MARK SCHEME

Component 2: THEMATIC PAPER
2E. Changes in Crime and Punishment in Britain, c.500 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

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

Question: e.g**. Describe the role of a Tudor Justice of the Peace (J.P.) in combating crime.** **[5]**

> This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Offers detailed knowledge to fully describe the issue set within the appropriate historical context.**	**4-5**
BAND 2	**Offers knowledge to partially describes the issue.**	**2-3**
BAND 1	**Offers 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:

- *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

Component 2: THEMATIC PAPER

2E. Changes in Crime and Punishment in Britain, c.500 to the present day

Mark allocation:	AO1	AO2	AO3(a)	AO4
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(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 – A and C are in public ;A and C are forms of entertainment; B and C show extremes in punishment

Differences – A uses humiliation as a punishment whereas B uses mutilation; B uses mutilation as a punishment whereas C uses execution; A uses humiliation as a punishment whereas C uses execution

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	**2**		**4**	

Question: **Which of the two sources is the more reliable to an historian studying the methods of enforcing law and order 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 an historian for several reasons: it is a largely factual source as it is from an Act of Parliament; it refers to the Statute of Winchester of 1285 which ordered common people to join in the pursuit of criminals (posse comitatus); this laid down in law the need for the community to be involved in maintaining law and order;*
- *to assess the reliability of the authorship there should be reference to the Statute of Winchester as an official document and also to it supporting the historical context with regard to the King`s attempt to improve policing in late thirteenth century.*
- *Source E is reliable to an historian for several reasons: it is an observation by Robert Peel on the establishment of the Metropolitan Police in 1829; he was addressing the House of Commons and was Home Secretary making it more reliable to an historian;*
- *it describes Peel`s attempts to replace the outdated and ineffective types of policing in London with a modern and efficient police service; there may be some understanding of the shortcomings of the system which the Metropolitan Police gradually replaced;*
- *to assess the reliability of the authorship there should be reference to Peel`s obvious bias as a Tory Home Secretary and the architect of the Metropolitan Police Act and how he would be praiseful of the changes given the purpose and need for this Act.*

Question 3

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

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

- *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.*

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Question 4

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

Question: **Explain why opportunities for crime increased by the end of the eighteenth 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:

- *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; this increased because 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 increased as 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 5

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

Question: **Outline how the main causes of crime have 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 are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the process of change in the main causes of crime will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the main causes of crime across the whole period covered;*
- *in relation to the medieval era candidates may stress that the main causes of crime in this era were largely to do with survival and poverty; there may be reference to the continuity of the subsistence economy of the medieval period, worsened frequently by famine and the effects of war; these saw regular instances of stealing and begging and could lead to outbreaks of social unrest such as the Peasants' Revolt;*
- *in the early modern era candidates may stress that the main causes of crime in this era continued to be connected with survival and poverty; however, there should also be reference to specific factors that caused crime in the sixteenth century such as increased unemployment, the closing of the monasteries; changes in farming and inflation. These social factors saw stealing and begging increase rapidly leading to legislation such as the Elizabethan Poor Law of 1601; the later sixteenth century also saw an increase in dissent and protest which were often treated as treason and sedition by the authorities;*

- *in the modern era candidates may continue to show that the main causes of crime in this era continued to be connected with survival and poverty; this is particulary the case with the economic problems caused by urbanisation and industrialisation in the nineteenth centuries leading to stealing in large towns and cities and growing crime like highway robbery and smuggling; social conditions continued to be a main cause leading to more outbreaks of protest and dissent; candidates may assert that while economic and social conditions remain a factor in causing crime, in the twentieth century, the main causes of crime now would appear to be connected with changing technology, such as the growth of the car and of the computer; violent protest continues but seems now to be caused more by anti-social and political frustration than by real poverty.*

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

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

Band	Marks	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Question 6 (a)

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

Question: **(a)   Describe two main features of life for a convict in Botany Bay in the late eighteenth and early nineteenth centuries.   [8]**

Band descriptors and mark allocations

	AO1(a) 8 marks	
BAND 3	Offers detailed knowledge to fully describe two main features of the historic site set within its appropriate historical context.	**6-8**
BAND 2	Offers some knowledge to describe two main features of the historic site set within its historical context.	**3-5**
BAND 1	Offers a generalised description with limited knowledge of two main features of the historic site.	**1-2**

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *aspects of work connected with the historic site of Botany Bay: the British penal colony of Botany Bay at first used a system of labour in which people, whatever their crime, were employed according to their skills – as brick makers, carpenters, nurses, servants, cattlemen, shepherds and farmers. Educated convicts were set to the easier work of record-keeping for the convict administration;*
- *conditions experienced at the historic site of Botany Bay: early convicts were often subject to cruelties such as leg-irons and the lash. Convicts often endured deplorable conditions and worked very long hours in dreadful weather. Deaths were regular, often from disease or malnutrition;*
- *the purpose and function of work at the historic site of Botany Bay: by the early nineteenth century, convicts in Botany Bay (and other penal colonies) were seen as a source of labour to advance and develop the British colony. Convict labour was used to develop the public facilities of the colonies – roads, causeways, bridges, courthouses and hospitals. Convicts also worked for free settlers and small land holders in the area. By the mid–1830s only around six per cent of the convict population were 'locked up', the majority working for free settlers and the authorities around the nation;*
- *the experience of women convicts at the historic site of Botany Bay: twenty per cent of the earliest convicts were women. The majority of women convicts were sent to 'female factories' as unassigned women. The female factories were originally profit-making textile factories. Women convicts were also assumed to be most useful as wives and mothers, and marriage effectively freed a woman convict from her sentence.*

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Question 6 (b)

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

Question: **(b)** **Explain why the establishment of Botany Bay was a significant change in the punishment of criminals in the late eighteenth and early nineteenth centuries.** **[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:

- *analysis of the historic site of Botany Bay shows that its establishment represented a significant change in the punishment of criminals in the late eighteenth and early nineteenth centuries. Botany Bay was the first penal colony established by the British government in Australia, chosen for its remote location in a new colony;*
- *the eighteenth century was a time of exploration and trade and there was also a huge increase in crime; transportation was seen as an answer to the problem of overcrowded, filthy gaols and also to shortages of workers in the new colonies;*
- *there was also social unrest at the number of people being hung for quite trivial crimes. Transportation to penal colonies offered the government an alternative to hanging for trivial crimes. Convicts were first sent to the American colonies but after the Declaration of Independence in 1776, America refused to take any more convicts so other destinations were looked for. In 1787-88 the first convicts were sent to New South Wales, to the site of Botany Bay;*
- *the penal colony of Botany Bay and other similar places lasted as punishment for British convicts until the mid-nineteenth century. Here convicts would serve their sentences of penal servitude, working as restitution for their crimes and helping to establish the new colony;*
- *in this way, the study of the historic site of Botany Bay shows a significant change in the purpose as well as the method of punishment of British convicts.*