

Mark Scheme (Results) Summer 2011

GCSE History B (5HB01/1B)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Advisor directly by sending an email to Mark Battye on HistorySubjectAdvisor@EdexcelExperts.co.uk

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028194

All the material in this publication is copyright

© Edexcel Ltd 2011

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		Target
1		What can you learn from Sources A and B about changes in crime using a false identity? Explain your answer, using these sources. Target: Inference (AO3: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student makes general comment without support from sources or provides relevant details from the sources. <i>Eg. false identity can be used to commit a range of crimes;</i> <i>false identity can be used to get a bank loan;</i> <i>false identity can be used to commit credit card fraud.</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. a false identity can now be used to gain money from more sources than just the bank;</i> <i>false identity can now be used to gain goods/services through credit card accounts as well as cash.</i>

Question Number		
2		<p>The boxes below show developments in policing. Choose one and explain its importance.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>The Fielding brothers and the creation of the Bow Street Runners.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Robert Peel and the creation of the Metropolitan police force.</p> </div> </div> <p>Target: Recall; analysis of importance (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 provides generalised comment on what was done or why it was important which could apply to either example or offers limited detail on a specific example.</p> <p><i>Eg. It was very important because it reduced crime; the Bow St Runners chased after criminals; Robert Peel set up the first professional police force.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer describes the development, or describes the situation before and afterwards.</p> <p><i>Eg. describes the work of the Fielding Brothers / Bow St Runners, or Peel and the Metropolitan police force; describes the problems of crime prevention in the eighteenth / nineteenth centuries and states that the development improved this situation.</i></p>
3	7-9	<p>Analysis, showing the significance of the development.</p> <p>Answer shows the effect of the development and explains its importance.</p> <p><i>Eg. describes the problems of crime prevention and shows the effect the Bow St Runners / Metropolitan police had on those problems or explains why the development had limited impact.</i></p>

Question Number		
3		<p>Why did public executions end in 1868?</p> <p>You may use the following in your answer and any other information of your own. A drawing of a scene at a public execution.</p>  <p>Reproduction rights obtainable from www.CartoonStock.com</p> <p>Target: Recall; explanation 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>Eg. people's attitudes changed; public hangings often increased crime.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes the problems involved in public executions or offers a reason for the ending of public executions.</p> <p><i>Eg hangings created opportunities for theft, prostitution etc; explains change in attitudes towards punishment -if the criminal did not repent then one aspect of the purpose of public executions was not fulfilled.</i></p> <p>NB Peg at 6 answers which are about the end of the Bloody Code (eg humanitarian attitude etc); the question is about the end of <u>public</u> execution.</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</p>

		<p>makes. Answer explains the shift from public to private execution. <i>Eg covers at least 2 of: problem of crime at public execution / failure of deterrent effect / "benefits" of private execution.</i></p>
--	--	--

Question Number		
4		<p>Why did the government punish Guy Fawkes and the Gunpowder Plotters so severely?</p> <p>You may use the following in your answer and any other information of your own. A drawing showing the execution in 1606 of Guy Fawkes and the Gunpowder Plotters who had been found guilty of treason.</p>  <p>Target: Recall; analysis of causation. (AO1 & 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 because it would frighten people; they were hung and then their bodies were chopped up; explains the crime of treason.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes the plotters' punishment of being hanged, drawn and quartered, or explains the purpose of using this form of the death penalty.</p> <p><i>Eg. describes each stage in the process and explains the purpose of deterrence, shows this is an extreme punishment for an extreme crime.</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</p>

		<p>makes.</p> <p>Answer analyses the features of this punishment and shows how they relate to treason or uses secure contextual detail to show why the authorities needed to use extreme punishment.</p> <p><i>Eg. shows how each aspect of the punishment emphasises the extreme nature of the crime; explains the need for such extreme examples when the ruler has such limited machinery of coercion / protection.</i></p>
--	--	---

Question Number		
5 (a)		Describe the key features of the punishments used in Roman Britain. Target: Recall; analysis 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 generalised comment or limited detail. <i>Eg, punishments were usually physical or in public; the punishment for petty theft was to be flogged.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides detailed descriptions of the punishments used. <i>Eg. flogging & beating for minor crimes; amputation and execution for major crimes; crucifixion or gladiators used for most severe crimes; financial penalties; exile available for upper classes.</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 offers explanation of the system of punishments. <i>Eg shows that punishments escalated in severity according to the crime; shows that punishments varied according to status of criminal (male/female; free/slave; Roman citizens / non-citizens); shows that the option of financial payments or exile created a two-tier system.</i>

Question Number		
5 (b)		<p>'The creation of new crimes was the most important change to English law and order made by the Normans'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • The Normans created Royal Forests. • The Normans introduced Trial by Combat. • The Normans abolished Wergild. <p>Target: Recall; analysis of consequence. (AO 1 & 2 : 16 marks)</p> <p>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 makes general comment on the effects of the Norman Conquest or provides limited detail on one aspect.</p> <p><i>Eg. lots of new crimes altered the whole system; the system carried on working in the same way; new laws were introduced to protect deer in the forest.</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 provides information about new crimes or about the law and order system under the Normans and/or the Anglo-Saxons.</p> <p><i>Eg. answer describes the introduction of new laws, the role of royal courts, the role of the church and new officials; describes changes to the Anglo-Saxon system of trial by ordeal, wergild etc.</i></p> <p>Writing communicates ideas using a limited range of</p>
QWC i-ii-iii		

		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 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.</p> <p>Answer analyses the changes introduced by the Normans, showing different aspects of change in definition of crime, trials and the court system, use of punishments etc</p> <p><i>Eg. Analyses impact of new crimes; identifies changes to punishment, eg minor changes to wergild, or shift from fines to physical punishment; explains change in Trial by Ordeal or introduction of royal courts and 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 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.</p> <p>Answer analyses and evaluates the changes introduced by the Norman Conquest in the system of law and order, securely supported by relevant detail.</p> <p><i>Eg. analyses and compares the nature / extent of change in definition of crime, trials and the court system, use of punishments etc. in order to decide what was the most important change introduced by the Normans.</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)		Why were so many women accused of witchcraft in the sixteenth and seventeenth centuries? Target: Recall; analysis 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 general comment or limited detail about witches. <i>Eg they were used as scapegoats; they were poor; they kept pets; describes tests for witches.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer offers detail about accusations of witchcraft or the context of sixteenth & seventeenth centuries. <i>Eg. Describes the typical witch; Explains that religious / economic / social / political problems meant that people looked for scapegoats; describes actions of James I or Matthew Hopkins.</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 offers reason(s) why women were particularly targeted in the sixteenth and seventeenth centuries. <i>Eg. shows how heightened religious fears, the work of James I or Hopkins, or economic/social/political problems & desire for a scapegoat made accusations of witchcraft likely but also shows that women were especially vulnerable to accusations because they fit the stereotype of someone who talked to their pet or religious ideas portrayed women as weaker and more likely to succumb to the Devil.</i>

Question Number		
6 (b)		<p>'The attitude of the government was the most important reason why conscientious objectors in the Second World War were treated differently from conscientious objectors in the First World War'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • First World War: People handed out white feathers to men who were not in uniform. • 1916: 'Absolutists' were sent to Dartmoor prison. • Second World War: 6,766 conscientious objectors carried out medical duties, bomb disposal and other non-combatant work. <p>Target: Recall; analysis of causation. (AO 1 & 2 : 16 marks)</p> <p>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 comment about the change in treatment or provides limited detail. <i>Eg. the government was most important because it changed the law;</i> <i>tribunals in the 2WW did not include ex-soldiers.</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.</p> <p>Answer provides relevant information about the treatment of COs in the 1st and/or 2nd WW. <i>Eg. describes the use of tribunals in 1st and/or 2nd WW;</i> <i>describes the jobs allocated to COs;</i> <i>makes comparisons between treatment from the public in 1st & 2nd WW.</i></p>

<p>QWC i-ii-iii</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>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 reason(s) for change in treatment.</p> <p><i>Eg. changed attitude of public towards war after the horrors of the 1st WW / publicity about bad treatment of COs; Changed attitude after the actions of non-combatant COs as stretcher bearers etc in 1st WW showed they were not cowards or traitors;</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 analyses reasons for change and evaluates their relative importance in order to reach a supported judgement on the most important reason.</p> <p><i>Eg. although there was some change in public attitude, a great deal of hostility remained, therefore the role of government was important for official / legal changes such as the constitution of tribunals, reduced use of prison etc. May also challenge the question and point out that government could not affect unofficial treatment from the public, which remained largely hostile or may show public accepted alternativists but not absolutists.</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</p>
--	---------------------	---

		considerable accuracy, although some spelling errors may still be found.
--	--	--

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028194 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

