



# Mark Scheme

Summer 2017

GCSE History B (5HB01/1B)

Unit 1: Schools History Project Development Study

Option 1B: Crime and punishment in Britain, c50AD to the present day

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Placing a mark within a level mark band


- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two. An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three. An answer which is poorly supported gets the lower mark. An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

## Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **Spelling, Punctuation and Grammar (SPaG) marking guidance**

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
<b>1</b>		<p>What do Sources A and B show about changes in the role of the community in law enforcement? Explain your answer, using Sources A and B and your own knowledge.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p><b>Source A:</b> An illustration from the Tudor period. This shows the night watchman patrolling the streets of the town. All male householders were expected to take turns as a night watchman. They were not paid for this duty.</p>  </div> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p><b>Source B:</b> From a police website, 2015. This page aims to encourage the public to help keep their communities safe.</p> <p>Neighbourhood Watch is a way in which communities help themselves to stay safe.</p> <p>Groups of local volunteers work in partnership with the police and the local council to:</p> <ul style="list-style-type: none"> <li>• give advice on security and safety</li> <li>• help to make sure elderly residents are safe from criminals</li> <li>• gather information to help police tackle local problems</li> <li>• warn residents when there is a particular crime problem in the area</li> </ul> </div> </div>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple statement.</b> EITHER Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>eg 'There is more attempt to involve the community'.</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>eg 'In Source A there is one person patrolling the streets, so this would not have been a very effective method'; or 'Source B shows people how they can take action in a range of ways to make the community safer and in many areas people will display 'Neighbourhood Watch' posters to show that such policies are in operation'.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>

2	3–6	<p><b>Developed statement.</b> Candidate states that change occurred in England based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>eg 'Source A shows the idea that the involvement of the community was compulsory in theory whereas Source B shows a voluntary scheme; or 'The role of the watchmen was often ineffective because individuals would try to avoid taking their turn but the schemes in Source B show how the community can work with the police'.</i></p> <p>Maximum 4 marks if answer is based only on sources or</p>
3	7–8	<p><b>Analysis.</b> Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>eg Explains that the role of the community in Tudor times was theoretically compulsory but often ineffective as people tried to avoid taking their turn and they also had little power to take action; however, by the modern period a wider range of issues are covered and the police are trying to work with the community so that the schemes are effective; the use of Neighbourhood Watch posters in the modern system is also</i></p>

Question Number		
<b>2</b>		<p>The boxes below show two examples of actions that became 'new' crimes during the twentieth century.</p> <p>Choose <b>one</b> and describe how attitudes to this crime changed.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">           Changing attitudes to race crimes         </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">           Changing attitudes to drug taking         </div> </div> <p><b>Target:</b> knowledge, recall and selection, key features and</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Candidate offers limited detail about the change in attitudes.</p> <p><i>eg 'People used to think it was acceptable to be racist'; or 'Drug taking can affect other people if you then drive a car'</i></p>
<b>2</b>	<b>4–6</b>	<p><b>Relevant details are offered with links to key features.</b></p> <p>Candidate describes the key features of the change in attitudes towards the crime during the twentieth century.</p> <p><i>eg Describes the change in attitude towards equality of race and the greater expectation of respect for other cultures in the context of twentieth century Britain; or describes the growing understanding of the way drugs affect personality and behaviour, often leading to further crime or risk to other</i></p>

Question Number		
<b>3</b>		<p>How useful is Source C to a historian who is investigating the use of transportation as a punishment?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source C: From a letter written by a convict in 1836. He had been transported to Australia and was writing to his parents.</p> <p>I find my situation here in Australia better than I ever expected, thank God. I have so much tea and sugar that I could almost swim in it. I am allowed plenty of tobacco and good, white bread. I have meat every day, sometimes beef, sometimes lamb, sometimes pork. I also have plenty of fruit of all sorts. I have two suits of clothes and three pairs of shoes given to me each year. But it is not the same case for everyone. I do not need anything except my freedom.</p> </div> <p><b>Target:</b> knowledge, recall and selection, key features and</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Judgement based on simple valid criteria.</b> Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>Eg Assumes the source is useful because it provides detail about the situation of a convict or assumes the source is useful because it is from the time / a personal letter therefore it must be reliable; or assumes it is not useful because it is only about one person's experience /does not include details about the work carried out.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge up to a maximum of 2 marks</p>
<b>2</b>	<b>3–6</b>	<p><b>Judgement is based on the usefulness of the source because of its content or reliability.</b> EITHER Answer focuses on the usefulness of content.</p> <p><i>Eg 'It is useful because it tells us about the food and treatment he got but also that other convicts didn't get such good treatment'; 'It is not useful because it only tells us about his own experiences and although it says others didn't get such good treatment there are no details'.</i></p> <p>OR</p>



		<p>Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.</p> <p><i>eg 'It is useful because this is a personal letter so he is able to write freely'; or 'It is not useful because he is writing to his parents so he might lie in order to reassure them'.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
3	7–8	<p><b>Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/reliability.</b></p> <p>Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>eg Answer considers the fact this treatment was not the expected experiences of convicts and many other accounts describe poor treatment such as the use of chains or whips; discusses whether this is unreliable because he is lying to reassure his parents or accurate because he had a good master but his situation may have been unrepresentative.</i></p> <p><b>NB: No access to Level 2 for answers that do not</b></p>

Question Number		
4		<p>In what ways did attitudes affect ideas about crime and punishment in the Roman and Anglo-Saxon periods? You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Social status</li> <li>• The influence of the Church</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge, recall and selection, the role of a factor in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'In the Roman period, the form of punishment depended on the social status of the criminal'; or 'The Church influenced ideas about the use of the death penalty'.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate describes aspect(s) of crime and punishment stating a link to social attitudes.</p> <p><i>eg Describes public attitudes towards crime, such as crimes against authority; or describes the scaled punishments for crimes depending on the status of the victim/ criminal; or describes religious aspects of Trial by Ordeal or attitudes towards the death penalty.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material. <i>eg attitudes toward crimes against authority or</i></p>
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p> <p>Candidate analyses aspect(s) of crime and punishment, showing how social attitudes influenced the nature or outcome of the actions.</p> <p><i>eg Explains how crimes against men were viewed as more serious than crimes against women or slaves in Roman Britain or that a woman or slave would be punished more severely than a man for the same crime; or explains how attitudes towards religion led to moves to avoid the death penalty in order to allow the criminal to reform; or explains how religious belief led to Trial by Ordeal being used if ordinary courts could not proceed.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in</p>

Question Number		
5		<p>In what ways did definitions of crime change in the period c1066-c1750?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Forest Laws</li> <li>• Witchcraft</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge, recall and selection, factors relevant to change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The Normans introduced new crimes such as Forest laws'; or 'There was an increase in accusations of witchcraft during the sixteenth and seventeenth centuries'.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate describes changes in ideas about crime.</p> <p><i>eg Describes the changes in definitions of crime as a result of key events– Forest laws and murder as a result of the Norman Conquest, treason and heresy during the later Middle Ages and Tudor period; or describes the development of 'new' crimes as a result of changing attitudes, such as the treatment of vagabonds or witches.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the crime of murder or the</p>
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p> <p>Candidate analyses the way that definitions of crime changed, making explicit the nature of the change.</p> <p><i>eg Explains changed ideas as a result of changed circumstances, for example the Norman and Tudor need to assert authority, or the emphasis on heresy and witchcraft at a time of religious upheaval, or the concern about vagabonds at a time of population increase and economic problems.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as the crime of murder or the treatment of vagabonds</p>

Question Number		
6		<p>How far do you agree that the attitude of the public was the main factor affecting law and order in the period c1750-c1900?</p> <p>Explain your answer. You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Poaching</li> <li>• Bow Street Runners</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge, recall/analysis of key features and causation; evaluation of the role of a factor (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate may provide generalised answer with little supporting detail or relevant details on a limited aspect of this question.</p> <p><i>Eg 'It was very difficult to catch poachers because the crime was carried out at night'; or 'There was no police force'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and</p>
QWC i-ii-iii		
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate describes public attitudes towards crimes and/or factors affecting law and order.</p> <p><i>eg Describes public attitudes towards poaching, smuggling etc; or describes problems of law and order in the absence of an organised national police force or as a result of the secretive nature of poaching / smuggling.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example problems in dealing with smuggling or the limited role of gamekeepers, customs officers and the Metropolitan Police.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and</p>
QWC i-ii-iii		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b> Candidate analyses ways that public attitude and/or another factor affected law and order.</p> <p><i>eg Analyses the public support for smugglers even among landowners and churchmen who were expected to enforce the law; or analyses the attitude of the jury who were reluctant to convict poachers; or analyses the problems of law and order when smuggling/ poaching etc are secretive by nature; or analyses the problems of law and order in a period when proof relied on the criminal being caught in the act and a police force was not mandatory until 1856.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as problems in dealing with smuggling or the limited role of gamekeepers, customs officers and the Metropolitan Police.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question.</b> Candidate analyses both the role of public attitudes and other factors which affected law and order in order to reach a judgement.</p> <p><i>eg Weighs the role of public attitude making some crimes acceptable against other factors which made them difficult to detect, and the lack of an effective law enforcement body, in order to reach a judgement.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as</b> problems in dealing with smuggling or the limited role of gamekeepers, customs officers and the Metropolitan Police.</p> <p>Writing communicates ideas effectively, using a range of precisely- selected historical terms and organising information</p>
<p>Performanc</p>	<p>Mark</p>	<p><b>Marks for SPaG</b> Descriptor</p>
	<p style="text-align: center;"><b>0</b></p>	<p>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</p>
<p>Threshold</p>	<p style="text-align: center;"><b>1</b></p>	<p>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>

Intermediate	<b>2</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>7</b>		<p>How far do you agree that there were more important changes in the prison system during the nineteenth century than during the twentieth century?</p> <p>Explain your answer. You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Pentonville Prison, 1842</li> <li>• Open prisons</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> Knowledge, recall/analysis and evaluation of significance (AO1/AO2). <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met. <b>Spelling, punctuation and grammar (SPaG):</b> up to 3</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate makes generalised statement about changes to the prison system during the nineteenth and/or twentieth century or offers limited detail about one aspect of change.</p> <p><i>eg 'Elizabeth Fry visited Newgate'; or 'A greater emphasis on reform was introduced'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5–8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate describes aspects of/changes to the prison system in the nineteenth and/or twentieth century.</p> <p><i>eg Describes changes in the prison system such as the move to reform and the work of Elizabeth Fry, the introduction of the Silent System, Separate System, the return to hard labour, the creation of Borstals, or the use of open prisons. May state but not explain that these changes were intended to reform prisoners.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the return to hard labour or creation of Borstals.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and</p>
<b>QWC i-ii-iii</b>		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC</b> <b>i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p> <p>Candidate analyses changes in the prison system in the nineteenth and/or twentieth century, explaining their significance.</p> <p><i>eg Explains how the reforms introduced by Fry were intended to reform prisoners and develop skills which would allow them to avoid crime after their release; or explains how the Silent or Separate systems were intended to break the spirit of the prisoner and make them receptive to reform and rehabilitation; or explains how the creation of Borstals and open prisons was intended to prevent young offenders or petty criminals associating with more serious criminals and how the regime in Borstals or open prisons prepared inmates for the future.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the return to hard labour or creation of Borstals.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC</b> <b>i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Candidate analyses the changes to the prison system during the nineteenth and twentieth centuries in order to make a judgement about the significance of the two periods.</p> <p><i>eg Explains the significance of the changes during the nineteenth century as the first attempts to design and use prisons to reform criminals and suggests that the development of Borstals or open prisons was a continuation of a change begun in the previous century; or shows that changes in the nineteenth century were mainly abandoned as too expensive or unsuccessful and it was not until the twentieth century that the system became coherently focused on reform.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as such as the return to hard labour or creation of Borstals.</b></p> <p>Writing communicates ideas effectively, using a range of precisely- selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although</p>
<p>Performanc</p>	<p>Mark</p>	<p><b>Marks for SPaG</b> Descriptor</p>



	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms
Intermediate	<b>2</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility
High	<b>3</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

