

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HB01 1B)

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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.
- 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		What can you learn from Sources A and B about changes in riot control in the period from the eighteenth century to the end of the twentieth century? Target: Inference
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Generalised comment about change or student provides relevant examples from the source(s). <i>Eg there have been big changes; the army was used in the 18th century; police now have riot gear.</i> Award 1 mark for each relevant detail.
2	3-4	Developed statement An inference about change is made and supported, based on the use of both sources. <i>Eg responsibility has passed from the army to the police; the police are always on call and are trained to deal with riots whereas the army had to be specifically called in; the army might be more aggressive in dealing with riots than the police whose weapons are less likely to kill.</i>

Question Number		
2		<p>The boxes below show two important changes in punishment.</p> <p>Choose one of these changes and explain why it happened during that time.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The change from public execution to execution inside the prison in the nineteenth century.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The ending of the death penalty in the twentieth century.</p> </div> </div> <p>Target: Analysis</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p><i>Eg explains that there were changes in attitude towards the Bloody Code and execution.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p><i>Eg describes the problems associated with public execution; describes the cases of Derek Bentley / Ruth Ellis / Christie.</i></p>
3	7-9	<p>The link to the question is explicit.</p> <p><i>Eg analysis of the reasons why public executions ended in 1868, including problems of disorder at a public execution, lack of repentance, concern about human dignity etc.</i></p> <p>NB - concern about 19th century juries not finding a guilty verdict or the judge not passing the death sentence should not be awarded L3 since the death penalty continued to be used.</p> <p><i>Or analysis of the situation in the twentieth century, including concern about executions which were seen as unfair in the 1950s and 60s, the role of the media in changing attitudes etc.</i></p>

Question Number		
3		<p>How far do you agree that 'new' crimes since 1900 are simply old crimes in a new format?</p> <ul style="list-style-type: none"> • By 1996, there were over 1.3million motor crimes in Britain in a year. • In 2000, it was claimed that one third of the cigarettes in Britain had been smuggled into the country. • In 2001 the theft of mobile phones amounted to 28% of all robberies in Britain. <p>Target: Analysis of change and continuity</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 crimes since 1900.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg provides examples of crimes since 1900 and classifies them as "old" or "new".</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><i>Eg analyses a range of crimes, identifying both "old" and "new" elements and explaining the criteria on which a decision has been reached.</i></p>

Question Number		
4		<p>How far did attitudes towards punishment change in the period c1450-c1850?</p> <ul style="list-style-type: none"> • In 1531, an act of parliament said vagabonds should be dragged behind a cart and whipped. • In 1723, the Black Act created 50 new crimes which were punishable by death. • By 1841 only murder and treason still carried the death penalty. <p>Target: Analysis of causation</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. states there was a shift towards rehabilitation; Answers in general terms based on the reduction of capital crimes.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg offers reasons for the harsh punishments and explains the shift to "humane" punishments such as transportation or prison, or describes the work of John Howard.</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><i>Eg examines the rationale behind the changes in punishment while recognising that not all attitudes changed and many harsh punishments continued to be used.</i></p>

Question Number		
5 (a)		Describe the key features of law and order in Roman Britain. Target: recall; analysis
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. <i>Eg no police force, the governor dispensed justice.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Describes an aspect of law and order in Roman Britain. <i>Eg the victim of the crime had to catch the criminal and present the case in court; the provincial governor travelled around dispensing justice; minor cases were dealt with by local magistrates; in theory everyone was equal under the law but in practice different social classes received different treatment; courts operated in public.</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. <i>Eg describes and explains a range of features as in Level 2 about the operation of the Roman system of law and order in Britain.</i> NB the code of Justinian was issued after the Romans left Britain and therefore is not relevant.

Question Number		
5 *(b)		<p>How different were the Anglo-Saxon and the Tudor systems of law and order?</p> <ul style="list-style-type: none"> • Anglo-Saxon law was based on the local community. • In the Tudor period, men from each village had to serve for a year as an unpaid constable. • In the Tudor period, an increasing number of Justices of the Peace were appointed in each county. <p>Target: Analysis of similarity and difference 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><i>Eg identifies a similarity or difference, or offers limited details about the Anglo-Saxon, Norman or Tudor system of law and order.</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><i>Eg describes details of the Anglo-Saxon / Tudor system of law and order, explaining the role of the tithing or the introduction of Forest Laws or increasing work of JPs.</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><i>Eg explains points of similarity such as the focus on local systems of law and order, or explains differences such as the shift from community law to laws laid down by the king and enforced by sheriffs and JPs, or the extension of the use of juries.</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><i>Eg considers points of both similarity and difference in order to reach a judgement on the extent / significance of difference between the two systems.</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)		<p>Explain the treatment of conscientious objectors during the First World War.</p> <p>Target: Recall, identification of key features</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p><i>Eg they were put in prison or given white feathers.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg explains that they had to attend a tribunal and justify their objections;</i> <i>shows that they were victimised by the public.</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><i>Eg shows the official and unofficial treatment of COs and offers some rationale to account for it.</i></p>

Question Number		
6 *(b)		<p>'The acceptance of scientific explanations was the main reason why trials for witchcraft ended.' Do you agree with this statement? Explain your answer.</p> <ul style="list-style-type: none"> • Most executions for witchcraft occurred during the Civil Wars of 1642 - 49 • By the end of the seventeenth century Britain had become a wealthy country. • In 1751 a man was hanged for killing a woman suspected of being a witch. <p>Target: Analysis, causation 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><i>Eg people stopped believing in witchcraft or religious ideas had less influence by the 18th century.</i></p> <p>Descriptions of treatment of witches should be restricted to Level 1.</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><i>Eg identifies reasons why accusations of witchcraft declined, such as growth of scientific explanations for bad weather or crop failure; more prosperous / stable economy; declining influence of religion, key figures such as James I and Matthew Hopkins were no longer alive.</i> <i>Or explains how Ruth Osborne died.</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><i>Eg explains how the points identified in Level 2 led to the end of witchcraft 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>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><i>Eg considers reasons for ending witchcraft trials and accusations as in Level 2 , weighing their relative importance in order to reach a judgement on the importance of scientific explanation as a 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>

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