GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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UNIT 3: THEMATIC STUDY

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

SUMMER 2023 MARK SCHEME

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 economic changes that led to an increase in crime 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:

- *there were several economic changes in this century that led to an increase in crime;*
- *the population rose rapidly. This led to more people competing for jobs, food and land. Many became vagrants and turned to crime to make ends meet;*
- *changes in farming created a lot of unemployment. As a result of enclosure, farmers changed from growing crops to sheep farming which was more profitable. However, this required fewer labourers so people left their villages and headed to the towns in search of work. As towns grew JPs and constables struggled to combat crime;*
- *landowners increased rents and poorer tenants could not afford them;*
- *the actions of the government also contributed to unemployment. The ends of wars, for example, the Wars of the Roses led to the demobilisation of soldiers who often found themselves unemployed and turned to crime. Henry VIII's dissolution of the monasteries also left many people without work and homes and destroyed the institutions which had done so much to help the poor;*
- *many people worked in the cloth industry. When the cloth trade went into a slump, weavers and spinners lost their jobs and incomes;*
- *the sixteenth century was a period of rising inflation, which hit the poor hardest. The prices of essential goods including food rose as the population grew. This was particularly the case after poor harvests and there were a number of these during Elizabeth's reign. This also increased the numbers of vagrants.*

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.

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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. JP/Justice of the Peace

b. transportation

c. Peel/(Sir) Robert Peel

d. parole

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Question 2

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

Question: **Use Sources A, B and C to identify <u>one</u> similarity and <u>one</u> difference in the nature of 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**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**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 – A and C show types of theft/theft of valuables; B and C show crimes committed by groups/gangs; A and B show forms of transport being used to commit crime; in A and B they are using horses to commit crime; [also accept A and B were often committed at dusk/at night/under the cover of darkness].

Differences – A (and B) shows adults committing crime, whereas C shows children; A shows a crime committed on horseback, while B shows a crime by boat (and C on foot); B (and C) show crime committed by groups/gangs, but A shows an individual; A shows the threat of violence, while B (and C) are less/not violent; A (and C) is a crime against the individual, B is against the state; also accept variations of the following – A (and C) shows theft from a person, while B shows goods brought into the country illegally (non-payment of customs duties).

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Question 3

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

Question: **Describe the economic changes that led to an increase in crime 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:

- *there were several economic changes in this century that led to an increase in crime;*
- *the population rose rapidly. This led to more people competing for jobs, food and land. Many became vagrants and turned to crime to make ends meet;*
- *changes in farming created a lot of unemployment. As a result of enclosure, farmers changed from growing crops to sheep farming which was more profitable. However, this required fewer labourers so people left their villages and headed to the towns in search of work. As towns grew JPs and constables struggled to combat crime;*
- *landowners increased rents and poorer tenants could not afford them;*
- *the actions of the government also contributed to unemployment. The ends of wars, for example, the Wars of the Roses led to the demobilisation of soldiers who often found themselves unemployed and turned to crime. Henry VIII's dissolution of the monasteries also left many people without work and homes and destroyed the institutions which had done so much to help the poor;*
- *many people worked in the cloth industry. When the cloth trade went into a slump, weavers and spinners lost their jobs and incomes;*
- *the sixteenth century was a period of rising inflation, which hit the poor hardest. The prices of essential goods including food rose as the population grew. This was particularly the case after poor harvests and there were a number of these during Elizabeth's reign. This also increased the numbers of vagrants.*

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Question 4

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

Question: **Describe the main developments in policing in Merthyr in the nineteenth century. [6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describes 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 the reputation of being the most lawless town in Wales. As its population grew rapidly the old system of law and order – the JP assisted by the parish constable – was unable to maintain control. Following the Merthyr Riots of 1831, three former Metropolitan police officers were appointed. However, in 1834 the number was reduced to two after ratepayers complained about the expense.These two officers proved insufficient to control crime;*
- *The Glamorgan County Constabulary was created in 1841 and 13 of its 34 officers were posted to Merthyr – a sign of the poor reputation of the town – and a police station was built in 1844. Superintendent Davies, a former Metropolitan Police sergeant, was in charge. However, even a force of 13 men found Merthyr challenging. Finding men who were literate in both English and Welsh and possessed "honesty, sobriety and a sound constitution" was also a problem, 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 the success of its police force, but also to the influence of the chapels and the Temperance movement. By the last quarter of the nineteenth century, Merthyr had become much more law-abiding.*

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Question 5

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

Question: **Explain why prison reformers like John Howard and Elizabeth Fry were important in improving prison conditions in the late eighteenth and early nineteenth centuries. [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:

- *prison conditions in the late eighteenth century were poor.There were no regulations about prison conditions or rules about how prisons should be run. Prisoners of all ages and mixed sexes were housed together often in one large room. Poor sewage, inadequate water supplies and overcrowding meant that disease was common. Each year about 25% of prisoners died from disease, for example typhus ("'gaol fever");*
- *gaolers were not paid, so to make money they charged prisoners. Wealthier prisoners could afford beds and better food, while poorer inmates were often kept in prison after their sentences ended because they owed money to gaolers;*
- *in the late eighteenth and early nineteenth centuries reformers like Howard and Fry began to campaign for reform. They raised public awareness and began to persuade government of the need for reform. John Howard visited prisons across Britain. He published his findings in his book, "The State of the Prisons in England and Wales" (1777), recommending that prisons should provide better food, hygiene and clean water; payment of gaolers; regular inspection; visits from a chaplain and work and time to reflect on their crimes. He also wanted to separate prisoners by gender or type of crime. All this would help prisoners reform;*

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- *after Howard's death, Elizabeth Fry took up the cause. She focused on female prisoners and Newgate prison in particular. She was horrified by conditions and provided clothes and bedding and began to teach inmates skills such as knitting. She set up a chapel and a school in the prison. In 1817, with others, she founded the 'Association for the Reformation of the Female Prisoners in Newgate'. Fry also gave evidence to a House of Commons committee on prison conditions;*
- *candidates may also refer to Sir George Onesiphorus Paul. His new design of prison put into practice three main ideas – security (to prevent escape), health (good ventilation, exercise yards and an isolation area for new arrivals) and separation (by sexes and type of inmate). There was also a chapel and work areas. He also published a book in 1784 called Thoughts on the Alarming Progress of Jail Fevers;*
- *the work of the reformers finally paid off in 1823 with Peel's Gaols Act. It stated that every county should have a prison, with gaolers paid out of the local rates. Prisons were to be secure and healthy, with prisoners separated by sex and type. They were to be inspected every year to ensure that standards were maintained.*

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Question 6

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

Question: **How significant were developments in transport and communication in changing methods of policing in the twentieth and twenty-first 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:

- *the introduction of new forms of transport and communication during the twentieth and twenty-first centuries have significantly changed the nature of policing. As developments in transport and communication have changed society, and criminal behaviour, so the police have had to respond;*
- *Police began using bicycles in 1909 but it was the introduction of the motor car (1919) that began to change operational methods significantly. It allowed the police to get to a crime scene faster, especially as criminals had also started using cars, (though it was not until the 1930s that many police forces could afford cars or motorbikes). By the 1970s police cars were a common sight and had begun to replace the bobby on the beat in order to respond to calls more quickly and to be able to cover wider areas. There are also more specialised vehicles, for example, motor patrol cars, riot vans;*
- *other more specialised forms of transport have also been adopted; 1910 – motor boats on the Thames; 1970s – helicopters and light aircraft for surveillance, for example crowd control, tracking stolen vehicles, spotting drug production, and search, for example missing persons. More recently police have also used drones which have the advantage of not being as obvious as helicopters, as well as being cheaper;*

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- *communications have also been revolutionised. The telegraph was already in use in 1900 and in 1910 the police also adopted radio (and used it to arrest Dr Crippen that same year). The telephone had a more fundamental influence on police operations (first used in 1901, police telephone boxes began to appear on the streets in the 1920s. Together with two-way radios these new communications speeded up response times and kept policemen on the beat/in cars informed. The introduction of the emergency number (Whitehall 1212) in 1934 also encouraged the public to report incidents and help response times. Since the 1960s the police have carried small pocket radios for ease of use, which gives them unbroken communication with their HQ;*
- *Police have also made use of computer power to help in their work. Since 1974 the Police National Computer has held a variety of records, for example criminal records and DNA, motor car details, and missing persons. Since most police are now equipped with computer technology it means they can do these things in real time.*

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Question 7

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

Question: **To what extent have attitudes to punishment 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**	**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**	**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**	**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**	**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:

- *in the sixteenth and seventeenth centuries attitudes to punishment were dominated by ideas of retribution and deterrence (which continued into the nineteenth century). Retribution was meant to give the victim (or family) vengeance for a crime by making the criminal suffer. This led to harsh punishments where the criminals suffered pain, humiliation or death. For serious crimes, for example murder, this meant capital punishment, usually hanging. For lesser crimes such as drunkenness or begging there was corporal punishment, for example mutilation, branding, whipping, the stocks, and pillory. These were also painful and humiliating (and at times dangerous);*

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- *harsh punishments were also thought to be a deterrent, particularly as they were carried out in public. The public supported harsh punishments and liked the idea of seeing justice being done. Little use was made of prisons. Most prisoners were only temporary inmates awaiting trial or execution;*
- *in the eighteenth century attitudes arguably hardened. The "Bloody Code" increased the number of capital offences (from 50 to 225). However juries were often reluctant to give a death sentence for minor offences such as petty theft, so transportation was introduced as a middle punishment between hanging and the stocks and pillory. It also had a number of advantages – it reduced the prison population, removed criminals from the UK and helped develop the colonies. It continued in use until 1868;*
- *in the late eighteenth and nineteenth centuries, attitudes began to change. Reformers such as Howard and Fry argued that criminals could be reformed. Ideas of retribution and revenge became less influential. There was also a growing belief that punishments should fit the crime. This can be seen in Peel's reform of the Criminal Code – in 1823 he abolished the death penalty for over 180 crimes (by 1861 it was just five);*
- *the reduced desire for retribution can also be seen in the reduction in corporal punishments, for example the stocks were abolished in 1832, the pillory in 1837 (though flogging inside prisons continued until 1948). Punishments were carried out more often in private, showing the reduced emphasis on revenge and deterrence. Public executions ended in 1868. After that, executions took place inside prisons;*
- *however, it could be said that attitudes did not change completely from earlier periods. Harsh regimes like the separate system and silent systems both used isolation as a means of deterring criminals from re-offending (though the separate system emphasized reform rather than punishment). Religious instruction and work would help in this process. The 1865 Prisons Act with the idea of "hard labour, hard fare and hard board" was a return to the attitude of strict punishment rather than the attempts at reform. None of these worked and the rate of re-offending stayed high;*
- *candidates may refer to the report of the Gladstone Committee (1895), which marked a significant change in attitude – away from harsh punishment and towards reform. It recommended a reduction in time spent in isolation, the end of unproductive hard labour and separate prisons for young offenders;*
- *the twentieth century has seen the greatest change in attitudes, as public and government accepted ideas of reform and rehabilitation. This can be seen in the treatment of young offenders (Borstals in 1902 for example) – reform through a combination of training and care; in the abolition of the death penalty (1965), and in the increasing use of fines for minor crimes such as motoring offences. Though prison is the norm for serious offences, treatment of prisoners is more humane, with the introduction of different categories of prisons for different offenders, for example open prisons for those near to release. Alternative sentences are also used more (probation and parole, suspended sentences, tagging and ASBOs). The idea of restitution has also been introduced, for example via community service;*
- *in some ways attitudes are unchanged. Punishments are still used as deterrents, but through loss of liberty, not pain or death. Community service is a form of public humiliation, as is the coverage of court cases in local newspapers. Public attitudes are sometimes out of step with politicians. Opinion polls show that the many members of the public are far more keen on the death penalty than MPs, while many people believe that prisoners today have life too easy;*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context, for example, Bishop Rowland Lee's boast to have publicly hanged 5,000 Welsh criminals in six years; the use of the ceffyl pren up to the nineteenth century, public executions in Wales such as that of Rawlins White to deter religious dissent, or Dic Penderyn to deter political dissent; transportation of Welsh Chartist leaders such as John Frost and Rebecca leaders for example John Jones – Shoni Sgubor Fawr; Beaumaris prison; Usk gaol – first used as a borstal, then as Wales's first open prison; Park Prison for young offenders in Wales (1987); 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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