

# Mark Scheme (Results) January 2011

GCSE

GCSE History B (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		<p>What can you learn from Sources A and B about changes in attitude towards the problems of homelessness.</p> <p>Target: Inference and analysis of change (AO 3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant examples from the sources or offers generalised unsupported comment about change.</p> <p><i>Eg vagrants were whipped in the Tudor period; Help was offered to the homeless in the 20<sup>th</sup> century; Attitudes had changed / were less severe by the 20<sup>th</sup> century</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg in the Tudor period vagrancy was seen as a crime but by the 20<sup>th</sup> century it was seen as a social problem rather than a crime; In the Tudor periods vagrants were publicly punished but by the 20<sup>th</sup> century they were not regarded as criminals and were offered help.</i></p>

Question Number		
2		<p>2 The boxes below show two violent challenges to authority. Choose one and explain the problems faced by the government at that time in dealing with the challenge to authority.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Guy Fawkes and the attempt to blow up the Houses of Parliament in 1605.</p> </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Suicide bombers in London, July 2005.</p> </div> </div> <p>Target: Analysis of key features &amp; difficulties (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers general comment that could apply to either example or simple comment about individual case.</p> <p><i>Eg They plotted in secret; There was no advance warning; The government didn't have the resources to guard against this sort of attack</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer offers information with limited commentary.</p> <p><i>Eg describes the events; describes difficulty in identifying people before crime has happened; Describes the problems of the government (no police or investigative force in 1605, difficulty in dealing with effects of bomb in 2005).</i></p>
3	7-9	<p><b>Analysis of the difficulties faced by the authorities securely linked to context of the example.</b></p> <p>Answer places problems of the authorities securely in context and linked to the nature of the challenge.</p> <p><i>Eg difficulties faced by the authorities in managing information and arresting all the plotters in 1605 /difficulty in counteracting portable nature of explosives &amp; determined attitude of suicide bombers in 2005.</i></p>

Question Number		
3		<p>In what ways did the desire to reform prisoners lead to changes in the prison system during the nineteenth and twentieth centuries?</p> <ul style="list-style-type: none"> <li>• 1825: Elizabeth Fry published her ideas on how to reform prisons.</li> <li>• 1908: A prison for young offenders was opened at Borstal in Kent.</li> <li>• 1933: The first 'open prison' was set up near Wakefield.</li> </ul> <p>Target: Analysis of change (AO 1&amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></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 explains the idea of reform;</i>  <i>Describes the conditions in the 1820s;</i>  <i>Provides simple comments about new prisons or different types of treatment for prisoners.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Describes changes in attitude or treatment.</p> <p><i>Eg describes how the new emphasis on reform sparked by the work of Howard and Fry led to improved conditions;</i>  <i>describes the change in attitude, from punishment to reform and to preparation for mixing in society through making prisoners literate or teaching them a trade;</i>  <i>describes how the Borstal system was intended to prevent young offenders becoming habitual criminals;</i>  <i>describes how open prisons are intended to lead to rehabilitation.</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 the student makes.</b></p> <p>Answer links changes in the prison system clearly to changed attitude</p> <p><i>Eg Shows how the ideas of reform and rehabilitation led to changes in prison conditions but also changes in the treatment of prisoners.</i></p> <p>Reserve top of level for answers covering a range of changes or wide timescale.</p>

Question Number		
4		<p>Why did the authorities start using transportation as a punishment in the 1660s and stop using it in 1868?</p> <ul style="list-style-type: none"> <li>• In the 1660s some criminals were sent to the American colonies.</li> <li>• 1823: Gaol Act passed.</li> <li>• By the 1830s it was costing half a million pounds per year to transport criminals to Australia.</li> </ul> <p>Target: Analysis of causation (AO 1 &amp; 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, or describes transportation.</p> <p><i>Eg it didn't seem to be a harsh punishment; Prisons began to be used instead; Transportation meant being sent away to another country.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer may identify a range of reasons in general terms OR develop the explanation of one reason, probably focusing on why transportation was used:</p> <p><i>Eg. the feeling that the death penalty was too harsh for some crimes but transportation was a suitable punishment which removed the criminal from society; the idea that this would allow the colonies to be developed more quickly; concern about the cost of transportation and fact that the criminal's dependents may now turn to crime through poverty; the unwillingness of the Australian government to be a dumping ground, especially once the initial need for cheap labour to build the colony was over; the feeling that it was not a harsh punishment - especially after 1861 when people were paying to go there because gold was discovered; the feeling that it was too harsh &amp; the recommendations of the Royal Commission that it should be ended</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>Developed explanation of range of reasons as at L2.</p> <p>Reserve top marks (11 &amp; 12) for answers covering <b>both</b> the introduction and end of transportation.</p>

Question Number		
5 (a)		<p>What were the key features of the Anglo-Saxon system of law enforcement?</p> <p>Target: Recall; identification of key features (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer identifies a key feature or offers limited detail.</p> <p><i>Eg general explanation of collective responsibility; They used wergild.</i></p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about an aspect of the Anglo-Saxon system.</p> <p><i>Eg lists several points; describes one feature in detail - family loyalty and the blood feud /collective responsibility of the tithing that someone appear in court or pay the fine, the need to call out the hue and cry and arrest criminals;</i></p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer identifies key feature(s) of the Anglo-Saxon system and offers supporting detail.</p> <p><i>Eg Explains the principle of collective responsibility and the local community as exemplified through the blood feud and tithing; identifies the role of religion as important, shown in the conduct of Trial by Ordeal; identifies the concept of just retribution as exemplified in the scale of fines and the requirement for the tithing to pay fines etc.</i></p>

Question Number		
5 (b)		<p>To what extent did royal control over law enforcement increase during the period from the Norman Conquest to the end of the Tudor period?</p> <ul style="list-style-type: none"> <li>• Trial by Ordeal was used during the Norman period.</li> <li>• In the 12<sup>th</sup> Century Henry II set up the Court of King's Bench</li> <li>• During the Tudor period the average number of JPs in each country more than doubled.</li> </ul> <p>Target: Evaluation of change (AO 1&amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</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>General comment about royal control is offered, or limited amount of detail.</p> <p><i>Eg Asserts that royal power increased because the monarch appointed more JPs; generalised comment that the king's power increased because of changes in the system such as the introduction of a new court.</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><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about the development of law enforcement.</p> <p><i>Eg describes the changes in the legal system such as the changes made by Henry II in 1154, or the introduction of JPs in 1361; Describes the enforcement system of JPs and courts.</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 changes in law enforcement showing ways in which royal authority did or did not increase.</p> <p><i>Eg explains the link between changes in the legal system and the authority / power of the king; Shows that in practical terms, the king needed to rely on local landowners to act as JPs and to enforce his laws</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 weighs both elements of L3 in order to reach a judgement.</p> <p><i>Eg evaluates the extent to which the theoretical concentration of power in royal hands actually happened in practice.</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)		In what ways did religion influence people's reactions to witchcraft?  Target: Recall; identification of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Identifies religious aspect of crime of witchcraft or of reactions to witchcraft.  <i>Eg it involved the devil; Many of the tests were based on religious ideas.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about people's reactions to / beliefs about witchcraft.  <i>Eg describes beliefs about how witches got their powers from the devil and how witches used a familiar to perform magic; Describes the way witchcraft provided a suitable supernatural explanation of bad events in a religious period; Describes tests for witchcraft involving religious beliefs.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer shows the role of religion in people's attitudes and actions towards witchcraft  <i>Eg explains how religious ideas provided the context for a belief in a witch's powers and also the rationale for the tests that were carried out.</i>

Question Number		
6 (b)		<p>'Domestic violence became a crime in 1976 mainly due to campaigns by women'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• During the 1960s the Women's Liberation movement campaigned for more rights for women.</li> <li>• In 1971 the MP Jack Ashley spoke in parliament about the need for action on domestic violence</li> <li>• 1971: Erin Pizzey set up the Chiswick Women's Aid Refuge</li> </ul> <p>Target: Evaluation of causation (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> 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.</p> <p><i>Eg Explains in general terms that attitudes were changing towards women or towards the use of violence; explains in general terms that women gained independence &amp; respect through campaigns and legal changes.</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><b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></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 attitudes towards domestic violence, campaigns or change in the law.</p> <p><i>Eg describes the campaign for improved women's rights during the 1960s; Describes the changing attitudes towards women / domestic violence in the 1960s &amp; 1970s.</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 reason(s) why domestic violence became a crime.</p> <p><i>Eg explains how the campaigns raised public awareness or put pressure on the government to pass new laws;</i></p> <p>OR</p> <p><i>Challenges the statement and explains how changing attitudes towards equality, the role of the media, or the work of key individuals led to the recognition that official action should be taken.</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 range of factors in order to reach a judgement on the significance of the campaigns.</p> <p><i>Eg discusses relative importance of both aspects of Level 3.</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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