

Mark Scheme (Results)

January 2013

GCSE History B (5HB01/1B)

Unit 1: Schools History Project

Development Study

Option 1B: Crime and Punishment

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January 2013

Publications Code UG034669

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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.

Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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?

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 the crime of theft? 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 a highway robbery in the eighteenth century.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: From a website offering advice to motorists in 2011.</p> <p>Many car thieves take a chance when they see an unattended car with the keys left in or when they can grab the keys from a house or handbag.</p> </div> </div> <p>Target: Inference of change (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement Student makes generalised comment about change, without support from sources or provides relevant detail(s) from the sources but does not use them to make inference about change.</p> <p><i>E.G. people steal cars now; there are different ways to steal a car</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement An inference about change is made and supported, based on the use of both sources.</p> <p><i>E.G. highwaymen used to rob the travellers but now thieves steal the car itself; The highwayman had to stop the coach to rob it but now you can steal a car in many different ways, eg by taking keys during a burglary or from a stolen handbag; Highwaymen plan to rob a coach but a car theft might be more opportunistic.</i></p>

Question Number		
2		<p>The boxes below show two individuals who influenced attitudes towards crime and punishment.</p> <p>Choose one and explain why his execution had an important effect on people's attitudes.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">Jonathan Wild's execution in 1725 and attitudes towards crime.</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">Derek Bentley's execution in 1953 and attitudes towards punishment.</div> </div> <p>Target: Analysis, significance of the individual (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. Answer offers comment about the individual or attitudes towards crime and punishment which could apply to either example, or offers a general comment about one example with only limited supporting detail.</p> <p><i>E.G. they were important because many people knew about them / the law was changed; Wild was a thief-taker; There were protests when Bentley was executed.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit. Answer provides information about the individual / attitudes towards crime and punishment.</p> <p><i>E.G. describes Wild's activities as the leader of a gang, receiver of stolen goods, thief-taker etc; Describes Bentley's execution and public reaction; Describes attitudes towards crime and punishment at that time.</i></p>
3	7-9	<p>Analysis, showing how the actions/execution of the individual affected attitudes towards crime and punishment. Answer explains the link between the individual and public attitudes towards crime and punishment, supported by relevant details.</p> <p><i>E.G. explains how Wild's activities as a gang leader, fence, 'thief-taker' & receiving a fee for 'finding' stolen goods led to a greater awareness of theft and the need for better policing / protection and even a law being passed to prevent rewards for the return of stolen goods in 1718; Explains how Bentley's case provided further material to support the campaign to end capital punishment.</i></p>

Question Number		
3		<p>How much did attitudes towards crimes against authority change from the Middle Ages to the mid-nineteenth century?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • In the Middle Ages, the Treason Act said that servants who killed their master should be burnt at the stake. • 1721: The Smuggling Act made smuggling punishable by transportation • In 1836 the Tolpuddle Martyrs were allowed to return from Australia. <p>Target: Analysis of change & continuity (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. the government continued to regard these as very severe crimes;</i> <i>Attitudes began to change and they began to use alternative punishments;</i> <i>Describes examples of crimes against authority, such as the Gunpowder Plot.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer identifies example(s) of change / continuity in attitude OR Describes examples of crimes against authority /punishments / attitudes within this period.</p> <p><i>E.G. States that introduction of transportation shows a change in attitude;</i> <i>Describes crimes against authority such as smuggling or poaching;</i> <i>Describes punishments such as those under the Black Acts;</i> <i>Describes the authorities' fear of the working classes.</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 nature / extent of change.</p> <p><i>E.G. Analyses changes in attitudes towards crimes against authority during the period such as showing continuity from the authorities but increased willingness of people to challenge some aspects of the established order.</i> <i>Analyses change and continuity to evaluate extent of change, discussing change in form but continued need to for public and harsh punishments in order to deter.</i></p>

Question Number		
4		<p>How much has punishment changed since 1900?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1902: A prison was opened at Borstal for young offenders. • 1948: Flogging and hard labour were abolished in prisons. • 1998: Anti-Social Behaviour Orders (ASBOs) were introduced. <p>Target: Analysis of change & continuity (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. punishment is now about reform; the death penalty has been abolished.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes punishment in the period since 1900 OR Identifies change/ continuity in punishment.</p> <p><i>E.G. describes the abolition of the death penalty; Describes punishments, eg prison – Borstal, open prisons, Youth Offender centres; treatment in prison – emphasis on education, drugs programmes, counsellors; Describes alternative punishments – parole, community service, tagging, ASBO; Explains shift in purpose from punishment to reform but with limited specific detail.</i></p> <p>Peg at 6 if all examples are pre-1900.</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 the nature / extent of change.</p> <p><i>E.G. Shows that biggest changes have been since 1950 with the abolition of the death penalty and use of alternative punishments; Weighs examples of change/ continuity in order to reach a judgement.</i></p> <p>NB Answers should be securely placed in context of 20th century onwards; do not credit comments about 19th century prisons or reform and peg at 9 if all examples are pre-1900.</p>

Question Number		
5 (a)		Describe the role of the community in law enforcement during the Anglo-Saxon period. 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 offers very general comment or limited information. <i>E.G. They were responsible for each other; Adult males belonged to a tithing.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about law enforcement in the Anglo-Saxon period or explains the role of the community in law enforcement in the absence of a police force. <i>E.G. describes the tithing, hue and cry, blood feud, moot, compurgation, etc; Explains the way the tithing was used to enforce law and order through shared responsibility and peer pressure.</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 shows understanding of the role of the community in law enforcement and explains at least 2 forms. <i>E.G. Covers several of the examples listed in Level 2, explaining how each led to law enforcement and showed community involvement.</i>

Question Number		
5(b)		<p>How much did ideas about punishment change from the Norman period (eleventh century) to the end of the Tudor period (c1600)? Explain your answer. You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The Normans used fines to punish petty crimes such as theft. • Priests could claim Benefit of Clergy. • Vagrants were whipped and branded during the Tudor period. <p>Target: Evaluation of change and continuity (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. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information.</p> <p><i>E.G. Punishments remained the same, little changed; The Tudors had a harsher attitude.</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. If the answer is based solely on Trial by Ordeal, which is not a form of punishment, some credit can be allowed at Level 1 for comments such as the influence of religion, public nature of justice.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Answer offers information about attitudes /punishment.</p> <p><i>E.G. Describes punishments; Describes attitudes towards punishment eg deterrence, humiliation, punishment; Identifies examples of change or continuity.</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 style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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. Answer identifies and explains examples of change and / or continuity in ideas about punishment.</p> <p><i>E.G. Continuing use of fines and of physical punishment and humiliation for petty crimes; Explains the changes in punishment linked to changing situations eg ending of wergild & botgild, Benefit of Clergy. introduction of new punishment for treason, vagrancy, heresy.</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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. Answer examines examples of change and continuity in order to reach a judgement.</p> <p><i>E.G. Weighs the continuity in the approach to punishment and use of fines, humiliation & physical punishment against the changes such as the end of some punishments and introduction of severe punishment for treason / changing attitudes towards vagrancy.</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	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	1	Students 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.
Intermediate	2	Students 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	3	Students 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		
6(a)		What were the key features of the tests used to identify witches in the seventeenth century? 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 offers very general comment or limited information. <i>E.G. They checked to see if she had a mole or a pet; They would swim the witch; The tests often had a religious aspect.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about the tests used to identify witches, either listing them or describing one in detail. <i>E.G. Lists checking for the Devil's mark / witch's tit / familiar, failure to recite the Lord's Prayer / weighing against the Bible; Describes swimming test.</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 describes at least two tests in detail OR Identifies key feature linked to a test. <i>E.G. Explains the religious rationale for the swimming test; Explains the role of the familiar or significance of the witch's mark; Identifies a key feature such as impossibility of passing a test, key role of the Devil.</i>

Question Number		
6(b)		<p>'Changes in people's attitudes were the main reason why there were new ideas about crime in the twentieth century'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • First World War: Conscientious objectors were treated as criminals. • 1976: Domestic Violence Act. • 1990: Computer Misuse Act. <p>Target: Analysis of causation. (AO1 & 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. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information.</p> <p><i>E.G. Attitudes towards women changed; The First World War involved conscription; Describes crime during the 20th century.</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. 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. Answer offers information about 'new' crimes or changes in people's attitudes.</p> <p><i>E.G. Describes changes in crime such as 'new' car crimes; Describes ideas about crime such as the view that conscientious objection was a crime/ describes treatment of conscientious objectors; Describes changes in attitudes towards women / racial discrimination / religiously aggravated crimes.</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 explains why there were new ideas about crime, examining the role of people's attitudes / other factors.</p> <p><i>E.G. explains how changes in attitude towards war / women / race / religion led to new crimes being defined; Explains role of other factors leading to new crimes being defined, such as developments in technology, key individuals such as Erin Pizzey, role of the government in introducing conscription.</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 the reasons for new ideas about crime in order to reach a judgement about the importance of changes in attitude as a cause.</p> <p><i>E.G. Weighs the changes in attitude against other factors in a range of examples; Weighs examples of the influence of changes in attitude against examples where changes in attitude had little impact.</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	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	1	Students 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.
Intermediate	2	Students 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	3	Students 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.
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Order Code UG034669 January 2013

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