GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3A. CHANGES IN CRIME AND PUNISHMENT, c.1500 TO THE PRESENT DAY
3100UJ0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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UNIT 3: THEMATIC STUDY

3A. CHANGES IN CRIME AND PUNISHMENT, c.1500 TO THE PRESENT DAY

MARK SCHEME SUMMER 2024

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	6			

Question: e.g**. Describe the crime of vagrancy in the sixteenth century** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**4-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *The crime of vagrancy was a major problem for Tudor monarchs, particularly in the latter part of the sixteenth century. Economic changes, rising inflation and an increase in population created growing poverty and rising unemployment. This led to an increase in homeless beggars – vagrants. They travelled the country looking for work. Many joined large groups and gathered in towns, causing problems for the authorities.*
- *Ordinary people blamed vagrants for a rise in crime. Some e.g. hookers, rufflers and doxies did steal, while others e.g. Abraham men, clapperdudgeons pretended to be insane or sick to extort money. Vagrants developed their own slang (canting) to confuse the authorites.*

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- *The government was alarmed by the growing numbers of vagrants and cracked down on the able-bodied poor/sturdy beggars i.e. those fit to work, with a series of increasingly harsh punishments (whipping, branding with a V, even hanging). This is an indication of how seriously monarchs of the time viewed the problem of vagrancy.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.
Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 3: THEMATIC STUDY

3A. CHANGES IN CRIME AND PUNISHMENT c.1500 TO THE PRESENT DAY

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. *smuggling*

b. *transportation*

c. *Elizabeth Fry*

d. *Drink driving/driving under the influence of alcohol/driving over the limit etc*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4		**2**	**2**	

Question: **Use Sources A, B and C to identify one similarity and one difference in methods of combating crime over time. [4]**

Band descriptors and mark allocations

	AO2 2 marks			**AO3 2 marks**	
BAND 2	**Identifies clearly one similarity and one difference.**	**2**	**BAND 2**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**BAND 1**	**Uses the sources to identify either similarity or difference**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities – B and C show police officers wearing uniform/helmets; in A and B (also C) they are wearing hats/ headgear; in B and C they are shown armed with truncheons (a weapon also in A – a staff); in A and B they are on foot on the street, suggesting they are on patrol.

Differences – A (and B) shows male officers only, whereas C shows a female officer as well; A shows a constable in everyday clothes, while B (and C) show officers in distinctive uniform; in A and B the officers have only basic equipment (staff or truncheon), in C they are better equipped (radio, taser and truncheon). There are dogs in A and C whereas in B there are no animals.

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the crime of vagrancy in the sixteenth century.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The crime of vagrancy was a major problem for Tudor monarchs, particularly in the latter part of the sixteenth century. Economic changes, rising inflation and an increase in population created growing poverty and rising unemployment. This led to an increase in homeless beggars – vagrants. They travelled the country looking for work. Many joined large groups and gathered in towns, causing problems for the authorities.*
- *Ordinary people blamed vagrants for a rise in crime. Some e.g. hookers, rufflers and doxies did steal, while others e.g. Abraham men, clapperdudgeons pretended to be insane or sick to extort money. Vagrants developed their own slang (canting) to confuse the authorites.*
- *The government was alarmed by the growing numbers of vagrants and cracked down on the able-bodied poor/sturdy beggars i.e. those fit to work, with a series of increasingly harsh punishments (whipping, branding with a V, even hanging). This is an indication of how seriously monarchs of the time viewed the problem of vagrancy.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the impact of the growth of urban Merthyr on changes in policing in the nineteenth century.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *In the early nineteenth century Merthyr had a reputation for lawlessness. As the town grew rapidly the old law system – the J.P. assisted by the parish constable - was unable to keep law and order.*
- *With the growth of the industrial workforce and the influx of people into Merthyr, theft became a prevalent issue. Workers often lived in impoverished conditions, leading to a rise in petty theft to sustain themselves and their families. The worst area was the slum area called "China". It was a 'no go' area, the most notorious district in the whole of Wales These conditions bred discontent and criminality.*
- *After the 1831 rising three former Metropolitan police officers were appointed. However, in 1834 the number was reduced to two as ratepayers complained about the expense. This again proved insufficient to control crime.*
- *In 1841 the Glamorgan County Constabulary was founded and 12 of its 34 officers were posted to Merthyr – a sign of the poor reputation of the town. In 1844 the first dedicated police station was built on Graham Street in Merthyr. Superintendent Davies, a former Metropolitan Police sergeant, was in charge. However, even a force of 12 men found Merthyr challenging in terms of policing. Finding men who were literate in both English and Welsh and possessed "honesty, sobriety and a sound constitution" was also a challenge – particularly as they could earn more in the ironworks.*
- *In the 1840s the police only went into areas like China in strength, but by the 1850s these areas were part of regular beats. By the 1860s Merthyr was becoming far more law-abiding, partly due to its police force and partly to to the influence of the chapels and the Temperance movement. By the last quarter of the nineteenth century Merthyr had become a law-abiding town.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain why alternative methods of punishment for offenders were introduced in the twentieth century. [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Alternative methods of punishments were introduced in the twentieth century for a number of reasons. It was felt that offenders should not just be punished, but also be encouraged to change their ways. There was an increasing emphasis on rehabilitation and, in the late twentieth century, on resititution. This led to changes in types of sentences and also to changes in treatment of prisoners.*
- *In the early twentieth century young offenders were for the first time separated from adult criminals (1902 the first borstal, followed in 1932 by Approved Schools.) This aimed to limit the influence of older offenders. In 1982, due to high levels of reoffending, borstals were replaced by Youth Detention Centres, but reoffending remained high.*
- *After 1945, the rising prison population, overcrowding , high reoffending rates and the cost of running prisons led governments to look for other alternatives. Open prison (starting with Wakefield 1936) were introduced with a more relaxed regime and to prepare offenders for life back in the community. Alternatives have also been used to try to keep offenders out of prison – probation (introduced 1907- offenders have to report to probation officers etc.); community service (introduced 1972 – unpaid work for the community); also parole (from 1967 – reduction of sentence for good behavior). Since 1967 suspended sentences have also been available. Electronic tagging was introduced in the 1990s. Many people tagged also have court orders that ban them from going to certain places.*

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- *(Candidates may note that corporal and capital punishments were also abolished. nineteeth century punishments like flogging, isolation and silence were not reforming prisoners and were abandoned (the crank and treadwheel in 1902, but flogging not until 1948). In 1965 the death penalty was also abolished. It was seen by many as barbaric, unchristian and not really a deterrant. A number of high profile cases e.g. Derek Bentley and mistakes in sentencing also led to its abolition.)*
- *Increasingly prisons were seen as a punishment in themselves. Prisoners were treated more humanely -e.g. they could wear their own clothes, prison food was improved, and more education was provided. These aimed to rehabilitate prisoners and give them skills to allow them to find useful employment after their release.*
- *However, some people now feel that many sentences are too lenient and that they have failed to reform criminals.*

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Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant was the growth of industrial towns in causing crime in the eighteenth and nineteenth centuries? [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the significance of the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the significance of the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the significance of the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the significance of the issue.**	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *As Britain industrialised in the eighteenth and nineteenth centuries more and more people moved into industrial towns. Existing towns and cities swelled in size and new places like Manchester and Merthyr Tydfil developed.*
- *Urban areas were overcrowded and full of disease. There was little planning, and no infrastructure or amenities. Many people lived in back-to-back houses, with open sewers, and rubbish-strewn streets. Poverty and unhealthy living conditions led to many people resorting to crime. Alcohol was cheap and easy to obtain so drink-related crime was commonplace.*
- *Crimes were more common in urban areas. In pre-industrial villages, people had known each other, but in the new towns people did not. It was easier to get away with crime. Many criminals (including children) lived in rookeries whose narrow winding streets and alleyways and made life easy for criminals. Policing was ineffective.*
- *Periods of unemployment or loss of work due to accidents were frequent. There was no compensation so destitute families stole to survive. Orphans were common in industrial towns, due to the low life expectancy, and they often turned to crime to survive.*
- *Workers had no political rights and so had no legal way to change their living and working conditions. Even joining a trade union was a criminal offence (Tolpuddle martyrs). Workers who protested about their conditions and lack of political rights,e.g. in Merthyr Tydfil 1831, and the Newport Chartists in 1838 could also expect to be punished.*

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Question 7

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
20	**6**	**10**			**4**

Question: **To what extent has responsibility for enforcing law and order changed over time? [16+4]**

Band descriptors and mark allocations

	AO1 6 marks			**AO2 10 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.**	**5-6**	**BAND 4**	**Fully analyses the importance of the key issue. There will be a clear analysis of the extent of change, set within the appropriate historical context.**	**8-10**
BAND 3	**Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.**	**3-4**	**BAND 3**	**Partially analyses the key issue along with a consideration of the extent of change within the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**BAND 2**	**Basic analysis while considering variations in the extent of change.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**BAND 1**	**Offers a generalised response with little analysis of the extent of change.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Before 1829 there were no organized state funded police forces in England and Wales. Policing was seen as a civic responsibility – with each person having a duty to help keep law and order in their locality. However, since the early nineteenth century governments have taken on increasing responsibility for the organization of policing in England and Wales.*

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- *In the early modern era candidates may consider that governments saw enforcing law and order as a local responsibility, as it had been in earlier centuries. It was mainly the responsibility of the J.P. assisted by parish constables and town watchmen. All of these were unpaid amateurs. For many J.P.s It was seen as a job with some prestiege so it was usually done willingly. However, for constables or watchmen it was more onerous and had to be done in addition to their daily work, so it was often not done well. The role included a lot of things that our local councils do nowadays, such as organising road and bridge repairs, checking weights and measures in shops, licensing ale houses, and supervising poor relief. In 1663 Charles II ordered the creation of a force of paid night watchmen (Charlies) to be paid from parish rates, but the pay was so low that only the old and decrepit applied though. However, the idea of paying officials was new.*
- *In the eighteenth century candidates may consider that population growth and rising levels of crime put huge strains on the system of policing, but governments still viewed policing as a local responsibility. (Candidates may refer to the emergence of thief-takers who operated as private law-enforcers, helping to solve crimes and return lost property). In the 1750s the Fielding brothers created the Bow Street Runners, a small force of paid officers operating in the Bow Street area of London. They had some success in reducing crime in their area. They won government funding to set up the Bow Street horse patrol, which cleared the roads around London of highwaymen – thus showing the value of policemen as a deterrant. (Highwaymen returned when the government stopped funding the patrol.) The publication of the Quarterly Pursuit/Public Hue and Cry newspaper also showed the value of shared information and became the basis for the Police Gazette. However, in spite of these successes governments were reluctant to increase funding to develop the system further.*
- *Candidates may observe that, at the beginning of the nineteenth century, responsibility for enforcing law and order was essentially the same as in the Tudor period (with the exception of parts of London). However, in spite of concerns about cost and loss of freedom, public opinion was beginning to change. The rising tide of crime in towns, fear of revolution and a reluctance to use the army led to a debate about the need for an effective, organized policing system. In 1829 Home Secretary Robert Peel created the Metropolitan Police, a trained, paid, professional force of 3,300 men, responsible for policing an area up to 7 miles from Charing Cross. This was the first time the government had taken a key role in providing law enforcement in Britain. Though there was some initial opposition the public soon came to see the value of the Metropolitan Police. In 1835 boroughs were given the right to organize their own forces, though few did. In 1856 under the County and Borough Police Force Act the government made it compulsory for every area to have its own force. Thus every part of England and Wales was now served by a full-time, paid, professional police (by 1900 over 46,000 officers in 243 forces) each inspected regularly by government.*
- *During the twentieth and twenty-first centuries candidates may note that the overall responsibility for policing has remained with the government. By 2,000 there were 125,000 officers – with an increased emphasis on crime prevention. However, there have been changes in organization – a reduction in the number of forces (43 in 2017) to promote efficiency, better training, increased specialization and wider use of technology – all designed to increase efficiency. (Each force was supervised by a police authority and then from 2012 by police and crime commissioners – with the aim of ensuring efficient and effective policing.) The cost of policing is partly paid by government grants and partly from council tax. In response to criticism that police officers had become more remote, governments introduced initiatives to restore community links – Neighbourhood Watch schemes (cf. Tudor idea of citizen participation); community liaison officers and PCSOs. Thus, though some elements of the Tudor idea of civic responsibility remain, the responsibility for enforcing law and order has changed fundamentally since the sixteenth century.*
- *To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context eg the appointment of Rowland Lee to enforce order in the Welsh marches in the sixteenth century; the impact of the Merthyr/Chartist/Rebecca Riots in showing the need for full-time professional police forces in Wales; the creation of the Glamorgan County Constabulary as early as 1841, a sign of the need for an organized force in the area; the diversity of Welsh police forces by 1900; the consolidation of Police forces in Wales in 1967-8; or any other relevant Welsh national or local references.*

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After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:
- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	**4**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2-3**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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