

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB01/1B)
Unit 1: Schools History Project
Development Study
Option 1B: Crime and Punishment

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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.

- 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 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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>What can you learn from Sources A and B about changes in the treatment of people involved in riots? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: From a report in 1595 about riots in London.</p> <p>27 June: Young people who stole food and made insulting comments about the Lord Mayor, were whipped and pilloried.</p> <p>24 July: Five youths who attacked the city watchmen were hanged as traitors.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: From a report in <i>The Independent</i> newspaper, published in 2012.</p>  <p>Almost 1,000 people who were involved in riots in August 2011 have been jailed for an average of 12 months.</p> </div> </div> <p>Target: Inference from sources (AO3)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | <p>Simple statement</p> <p>Student makes generalised comment about change, without support from source(s) or provides relevant details from the source(s) but does not use them to make inference about change.</p> <p><i>e.g. They are treated less harshly nowadays; Rioters were accused of treason in the sixteenth century.</i></p> <p>Award 1 mark for each relevant detail.</p> |
| 2 | 3-4 | <p>Developed statement</p> <p>An inference about change is made and supported, based on the use of sources.</p> <p><i>e.g. Riot was viewed as a serious crime and received severe punishment in the Middle Ages but in 2012 it was more lenient; Riots in the sixteenth century were punished by physical pain/public humiliation in order to deter others but in 2011 the punishment of prison included the possibility of reform.</i></p> <p>Reserve full marks for clear use of both sources to support the inference.</p> |

| Question Number | | |
|-----------------|------------|---|
| 2 | | <p>The boxes below show two aspects of law enforcement during the Middle Ages.</p> <p>Choose one and explain why it was effective at that time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The role of local communities</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The use of corporal punishment</div> </div> <p>Target: recall; analysis of effectiveness. (AO1/AO2)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | <p>Generalised answer is offered with little specific detail. Student offers generalised comment about effectiveness that could apply to either example, or offers limited detail about one aspect of law enforcement.</p> <p><i>e.g. It was used because there was no official police force; Tithings were groups of 10 men; The pillory locked your head and hands in a wooden board.</i></p> |
| 2 | 4-6 | <p>Relevant details are offered but the link to the question is left implicit. Student describes aspects of community action / corporal punishment; any explanation of effectiveness is general.</p> <p><i>e.g. Describes the operation of the tithing, hue and cry; Describes the use of corporal punishments; Describes the context eg absence of an official police force or the humiliation of public punishment but without linking this to explanation of why this made the punishment effective.</i></p> |
| 3 | 7-9 | <p>Analysis, showing reasons for importance. Student explains why the chosen aspect of law enforcement was effective in the context of the Middle Ages.</p> <p><i>e.g. Explains the need for collective responsibility in the absence of an official police force and shows that in a small community this would be an effective method; Explains that the public and humiliating nature of corporal punishment would have a lasting effect within a small community.</i></p> |

| Question Number | | |
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| 3 | | <p>How much did prisons change in the period c1750–c1900?</p> <p>You may use the following in your answer and any other information if your own.</p> <ul style="list-style-type: none"> • c1750: The Fleet Prison in London was used for people who were in debt. • 1773: John Howard was appointed High Sheriff of Bedfordshire. • 1840s: Separate System was introduced. <p>Target: Recall; evaluation of change (AO1/AO2)</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>e.g. The aim of prisons changed from punishment to reform; Elizabeth Fry improved conditions for women in Newgate.</i></p> |
| 2 | 5-8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes conditions in prisons or changing ideas about the role of prison.</p> <p><i>e.g. Describes the crowded conditions in a debtors' prison; Describes the work of Howard, Fry or 1823 Gaol Act; Describes the Silent or Separate system or hard labour; Describes the changing role of prison from punishment to reform and rehabilitation.</i></p> |
| 3 | 9-12 | <p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student examines nature or extent of change.</p> <p><i>e.g. Explains how conditions changed as a result of changing ideas about the role of prison as a punishment; Explains changes in the conditions in prison covering at least two of the following: 18th century / the reforms of Howard and Fry / Silent or Separate system / hard labour.</i></p> <p>Reserve top of level for answers which cover the whole period.</p> |

| Question Number | | |
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| 4 | | <p>How much has the crime of smuggling changed since 1750?</p> <p>You may use the following in your answer any other information of your own.</p> <ul style="list-style-type: none"> • 1747: In Rye in Sussex 24 smugglers rode through the streets in broad daylight. • During the eighteenth century over half of the tea drunk in England had been smuggled into the country. • In the twentieth century, scanners were introduced at airports and ports. <p>Target: Recall; evaluation of change (AO1/AO2)</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>e.g. States that items smuggled changed from tea to drugs; Lists items smuggled.</i></p> |
| 2 | 5-8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes aspects of smuggling such as the goods smuggled, the process of smuggling, detection.</p> <p><i>e.g. Describes the goods smuggled/ process of smuggling in the 18th & 19th centuries and / or 20th & 21st centuries; Describes the involvement /attitudes of the community; Describes an aspect of change.</i></p> <p>Peg at Level 2 comments about detection / law enforcement.</p> |
| 3 | 9-12 | <p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student examines changes in the nature / organisation of smuggling.</p> <p><i>e.g Explains the change in the nature of smuggled goods, from the 18th & 19th centuries when goods smuggled were usually legal and it was done to avoid paying tax, to the 20th century when, although that was still true for cigarettes and alcohol, there was an increase in smuggling of illegal drugs or people; Explains changes in the process of smuggling, eg the organisation of smuggling and the way goods are smuggled – gangs using violence but also with the help of the local population to smuggle barrels of brandy or tea at night in the 18th & 19th centuries/ drugs hidden internally or in car parts in the 20th & 21st centuries, possibly organised by an international gang.</i></p> <p>Reserve top of level for answers which cover changes in both</p> |

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| | | the goods smuggled and the process of smuggling. |
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| Question Number | | |
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| 5 (a) | | Describe the role of religion in law enforcement during the Anglo-Saxon and Norman periods. Target: Recall; key features (AO1/AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about the role of religion. <i>e.g. People were very religious; Trial by Ordeal involved God.</i> |
| 2 | 4-6 | Statements are developed with support from material which is mostly relevant and accurate. Student identifies aspects of the role of religion OR describes one aspect in depth. <i>e.g. Describes the way religion influenced attitudes towards capital punishment, use of Trial by Ordeal, creation of Church courts under the Normans; Describes the religious aspects of Trial by Ordeal.</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. Student shows that religion influenced various aspects of law enforcement, eg the definition of crime / trial system / punishments. <i>e.g. Shows the Church's role in detail in at least two aspects of law enforcement, eg Church courts tried 'crimes' of immorality / Trial by Ordeal relied on God identifying guilt or innocence / religion influenced punishments to allow the idea of reform/ Benefit of Clergy created special treatment for clergy who committed crimes.</i> |

| Question Number | | |
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| 5 (b) | | <p>How much change was there in the ways that rulers dealt with crimes against authority in the period 1066-1605? Explain your answer.</p> <p>You may use the following in your answer any other information of your own.</p> <ul style="list-style-type: none"> • William I introduced the Forest Laws. • 1401: King Henry IV introduced the punishment of death by burning for people who did not follow the official religion. • The Gunpowder Plotters attempted to blow up Parliament in 1605. <p>Target: Recall; Evaluation of change and continuity. (AO1/AO2)</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> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <p>Simple or generalised 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>e.g. Treason was punished very severely; Guy Fawkes was executed.</i></p> <p>N.B. Do not credit repetition of bullet points or detail from Source A in question 1 without development.</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> |
| QWC i-ii-iii | | |
| 2 | 5-8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes examples of crimes against authority or of action taken by monarchs.</p> <p><i>e.g. Describes the Forest Laws or use of the death penalty for the murder of a Norman;</i> <i>Describes the crime of heresy or treason;</i> <i>Describes punishments for crimes against authority or the specific punishment for heresy or treason.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> |
| QWC i-ii-iii | | |

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| <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>Student analyses the actions taken by monarchs to deal with crimes against authority, identifying change and /or continuity.</p> <p><i>e.g. Shows how the death penalty was consistently used in order to reflect the severity of the crime and act as deterrent; Shows how the development of specific punishments for heresy and treason and the increasing 'spectacle' aspect of punishment were attempts to elevate crimes against authority into a separate category from 'ordinary' crimes; Explains how the king constantly reinforced his authority through new laws and the Church in order to discourage crimes against authority.</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>Student reaches a judgement on the nature or extent of change in the ways that rulers dealt with crimes against authority.</p> <p><i>e.g. Weighs the continued use of the death penalty against the development of new categories of these crimes and the development of specific punishments.</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> |
| 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 | Students 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 | Students 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 | Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the |

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| | | 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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| Question Number | | |
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| 6 (a) | | Describe the key features of conscientious objection in the years 1916-18. Target: Recall; key features (AO1/AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about conscientious objectors. <i>e.g. They believed war was wrong; They were treated very harshly.</i> |
| 2 | 4-6 | Statements are developed with support from material which is mostly relevant and accurate. Student describes the beliefs / treatment of conscientious objectors. <i>e.g. They objected on religious / moral/ political grounds; Describes the tribunal and official treatment; Describes treatment of absolutists and alternativists; Describes hostile public attitudes.</i> Peg descriptions of the treatment of conscientious objectors at Level 2 |
| 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. Explains at least two aspects of the beliefs and treatment of conscientious objectors. <i>e.g. Student describes key features of beliefs / the way objection became a crime once conscription was introduced /official treatment / public attitudes.</i> |

| Question Number | | |
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| 6 (b) | | <p>'The most important reason why there were fewer accusations of witchcraft during the late seventeenth century was because the influence of religion declined.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer any other information of your own.</p> <ul style="list-style-type: none"> • The Bible said that witches should be executed. • The Civil War period ended in 1660. • The Royal Society was set up in 1660. <p>Target: Recall; analysis of causation (AO1 / AO2) 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. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <p>Simple or generalised 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>e.g. People were less religious; People stopped believing in witches.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p> |
| 2 | 5-8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the belief in witches and offers brief comment about the situation changing.</p> <p><i>e.g. Describes the religious ideals that encouraged a belief in witches; Describes the activities of Matthew Hopkins, belief of James I, instability during war/ economic hardship and says that had ended by 1660.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p> |

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| <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. Student identifies reason(s) why accusations of witchcraft declined.</p> <p><i>e.g. Shows that a wider acceptance of scientific explanations undermined the belief in witches; Explains that religion's role in society declined after the Reformation and Civil Wars; Shows that greater prosperity and stability meant there was less need to search for a scapegoat; May challenge the assumption in the question and explain that belief in witchcraft might still remain high but accusations decline because of changes in the attitudes of those in authority.</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. Student evaluates the reasons why there was a decline in accusations of witchcraft.</p> <p><i>e.g. Prioritises reasons identified as in Level 3 or shows their interaction.</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> |
| 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 | Students 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 | Students 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 | Students 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. |

