cities. Poverty in areas such as 'China' in Merthyr led to crime.
- Poverty was still a major cause of crime, but now also caused social protest and unrest in both rural and urban areas. Political unrest in the nineteenth century led to revolt, such as Chartist protests in Newport and Llanidloes, 1839.
- However you could argue that poverty was not the biggest cause of crime. In the seventeenth and eighteenth centuries, greed played a part, as smugglers tried to evade customs officers and highwaymen tried to rob well-off travellers. The extent of smuggling in west Wales – Gower (Brandy Cove), Pembrokeshire (Ogof Whisky) and Cardigan Bay

Twentieth and Twenty-First Centuries

- In the modern era, poverty remains a key cause of crime, but it's no longer the only one, other social, political and technological factors also play a big role.
- In Wales, poverty and economic struggles in rural communities helped fuel nationalist protests. For example, the activities of Meibion Glyndwr in the 1980s and 1990s involved firebombing properties - mostly holiday homes owned by English people. This wave of direct action was driven by the belief that these second homes were driving up house prices and making it harder for local Welsh people to afford housing, adding to the pressures of rural poverty.
- Even in our supposedly sophisticated modern society, poverty is still linked to crime. People in areas with poor housing, low incomes and fewer opportunities are more likely to be involved in or affected by crime. In poorer communities the lack of education and employment options can lead young people to join gangs and engage with criminal networks – county lines trafficking.
- However, modern crime is also shaped by new factors like drugs, mental health issues, social media and cybercrime, which are not always linked to poverty. In the twentieth century, the pressures of modern society have led people into drug taking, stealing cars and committing cybercrime.
- Poverty is still an important cause of crime, especially in deprived areas but it now exists alongside other causes like technological developments and social pressures.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<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