

MARK SCHEME**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 role of a Tudor Justice of the Peace in combating crime.**

[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:

The role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order; the need for responsibility in the supervision and regulation of ale-houses; the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official; the increasingly common task of dealing with vagrants and administering the Poor Law; a further role was regular attendance at Petty and Quarter Sessions; some answers may make reference to the fact that many JPs used their position of power to their own selfish ends

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. Watchmen
- b. Fielding
- c. 1829
- d. Borstal

Question 2

Mark allocation:	A01	A02	A03	A04
4		2	2	

Question: **Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals 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 – The punishments shown in Sources A and C are in public and seem to constitute forms of entertainment; these come from different centuries and show that the idea of punishment in public hadn't changed; Sources B and C show extremes in punishment (mutilation and garroting in Source B; hanging in Source C); these show that the idea of inflicting pain and even death as punishment remained similar for many centuries

Differences – Source A uses humiliation as a punishment; there is no emphasis on inflicting pain; the punishment in Source B seems to be in private while the other punishments are taking place in public; the methods of punishment are different, one shows use of the pillory, one shows mutilation and the other execution.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the role of a Tudor Justice of the Peace in combating crime.** [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:

The role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order; the need for responsibility in the supervision and regulation of ale-houses; the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official; the increasingly common task of dealing with vagrants and administering the Poor Law; a further role was regular attendance at Petty and Quarter Sessions; some answers may make reference to the fact that many JPs used their position of power to their own selfish ends.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the work of John Howard in reforming prisons in the late eighteenth 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 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:

The work of John Howard in reforming prisons can be described with reference to several historical features: he was a leading philanthropist and social reformer; in 1773, he was appointed high sheriff of Bedfordshire and supervision of the county jail became of one his responsibilities. He was shocked by the conditions he found there: gaolers were not salaried but lived off fees paid by prisoners for food, bedding and other facilities; this meant that poorer prisoners lived in terrible conditions; many gaolers demanded payment before prisoners were released, meaning that some stayed in jail even if they were innocent or had served their sentences; he travelled extensively across Europe and in Britain visiting prisons; at least two Welsh gaols received visits – those in Caernarfon and Swansea; Caernarfon is criticised for having neither drainage or fresh water with the inmates housed in tiny windowless cells; Howard published his findings in an influential book 'The State of Prisons in England and Wales' in 1775 which led to some interest in Parliament; he had some influence in Wales as Thomas Penson built a new gaol in Caernarfon in 1784 as a result of Howard's criticism and went on to improve the gaols in Wrexham and Flint; Howard died in 1790 after catching typhus in Russia; in 1866, the pressure group, the Howard League for Penal Reform was founded in his honour.

Question 5

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why opportunities for crime increased by the end of the eighteenth 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.	8-10
			BAND 3	Explains the issue 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 with some reference to 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 increased in the eighteenth century largely due to the increasing opportunities created by the development of the commerce and trade of the country: one example of increasing crime was highway robbery; more wealth and money was transported due to increasing trade; there were many vulnerable, open areas outside towns; handguns became easier to purchase and horses cheaper to obtain; escape became easy as parish constables found it difficult to pursue highwaymen; another example was an increase in smuggling; this was a direct result of the economic policy of protecting British industry by putting high tariffs on imported goods; smugglers avoided paying the excise and could sell goods at a cheaper rate than in shops and markets; large areas of the south and west of the country were economically depressed at times in the century and resorted to smuggling to survive.

Question 6

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why areas such as 'China' in nineteenth century Merthyr were significant in the development of crime and its policing in Wales.** [12]

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Offers a sophisticated and reasoned explanation and analysis of the significance of the historic environment. The answer fully addresses the position of the historic environment in showing changes in crime and punishment set within the appropriate historical context.	9-10
			BAND 3	Offers a reasoned explanation and analysis of the significance of the historic environment in showing changes in crime and punishment 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	Offers some explanation and analysis of the historic environment in showing changes in crime and punishment set within the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Offers a generalised analysis of the historic environment 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:

Analysis of the historic environment of 'China' shows that its growth represented a significant change in crime and policing in industrial Wales in the nineteenth century; the area was made up of basic industrial housing on the banks of the River Taff and was taken over by the undesirable element of Merthyr society; the area became notorious as a den of vice; the most powerful criminal in the area was known as the 'Emperor' and it became a noted hiding place for fugitives from justice from far afield; its inhabitants would gang together to resist the arrest of any of their neighbours; for many decades in the early nineteenth century the local police forces failed to control the area; however, with the establishment of the town police

force in the late 1830s, an organised force started to gain some respect and control; the methods used show how effective an organised police could be; two policemen were put at night on each of the two beats adjoining them; when it became necessary to make an arrest, the whole available force of the police would take part, most often led by the Superintendent; a special target was made of the leaders of these clans of gangsters, so as to weaken their organisation; the inhabitants of China and similar areas responded by assaulting individual constables on their beats; during the 1840s the police proved their toughness and an ability to hit back hard; by the 1850s it became possible to extend the beat system to the whole town, although it was not until the end of the century that it became possible for the area to be patrolled by one constable; in this way, the study of the historic environment of 'China' shows a significant change in the enforcement of law and order in industrial Wales.

Question 7

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

Question: **To what extent has poverty been the main cause of crime over time?** [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 other factors and their relative impact 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 impact of other factors in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	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 impact.	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 argument that poverty has been a cause of crime will be explored through a narrative of the three historical eras covered in this theme. Answers will demonstrate the extent to which poverty was a major cause of crime across the whole period covered. In relation to the medieval era there will be reference to the survival of the subsistence economy worsened frequently by famine and the effects of war; these saw regular instances of stealing and begging including frequent bread riots in the marches of Wales. In the early modern era there will be reference to factors that caused poverty such as increased unemployment, the closing of the monasteries; changes in farming and the cloth industry and inflation. These saw stealing and begging increase rapidly leading to legislation such as the Elizabethan Poor Law. In the modern era there will reference to the economic problems caused by urbanisation and industrialisation in the nineteenth centuries and the endemic problems of stealing and theft in large towns and cities such as Merthyr and Cardiff.

There should be discussion of other causes of crime across the eras such as the impact of civil war, the lack of effective policing and political and social unrest; dispute over religion was a cause in the sixteenth and seventeenth centuries. Credit references to the religious martyrs in Wales including Rawlins White, Richard Gwyn and John Penry. In the later twentieth century, technology became a cause of crime in a number of ways. Answers may question whether poverty is still a major cause of crime in the twenty first century and whether there are now other major factors including greed, anti-social behavior and access to new technology that are more important causes.

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

