

Mark Scheme (Results)

January 2012

GCSE History

5HB01 1B: Crime and punishment

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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, i.e. 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.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

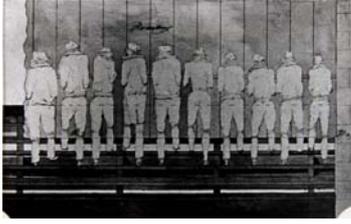
i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

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.

Unit 1: Schools History Project Development Study

Option 1B: Crime and punishment

Question Number		
1		<p>What can you learn from sources A and B about changes in attitudes towards prison as a punishment? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A : A drawing of prison inmates on a treadmill at Devizes Prison in the late nineteenth century</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: From a speech by a government minister in June 2010, explaining the government's attitude towards prisons.</p> <p>Too often prison has failed to turn criminals into law-abiding citizens. Prisons are supposed to deter crime, protect the public, punish offenders and cut re-offending. Prisons are places of punishment, but also of education and change.</p> </div> </div> <p>Target: Inference and analysis of change (AO 3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student provides relevant examples from the sources or offers generalised unsupported comment about change.</p> <p><i>Eg in the late nineteenth century prison was a place of punishment; In 2010 there was an emphasis on reforming prisoners; Attitudes had changed / treatment in prison was less severe by 2010.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg in the late nineteenth century the emphasis was on punishment but by 2010 attitudes had changed to place an emphasis on reform; In the late nineteenth century prison involved hard physical work as punishment but by 2010 education was intended to bring about mental change in the prisoner.</i></p>

Question Number		
2		<p>The boxes below show two types of criminals.</p> <p>Choose one and explain why they were punished so harshly at the time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Vagabonds in the Tudor period (sixteenth century). </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Poachers in the eighteenth century. </div> </div> <p>Target: Analysis of key features & attitudes (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers general comment that could apply to either example or simple comment about individual case.</p> <p><i>Eg They were seen as a threat; There were no prisons to provide an alternative punishment; Vagabonds were seen as criminals; Poachers were trespassing and stealing from the landowners.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer offers information with limited commentary.</p> <p><i>Eg describes the legislation relating to, or treatment of, vagabonds/poachers; Describes the inability of the system to cope with crimes; Describes the fears of the upper classes in relation to criminals.</i></p>
3	7-9	<p>Analysis of reasons securely linked to context of the example.</p> <p>Answer explains the harsh treatment in terms of the attitude/fears of the authorities and/or the inability of the system to deal with the specific crime.</p> <p><i>Eg explains the fear that sturdy beggars were criminals in the context of Tudor system of law and order / difficulties faced by the authorities in controlling 'masterless men'; Perceived role of poachers in challenging authority and social hierarchy / context of fear of rising crime and the consequent response of the Bloody Code.</i></p>

Question Number		
3		<p>How successful were attempts to enforce law and order during the period c1450-c1800?</p> <ul style="list-style-type: none"> • In the sixteenth century, the position of village constable was unpaid • 1718: Jonathan Wild gave himself the title of 'Thief Taker General of Great Britain and Ireland' • 1749: Henry Fielding established the Bow Street Runners <p>Target: Analysis of consequence (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg Describes the lack of an organised police force; Says that Bow St. Runners were an early attempt to create a police force.</i></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Describes the work of Fielding, the activities of Wild or the difficulties of enforcing the law.</p> <p><i>Eg Bow St Runners a small force used to track down criminals and/or stolen property, only operated in London; Wild was the leader of a gang of thieves and receiver of stolen goods, he controlled thieves by handing them over to the authorities, he claimed the fee for 'finding' stolen goods; criminal had to be caught by civilians, unpaid constables, low level officials such as night watchmen, or a privately paid 'thief taker' and brought before magistrate; no organised system of enforcing law and order.</i></p> <p>Reserve top mark for answers making at least 2 developed points.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer assesses success of the system in enforcing law and order</p> <p><i>Eg the lack of a professional force made the system ineffective and allowed Wild to become a key figure in organised crime, co-ordinating thefts but also controlling the thieves; Even when the Bow St. Runners were set up, the scheme was very limited in its operations.</i></p> <p>Reserve top mark for answers covering a broad timescale.</p>

Question Number		
4		<p>How much has the role of the police changed since the mid-nineteenth century?</p> <ul style="list-style-type: none"> • 1877: The Criminal Investigation Department (CID) was set up. • 1937 : 999 emergency phone number introduced • 2002 : Police Community Support Officers introduced <p>Target: Evaluation of change (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg it has changed a lot, they now do much more; There are special groups now to deal with different types of crime; The basic role of the police is still about catching criminals.</i></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes change(s) or continuity in the work/role of the police</p> <p><i>Eg. describes change in the nature of police work such as detection using fingerprints, prevention, community liaison; Describes changes brought about by 'new' crimes or new responsibilities such as car or computer crime, riot control, bomb squad etc. Describes changes in organisation - women police/ reorganisation of police forces / specialist squads etc. ; Continuity in the basic nature of police work supported by examples from 19th and 20th century.</i></p> <p>Reserve top mark for answers making at least 2 developed points.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Reaches a judgement on extent / nature of change in role.</p> <p><i>Eg. Explains change in nature of role or additional responsibilities, using details of at least 2 examples of change or with thorough explanation of one change based on details of before & after; Weighs examples of change/continuity in order to decide extent of change.</i></p> <p>Reserve top mark for answers reaching a judgement based on an evaluation of change covering the whole period.</p>

Question Number		
5 (a)		Describe the key features of punishments used during the Middle Ages. Target: Recall; identification of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Answer identifies a key feature or offers limited detail. <i>Eg they were very physical; they used the stocks.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about punishments used during the Middle Ages <i>Eg describes several punishments such as the use of stocks/pillory, whipping, fines, hanging etc.</i> OR <i>Identifies underlying characteristics - physical punishment, public humiliation, intended deterrence.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer identifies a range of key features of punishments used during the Middle Ages and offers supporting detail. <i>Eg explains that punishments were based on physical retribution/public humiliation / deterrence and offers examples to support the comments, showing how the punishment was designed to inflict pain / humiliation etc.</i>

Question Number		
5 (b)		<p>How similar were the systems of law and order in England under the Romans and the Normans?</p> <ul style="list-style-type: none"> • Roman punishments included whipping and execution. • The Normans introduced Trial by Combat • Under the Normans, priests could claim Benefit of the Clergy. <p>Target: Evaluation of similarity (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers a general comparison between the systems of law and order, or limited amount of detail on one aspect.</p> <p><i>Eg Suggests that there was a lot of similarity because they both had harsh punishments; Describes Trial by Combat.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit repetition of bullet points without development. Reserve top mark for answers making 2 valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about law and order in the Roman and/or Norman period, with comparison stated in general terms or left implicit.</p> <p><i>Eg describes the harsh punishments in each system; Shows different attitude to religion; Describes the process of trial and punishment.</i></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 organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top mark for answers making 2 developed points.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer offers analysis of the two systems in order to identify similarity / difference.</p> <p><i>Eg identifies similarity in the lack of police force and reliance on individuals to catch and prosecute the criminal or similarity in emphasis on respect for authority /harsh punishments to act as deterrent;</i> <i>Identifies differences in the role of religion / local community / introduction of JPs.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top mark for answers which identify a range of similarities and/or differences.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p>Answer weighs similarities and differences in order to reach a judgement.</p> <p><i>Eg evaluates the overall significance of the nature / extent of similarities & differences used as examples in L3.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top mark for answers where the criteria for judgement are made explicit.</p>

Question Number		
6 (a)		<p>What developments in the 1960s and 1970s led to the 1976 Domestic Violence Act?</p> <p>Target: Recall; identification of key features (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or limited detail on one aspect of this question.</p> <p><i>Eg. attitudes towards women changed; Erin Pizzey set up the first women's refuge in 1971.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about the changing situation in the 1960s and 1970s.</p> <p><i>Eg describes the Women's Lib campaign; Describes changes in the law that reflected changes in women's status in society; Describes changing attitudes towards women; Describes the work of individuals such as Erin Pizzey & Jack Ashley.</i></p>
3	7-9	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer shows the link between events/trends during the 1960s and 1970s & the Act in 1976.</p> <p><i>Eg shows how women's lib campaigns /publicity / changes in the law /the work of individuals led to a greater awareness and willingness to change the law about the situation within the home.</i></p> <p>Reserve top mark for answers which show the act was the result of a combination of events/trends.</p>

Question Number		
6 (b)		<p>'The attitude of the authorities was the most important reason for the increase in witchcraft accusations in Britain.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • James I wrote a book called <i>Daemonologie</i> • Matthew Hopkins called himself the 'Witchfinder General'. • Many people were very religious during the seventeenth century <p>Target: Evaluation of causation (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or very limited details on one aspect.</p> <p><i>Eg describes the ideas of James I; describes unofficial tests for witchcraft; describes the link between witchcraft and religion.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit repetition of bullet points without development. Reserve top mark for answers which make at least 2 valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about reasons for witchcraft accusations</p> <p><i>Eg describes the attitudes towards witchcraft or role in witchcraft trials of the authorities and /or local communities . describes the instability / need for a scapegoat caused by religious divisions, poverty, the Civil War, Matthew Hopkins etc.</i></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 organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top mark for answers making at least 2 developed points.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer offers evidence for and/or against the importance of the attitude of the authorities as the most important factor</p> <p><i>Eg explains how the approval of the king, the role of the justices and assize judges, the self-titles Witchfinder General gave an official sanction and further impetus for the witchcraze; Shows how popular beliefs were fuelled by the self-fulfilling tests; Shows that fear of witches continued after authorities ceased to endorse trials.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top mark for answers which consider a range of factors.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p>Answer evaluates both sides of the issue in order to reach a judgement.</p> <p><i>Eg discusses relative importance of official attitudes and other factors in order to reach a judgement on the most important factor.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top mark for answers which make the criteria explicit.</p>

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