

Mark Scheme (Results)

Summer 2016

GCSE History B (5HB01/1B)
Unit 1: Schools History Project
Development Study

Option 1B: Crime and punishment
in Britain, c50AD to the present
day

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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.
- **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.

Quality of Written Communication (QWC)

- 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.*

Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>Source A: From a record of the trial and execution of a young offender in 1629.</p> <p>John Dean, aged eight, was tried in 1629. He was accused of setting fire to two barns and found guilty. When John Dean was questioned, the judge felt he had intended to burn the barns for evil revenge. The judge also felt John Dean had shown planning and dishonesty in carrying out this crime, so he was sentenced to be hanged.</p>
		<p>Source B: Young offenders at Borstal Prison, 1906</p>  <p style="text-align: right;">© wikipedia 2015</p>
		<p>What do Sources A and B show about changes in the treatment of young offenders? Explain your answer, using Sources A and B and your own knowledge.</p> <p>Target: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>e.g. The treatment of young offenders became a lot more lenient.</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>e.g. Young people were punished very harshly in the seventeenth century; Borstals attempted to reform young offenders.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
2	3–6	<p>Developed statement. Candidate states that change occurred in England based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>e.g. The treatment of young offenders changed from punishment as shown in Source A to an emphasis on rehabilitation shown in Source B where the boys are being educated to help them get a job and avoid crime in future; Attitudes towards punishment and prison changed during the</i></p>

		<p><i>nineteenth century to an emphasis on reform which reflects the ideas of people like John Howard and Elizabeth Fry.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>Analysis. Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>e.g. Explains how the change shown from the emphasis on punishment in Source A to the education and rehabilitation of young offenders in Source B was part of a wider change in attitudes towards punishment and especially prison, during the nineteenth and early twentieth centuries.</i></p>

Question Number		
2		<p>The boxes below show two groups of people.</p> <p>Choose one and describe the attitudes of the authorities towards them.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Women accused of witchcraft during the sixteenth and seventeenth centuries </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> The Tolpuddle Martyrs, 1834 </div> </div> <p>Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about the actions or reasons for punishment of the chosen group.</p> <p><i>e.g. Witches were hanged. The Tolpuddle Martyrs were transported.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the attitudes of the authorities towards the chosen group.</p> <p><i>e.g. Describes the fear of witches and the attitude of James I showing that witchcraft was seen as a major crime, punishable by death; Describes the actions of the Tolpuddle Martyrs in attempting to protect their wages, showing that this was seen as a challenge by the authorities, who found an excuse to remove them and deter others.</i></p>

Question Number		
3		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Source C: From the Roman 'Twelve Tables'. This summary of laws was used throughout the Roman Empire.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>If someone has injured someone else and does not offer compensation, let him be punished. If he has broken a bone of a freeman, let him pay a penalty of three hundred coins. If he has broken the bone of a slave, let him pay one hundred and fifty coins. If he has insulted someone, the penalty shall be twenty-five coins.</p> </div> <p>How useful is this document to a historian who is investigating Roman crime and punishment? Use Source C and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>e.g. Assumes the source is useful because it is from the time and is therefore reliable/assumes the source is useful because it has very specific detail/assumes the source is not useful because it only tells us about one type of crime.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.</p>
2	3–6	<p>Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content.</p> <p><i>e.g. It is useful because it tells us about a sliding scale of payments for injuries to different sorts of people; or it is not useful because it does not give us any contextual information about whether these laws were implemented in Roman Britain or how these laws were enforced.</i></p> <p>OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.</p> <p><i>e.g. It is useful because it is a set of official punishments drawn up at the time and therefore should reflect the attitudes of people in authority; it is not useful because this only tells us</i></p>

		<p><i>what the official rules said, it does not necessarily reflect the reality of what happened.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
3	7–8	<p>Judgement is based on an evaluation of the usefulness of the source’s content in the light of its provenance/ reliability.</p> <p>Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>e.g. The rules reflect the attitude of the authorities and the hierarchical society of the Roman Empire so it is useful to know what the basis was for law and order in Roman Britain but we do not know how far this was actually put into practice. However, it does link with other knowledge about Roman punishments such as nobles being able to go into exile and avoid the death penalty or the harsher treatment of slaves who commit a crime.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>In what ways did religion influence ideas about law enforcement in Anglo-Saxon and Norman England?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Trial by ordeal • Sanctuary <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, role of a factor (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Trial by ordeal was conducted by the priest.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes ways that religion affected the treatment of suspected offenders.</p> <p><i>e.g. Describes the process of trial by ordeal; Describes the use of sanctuary; Describes benefit of clergy; Describes the link between religion and the move away from the use of execution.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, e.g. the benefit of clergy.</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 made.</p> <p>Candidate explains a range of ways in which religion affected law enforcement during the Anglo-Saxon and Norman periods.</p> <p><i>e.g. Shows how religion influenced aspects of law enforcement such as trial by ordeal or sanctuary, separate treatment of the clergy or reinforces ideas about authority and crime.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. the benefit of clergy or ideas about authority.</p>

Question Number		
5		<p>In what ways did law enforcement change during the period c.1350- c1900?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The hue and cry • The Bow St Runners <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of change (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Organised groups like the Bow St Runners and the police were set up; The hue and cry was used during the medieval period.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes methods of law enforcement or key changes during the period c1350-c1900 but does not explain the nature of the change.</p> <p><i>e.g. Describes the hue and cry, the work of the Fielding brothers, Peel's creation of the Metropolitan police.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, e.g. Peel's creation of the Metropolitan Police.</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 made.</p> <p>Candidate explains the nature of changes such as the introduction of the Bow St Runners, Metropolitan police, making law enforcement more professional and developing a national system.</p> <p><i>e.g. Shows how the creation of a paid group such as the Bow St Runners was different from the community action and unpaid officials of c1350; shows how developments within the police force, such as police training, organised record keeping, made law enforcement more professional or scientific; Shows how law enforcement developed as a national system.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. Peel's creation of the Metropolitan Police.</p>

Question Number		
6		<p>How much have attitudes towards social crimes changed during the period c1700 to the present day?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Smuggling • Tax evasion <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of continuity and change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. People thought smuggling was acceptable; People still try not to pay tax.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes attitudes towards social crimes such as smuggling or poaching c1700, drug taking and speeding in present society; may identify changes without analysing the nature or extent of change.</p> <p><i>e.g. Explains why smuggling/poaching/drug taking/speeding/tax evasion are seen as social crimes; Describes attitudes towards smuggling c1700 and in the present day; Describes attitudes towards new social crimes such as 'recreational' drugs, speeding, tax evasion.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example poaching or speeding.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>

<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 made. Candidate analyses the nature/extent of change and/or continuity in attitudes towards social crimes.</p> <p><i>e.g. Shows that smuggling legal goods such as tea, alcohol, cigarettes is seen as more acceptable than smuggling illegal drugs or people; Shows that the nature of social crimes has not changed – it is 'acceptable' to break laws which are seen as unjust or regulate behaviour when that behaviour does not harm others.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. poaching or speeding.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question. Candidate analyses and evaluates the nature/extent of change and continuity in attitudes towards social crimes.</p> <p><i>e.g. Weighs the underlying continuity that social crimes are seen to be created by unfair laws, and do not harm others, against greater acceptance that such crimes are illegal and may have harmful effects on others, for example speeding may injure others, drug-taking may lead to addiction and more serious crimes.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as poaching or speeding.</p> <p>Writing communicates ideas effectively, using a range of precisely- selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
7		<p>How much has the punishment of adults changed during the period c1900 to the present day? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The death penalty • Community service <p>You must also include information of your own.</p> <p>Target: Knowledge recall/ analysis of continuity and change in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. The emphasis is now on reform and rehabilitation; The death penalty was abolished.</i></p> <p>NB: Do not credit comments about Borstals.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
	QWC i-ii-iii	
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the punishment of adults during the twentieth century; the answer may identify change or continuity.</p> <p><i>e.g. Describes events leading to the ending of the death penalty; Describes the introduction of open prisons, probation, community service; Describes drug programmes in prison as part of the emphasis on reform and rehabilitation.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example open prisons or probation.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
	QWC i-ii-iii	

<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 made.</p> <p>Candidate identifies change and/or continuity in the punishment of adults.</p> <p><i>e.g. Shows change in the ending of the death penalty, the introduction of alternatives to prison, the introduction of restitution; Shows continuity in the role of prison as punishment; Shows continuity in the emphasis on reform in prison.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the use of open prisons or probation.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>Candidate analyses and evaluates the nature/extent of change and continuity in the punishment of adults during the twentieth century.</p> <p><i>e.g. Weighs the change in the abolition of the death penalty and increased use of alternatives to prison against the continuity in the purpose of punishment and key role of prison.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as open prisons or probation</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide

		range of specialist terms adeptly and with precision.
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