

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB01/1B)
Unit 1: Schools History Project
Development Study
Option 1B: Crime & 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 3: Schools History Project Development Study

Option 1B: Crime and punishment

Question Number	Target	
1	<p>What can you learn from Sources A and B about changes in police uniform?</p> <p>Source A : A photograph of policemen in Manchester in the 1850s wearing the standard uniform.</p>  <p>Source B: From an article written about an English police service in 2007.</p> <p>The Chief Constable said: 'We need a uniform that is suitable for modern policing. The black shirt with zip neck fastening, for both male and female officers, is designed to be worn under body armour, and replaces the white shirt and tie. However, officers based in the police station will continue to wear the traditional uniform'.</p> <p>Target: Inference of change (AO3 : 4 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student makes generalised comment about change, without support from sources or provides relevant details from the sources but does not use them to make inference about change.</p> <p><i>E.G. uniforms have become more practical; In the 19th century they wore top hats; modern police wear body armour.</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>E. G. the uniform has changed to suit both sexes / reflect the need for protection; In the 19th century everyone wore the same uniform but now the uniform has changed in different ways /for different officers to reflect different duties.</i></p>

Question Number		
2		<p>The boxes below show two approaches to punishment.</p> <p>Choose one and explain how it influenced the way that prisons were run at that time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Using prisons for punishment and deterrence during the nineteenth century.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Using prisons for reform and rehabilitation in the twentieth century.</p> </div> </div> <p>Target: Analysis, significance (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 comment about the approach to punishment / use of prisons which could apply to either example, or offers a general comment about one approach with only limited supporting detail.</p> <p><i>E.G. describes conditions in prison; It was intended to reform the prisoner; They had to do hard labour; Prisons were set up for young offenders.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer provides information about the approach to punishment / use of prison with accurate contextual detail.</p> <p><i>E.G. describes the idea of punishment / deterrence or reform and rehabilitation; describes the 19th century separate /silent system, hard labour, new prisons such as Pentonville; Describes the 20th century development of Borstal, open prisons, role of education etc.</i></p>
3	7-9	<p>Analysis, showing how the use of prison reflected the attitude towards punishment.</p> <p>Answer explains the link between the approach to punishment and the use of prison, supported by relevant details.</p> <p><i>E.G. explains how the silent system and hard labour were intended as punishment and deterrent in the 19th C; Explains how Borstal and open prisons were intended to help prisoners reform and become rehabilitated in the 20th C.</i></p>

Question Number		
3		<p>Why was it so difficult to deal with smuggling and poaching in the eighteenth century?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In 1723 the Black Act brought in harsh punishments for poaching. Landowners employed gamekeepers. Customs officers tried to stop smuggling. In 1748, when a cargo was seized by the Customs officers, the Hawkhurst gang of smugglers attacked the Customs House to take it back.</p> </div> <p>Target: Analysis of causation (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>E. G. people were sympathetic to poachers /smugglers; There was no police force.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer offers a list of reasons with limited support or explains one reason in depth.</p> <p><i>E.G. describes sympathetic attitude towards poaching or smuggling as a 'social' or victimless crime; Describes the difficulties caused by the nature of the crime (secret, at night) & lack of organised police force; Describes situation where crimes sometimes committed by large gangs who intimidated people therefore the authorities got little help.</i></p> <p>Reserve top mark for answers dealing with both smuggling and poaching.</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 analyses reasons why authorities could not cope, securely placed in context.</p> <p><i>E.G. Explains that the crimes did not appear to be badly regarded by others - many respectable people were involved with smugglers & juries often refused to convict poachers; Links the sympathetic view of social crimes to the difficulties in detection.</i></p> <p>Reserve top mark for answers dealing with both smuggling and poaching.</p>

Question Number		
4		<p>In what ways did methods of law enforcement change in the period c.1450-c1850?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In 1450, local communities used systems such as the 'hue and cry'. Most villages had stocks in their centre. Towns often employed watchmen to walk through the streets at night.</p> </div> <p>Target: Analysis 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>E. G. people realised the need for an organised police force; the Bow St Runners were set up in 1749.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer lists changes in law enforcement or describes one example in detail.</p> <p><i>E.G. describes the hue and cry/ tithing; Describes the role of the JP or courts; Describes the Bow St Runners or Peelers; Identifies a change eg decline of role of the community, shift towards a more professional police body, or changing nature of punishment away from public humiliation.</i></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 analyses change in more than one example.</p> <p><i>E.G. details are provided to support analysis of various aspects of change as listed in Level 2.</i></p>

Question Number		
5 (a)		<p>How was Trial by Ordeal carried out in Anglo-Saxon and Norman England?</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 very general comment or limited information.</p> <p><i>E.G. the trial involved some kind of test to show if you were innocent; In Trial by Combat you had to fight to prove your innocence.</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 idea behind Trial by Ordeal or describes one form of trial.</p> <p><i>E. G. explains that where evidence is lacking, the Trial is conducted by a priest and used so that God can indicate innocence or guilt; Describes Trial by hot iron, hot water, cold water, consecrated bread, or Trial by Combat.</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 understanding of the rationale behind Trial by Ordeal and explains how it was carried out.</p> <p><i>E.G. combines both elements of Level 2.</i></p> <p>Reserve top mark for answers which explain different forms of Trial by Ordeal, eg that Trial by Combat was introduced by the Normans, or that Trial by Consecrated Bread was reserved for the clergy.</p>

Question Number		
5 (b)		<p>How fair was the Roman system of law and order?</p> <ul style="list-style-type: none"> • The victim was responsible for finding the suspect. • Minor crimes, such as theft, were punished by fines or flogging. • Upper class criminals could be sent into exile. <p>Target: Evaluation of aspects of Roman law and order (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 very general comment or limited information.</p> <p><i>E.G. not very fair because the punishment depended on who you were;</i> <i>Punishments were often very harsh, eg whipping or execution.</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.</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 offers information about the Roman system of law and order</p> <p><i>E.G. describes the law and order system - the role of the local centurion, the court system, harsh punishment etc.</i> <i>Describes different punishments for Roman citizen & non Roman citizen, for men and women, slave and free, rich and poor or explains that punishment was dependent on the crime 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>
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 identifies and explains examples of fairness and/or injustice.</p> <p><i>E.G. explains aspects of fairness in the principles of the law and order system - the right to know what was charged, innocent until guilty, the right to present evidence in your defence, the right to an open and fair trial; different levels of severity for different crimes;</i></p> <p><i>Explains injustice in the difficulty for the victim of finding the criminal and providing the evidence, or the inconsistencies in punishments.</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>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 examines aspects of fairness and injustice in order to reach a judgement.</p> <p><i>E.G. answer will cover a range of material on both fairness and injustice in order to weigh the different aspects and reach an overall judgement such as fair in theory but not in practice, fair for certain groups in society, as fair as possible in the context etc.</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>

Question Number		
6 (a)		How were conscientious objectors treated during the First World War? Target: Recall; identification of key features (AO 1&2 : 9 marks)
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 very general comment or limited information.</p> <p><i>E.G. they were treated badly in many ways; They were put in prison.</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 treatment of conscientious objectors.</p> <p><i>E.G. they were forced to attend a military tribunal and plead for exemption; They were forced to join the army and were badly treated / sent to France and court martialled; Absolutists were imprisoned; Alternativists were given jobs such as stretcher bearers etc The public regarded them as cowards.</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 range of different forms of treatment of conscientious objectors.</p> <p><i>E.G. explains the different stages of treatment from military tribunal to imprisonment of absolutists; Explains the different treatment of absolutists & alternativists; Differentiates between official treatment by the government and unofficial treatment by the public.</i></p>

Question Number		
6 (b)		<p>'Religion continued to influence the authorities' view of what was a crime throughout the period c1450-c1750'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • During the Middle Ages and sixteenth century, heresy could be punished by death. • In the sixteenth century, non-attendance at Church was punished with a fine. • In 1736, all laws concerning witchcraft were abolished. <p>Target: Analysis of the role of a factor (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 very general comment or limited information.</p> <p><i>E.G. most people were religious during this period; Witchcraft was based on a belief in the Devil.</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 simple repetition of points from part (a) or repetition of bullet points without development.</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 offers information about the link between religion and crime.</p> <p><i>E.G. describes the crime of heresy / recusancy / witchcraft; Shows that religion was a key element of people's daily lives or that the authorities were concerned about religion.</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>
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 analyses the role of religion in defining crime or recognises emphasis on 'continued' influence and shows change in the role / influence of religion.</p> <p><i>E.G. explains how the link between religious belief and political authority affected the definition of heresy / recusancy / witchcraft / rebellion etc as crimes;</i> <i>Shows change in the role of religion, eg explains the declining role of the church during the period / changing relationship between Church and State / changing attitudes towards heresy or witchcraft.</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>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 the importance of religion or the extent to which it continued to influence definitions of crime throughout the period.</p> <p><i>E.G. answer will examine the changing role of religion, providing examples to explain its importance in the Middle Ages and its decline by 1750.</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>

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