

GCSE (9-1)

History B Schools History Project

J411/52: Crime and Punishment, c.1250 to present

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.


9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|---|---------------------------|
|  1 | Level 1 |
|  2 | Level 2 |
|  3 | Level 3 |
|  4 | Level 4 |
|  5 | Level 5 |
|  6 | Level 6 |
|  | Noted but no credit given |
|  | Not answered question |
|  | Highlight |

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Mark scheme

Section A: Crime and Punishment, c.1250 to present

| Question 1–3 marks <p>(a) Give one example of a punishment from the period 1250 - 1500.</p> <p>(b) Name one type of court from the period 1500 – 1750.</p> <p>(c) Identify one crime punishable by death under the Bloody Code.</p> | |
|--|---|
| Guidance | Indicative content |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(a), likely valid responses include: Fines, Humiliation, Death, Imprisonment</i> <i>For 1(b), likely valid responses include Assizes, Quarter Sessions, Petty Sessions, Manorial Courts, and Church Courts.</i> <i>For 1(c,) likely valid responses include: poaching, stealing rabbits / deer / fish, being caught in a forest with a blackened face, murder.</i> Any other historically valid response is acceptable and should be credited. |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | |

| Question 2–9 marks Write a clear and organised summary that analyses the setting up of the Metropolitan Police Force in 1829. Support your summary with examples. | |
|--|--|
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks | Notes and guidance specific to the question set |
| Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | <p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: The persistence of Peel to set up a police force; the continuing struggle to enforce law and order in London; rising levels of crime; fear of revolution for the upper classes as shown by the Peterloo and Chartist movements; falling crime rates after 1850; development of CID branches.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve second order concepts such as causation (why it was set up), consequence (impact of setting it up) or change (how it developed after its establishment).</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |
| Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| 0 marks No response or no response worthy of credit. | |

| Question 2–9 marks Write a clear and organised summary that analyses the setting up of the Metropolitan Police Force in 1829. Support your summary with examples. | |
|--|---|
| Guidance and indicative content | |
| Level 3 (7–9 marks) | <p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation/ change] <i>In around 1750, many people were against the idea of a centralised police force controlled by the government because they were concerned about the cost and didn't believe policing was part of the government's role. However, by 1829, the situation was starting to change and there was more support, partly because the crime was rising and the rapid growth of towns and cities meant that the system of using constables and watchmen was no longer sufficient. Also, more MPs were worried about public disorder and there had been lots of protests over unemployment, food prices and giving working people the vote. [9]</i></p> <p>NOTE: Allow Bow Street Runners as part of a summary analysing change as long as linked to the Metropolitan Police Force.</p> <p>[Consequence] <i>Most historians agree that the establishment of a police force did contribute to the steady fall in crime after 1850. For example, the police arrested petty thieves, sorted out traffic problems and removed drunkards from the street. Additionally, the success of the Met led to the government passing laws which led to locally-controlled police forces being set up all over Britain. [7]</i></p> |
| Level 2 (4–6 marks) | <p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Change] <i>Initially, there were just 3,200 officers operating in a seven-mile area in central London. They were nicknamed 'peelers' or 'bobbies' after Sir Robert Peel. However, this gradually expanded. For example, the Met set up a detective branch in 1842 and the Criminal Investigation Department (CID) in 1878. This placed the burden of evidence gathering onto the police, removing it from ordinary citizens. [6]</i></p> <p>NOTE: Change involves saying from what to what.</p> <p>[Causation] <i>One reason that the Metropolitan Police Force was set up was because Sir Robert Peel became the Home Secretary in 1822. He made establishing a police force one of his main aims and won over the support of Parliament. [4]</i></p> |
| Level 1 (1–3 marks) | <p>Descriptions of the Metropolitan Police Force with no clear organising concept, e.g. <i>In 1829, Sir Robert Peel set up the Metropolitan Police Force. There were 3,200 officers operating in central London. They were paid for by government taxation. They were nicknamed 'peelers' or 'bobbies'. They wore top hats and blue uniforms, and were unarmed apart from a truncheon. [3]</i></p> <p>OR</p> <p>Statement based on second order concept e.g. reason / change with no valid specific examples. <i>In 1750, many people were opposed to police force controlled by the government but by 1829 that had changed.</i></p> |
| 0 marks | |

| Question 3–10 marks Why did new crimes appear during the medieval period (1250–1500)? Explain your answer. | |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks | Notes and guidance specific to the question set |
| Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | <p><i>Explanations could consider how vagrancy became a problem after the Black Death. There was a severe labour shortage and some left their manors to find better pay elsewhere. Vagrancy was criminalised in response.</i></p> <p><i>There was a rise in the number of scolding cases from 1350 as local courts embarked on their own initiatives. The impact of local initiatives on national policy is a valid response.</i></p> <p><i>The Church took action against gambling and other ‘moral crimes’ whereas rival lords and their retainers committed many crimes when taking and holding power.</i></p> <p><i>Cases of debt and theft also rose as a result of the social disruption that accompanied the Black Death. People became more willing to commit crime as they thought it was the end of life, and many of those charged with law enforcement had died. Mention of the impact of poor harvests is also valid. The above response can be credited even though it is not entirely in keeping with the exact spirit of the question — ‘new crimes’ can be interpreted two ways.</i></p> <p><i>Explanations are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.</i></p> |
| Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2). | |
| Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2). | |
| Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2). | |
| Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2). | |
| 0 marks No response or no response worthy of credit. | |

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| Question 3–10 marks | |
| Why did new crimes appear during the medieval period (1250–1500)? Explain your answer. | |
| Guidance and indicative content NOTE: new crimes can be interpreted as either an increase in a particular crime or the creation of a new offence. | |
| Level 5 (9–10 marks) | <p>Two or more reasons identified and fully explained, e.g.</p> <p><i>One reason that new crimes appeared in this period is the impact of the Black Death, which made vagrancy a bigger problem. Somewhere between 35 and 60 per cent of the population died, meaning that workers were in demand and many labourers and villeins left their own villages in search of better pay elsewhere. In response, Parliament, under King Edward III, passed a law in 1351 to try to keep labour costs and price levels under control. The law said that all able-bodied men had to stay and work in their home village rather than wander further afield in search of higher wages.</i></p> <p><i>Another reason was changing religious beliefs. Towards the end of the fourteenth century, a group called the Lollards started to challenge Roman Catholic teachings. For example, they spoke against the pope and his power. They also wanted ordinary people to be able read the Bible in English. The Roman Catholic Church wanted to preserve its own wealth and power and by 1500, heresy became a major crime. Eleven people were burned for holding Lollard beliefs. [10]</i></p> |
| Level 4 (7–8 marks) | <p>One reason identified and fully explained, e.g.</p> <p><i>One reason that new crimes appeared in this period is the impact of the Black Death in 1348. Vagrancy is one such crime. Somewhere between 35 and 60 per cent of the population died, meaning that workers were in demand. Edward III passed a law in 1351 which imposed harsh penalties for people who remained idle and didn't work. [7]</i></p> |
| Level 3 (5–6 marks) | <p>Identifies new crime(s) with identification of one or more valid reason(s) but no full explanation and/or no supporting evidence, e.g.</p> <ul style="list-style-type: none"> <i>Vagrancy became a crime after the Black Death because there was a shortage of labour.</i> <i>There were more challenges to the beliefs of the Catholic Church and heresy became a major crime.</i> <i>Robbery became a much bigger problem because of lords using retainers e.g. during the Wars of the Roses.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p> |
| Level 2 (3–4 marks) | <p>Describes/identifies new crime(s) without explaining <u>why</u> they appeared in this period, e.g.</p> <p><i>After 1350, the crime of scolding started to appear and spread in many manors, who were free to make their own local laws. This was the offence of using abusive speech in public and it tended to be women who were accused of this crime.</i></p> <p>3 marks for identification, 4 for description</p> |
| Level 1 (1–2 marks) | <p>Valid but general assertion(s) - no reference to specific crimes OR identifies/describes crimes present throughout the period.</p> <ul style="list-style-type: none"> <i>There were new crimes because of things like the Black Death.</i> <i>There were new crimes because new laws were introduced.</i> <i>There was a lot of petty theft during this period.</i> |
| 0 marks | |

| Question 4*–18 marks ‘There was little change in the types of crime committed in the period 1500 - 1750’. How far do you agree? Give reasons for your answer. | |
|---|--|
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of responses to the plague in the periods.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider the alternative point of view,</i> <i>Answers are most likely to show understanding of the second order concepts of change and continuity and similarity and difference but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Continuing problem with vagrancy due to food shortages, petty crime continued to be committed more than serious crimes especially theft of food, few offences against people – most crimes against property</i> <i>Grounds for disagreeing include: Rise in moral crimes with the new Puritan beliefs, new crime of witchcraft, development of more organised crimes such as smuggling in coastal areas and highway robbery on the roads</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i> | |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | |

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| <p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p> | |
| <p>0 marks No response or no response worthy of credit.</p> | |

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|---|---|
| <p>Question 4* – 18 marks</p> <p>‘There was little change in the types of crime committed in the period 1500–1750’. How far do you agree? Give reasons for your answer.</p> | |
| <p>Guidance and indicative content</p> | |
| <p>Level 6 (16-18 marks)</p> | <p>Balanced argument, i.e. two changes and two continuities identified and explained (or three on one side and one on the other). Clinching argument = 18 marks, e.g.</p> <p><i>There is a lots of evidence to support the statement. For example, as in the Middle Ages, petty crimes continued to be far more common than serious crime. The theft of low value items, often committed by poor people when the price of bread was high, was the most common crime throughout this period.</i></p> <p><i>Additionally, there were religious crimes throughout this period. For example, the medieval Church had sometimes outlawed things which they considered morally bad, such as gambling and playing football. Heresy had also become a crime by 1500, with 11 people executed for being Lollards. In the 1600s, religious crime continued under the influence of the Puritans who tried to enforce a strict Christian lifestyle. For example, people were punished for playing sports on Sundays.</i></p> <p><i>On the other hand there were some changes in crime by 1750. For example, vagrancy got much worse in this period. This was because there was a big increase in poverty in the late 1500s following a population increase, bad harvests, falling wages and rising food prices. More people left their villages, sometimes begging or stealing. So more people were punished under the 1572 law which said that vagabonds should be whipped.</i></p> <p><i>Finally, smuggling only became a big problem after the 1720s when the government placed high import duties on goods like tea, brandy and silk. Goods were brought over from France or Holland and gangs of local people were employed as lookouts, and to hide the stock in a barn or cave. So many poor labourers became part of smuggling gangs.</i></p> <p><i>Overall, I think that there was more continuity than change. The nature of crime itself remained similar – challenging the religious beliefs of those in charge and theft for example. It was the opportunities for committing the crimes had changed in response to the actions or beliefs of the government at the time (e.g. high duties; Puritan beliefs).</i></p> |
| <p>Level 5 (13-15 marks)</p> | <p>Balanced argument with three supporting examples, i.e. two changes and one continuity identified and explained (or vice versa), e.g.</p> <p><i>There is a lots of evidence to support the statement. For example, as in the Middle Ages, petty crimes continued to be far more common than serious crime. The theft of low value items, often committed by poor people when the price of bread was high, was the most common crime throughout this period.</i></p> <p><i>On the other hand there were some changes in crime by 1750. For example, vagrancy got much worse in this period. This was because there was a big increase in poverty in the late 1500s following a population increase, bad harvests, falling wages and rising food prices. More people left their villages, sometimes begging or stealing. So more people were punished under the 1572 law which said that vagabonds should be whipped.</i></p> <p><i>Finally, smuggling only became a big problem after the 1720s when the government placed high import duties on goods like tea, brandy and silk. Goods were brought over from France or Holland and gangs of local people were employed as lookouts, and to hide the stock in a barn or cave. So many poor labourers became part of smuggling gangs.</i></p> |

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| Level 4 (10-12 marks) | <p>Balanced argument with two supporting examples, i.e. one change and one continuity identified and explained, e.g. <i>There is a lots of evidence to support the statement. For example, as in the Middle Ages, petty crimes continued to be far more common than serious crime. The theft of low value items, often committed by poor people when the price of bread was high, was the most common crime throughout this period.</i></p> <p><i>On the other hand there were some changes in crime by 1750. For example, vagrancy got much worse in this period. This was because there was a big increase in poverty in the late 1500s following a population increase, bad harvests, falling wages and rising food prices. More people left their villages, sometimes begging or stealing. So more people were punished under the 1572 law which said that vagabonds should be whipped.</i></p> <p>Alternatively, one-sided argument with two supporting examples, i.e. two changes OR two continuities identified and explained, e.g. <i>I disagree because there were big changes in the types of crime by 1750. For example, vagrancy got much worse in this period. This was because there was a big increase in poverty in the late 1500s following a population increase, bad harvests, falling wages and rising food prices. More people left their villages, sometimes begging or stealing. So more people were punished under the 1572 law which said that vagabonds should be whipped.</i></p> <p><i>Also, smuggling only became a big problem after the 1720s when the government placed high import duties on goods like tea, brandy and silk. Goods were brought over from France or Holland and gangs of local people were employed as lookouts, and to hide the stock in a barn or cave. So many poor labourers became part of smuggling gangs.</i></p> |
| Level 3 (7-9 marks) | <p>One-sided argument with one supporting example, i.e. one change OR one continuity identified and explained, e.g. <i>I disagree because smuggling only became a big problem after the 1720s when the government placed high import duties on goods like tea, brandy and silk. Goods were brought over from France or Holland and gangs of local people were employed as lookouts, and to hide the stock in a barn or cave. So many poor labourers became part of smuggling gangs.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of change(s)/ continuity(ies) without full explanation or supporting evidence, e.g.</p> <ul style="list-style-type: none"> <i>Yes, I agree because petty crime was the most common type of crime throughout this period.</i> <i>No, I don't agree. There were new highway robbers by the 18th century.</i> <p>Alternatively, description of crime(s) 1500–1750 without explicitly addressing the question of change or continuity, e.g. <i>Many people in this period were accused of being witches. Someone found guilty of using witchcraft to kill someone could be hanged. Hundreds of people – mainly women – were executed for witchcraft.</i></p> |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s)</p> <ul style="list-style-type: none"> <i>Yes, there was organised crime with gangs in 1500 and this was still the case in 1750.</i> <i>Yes, theft continued throughout this period.</i> |
| 0 marks | |

| Question 5*–18 marks How far do you agree that there were more significant changes to prisons in the period 1750 – 1900 than in the period since 1900? Give reasons for your answer | |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of public health or government action in the periods.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider the alternative point of view and both time periods.</i> <i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i> | |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | |
| Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i> | <i>Grounds for agreeing include: work of reformers such as John Howard and Elizabeth Fry to make prisons more humane places, 1823 Gaols Act to reform prisons, introduction of the Silent Act and pointless work such as the treadmill and the crank, 1865 Prisons Act to emphasize hard labour, hard fare and hard board.</i> <i>Grounds for disagreeing include: changes made by Paterson in the 1900s to establish educational work in prisons and abolish the silent system, changes to the way young offenders were treated, use of probation and abolition of the treadmill in 1902, abolition of Corporal Punishment in 1948</i> |
| 0 marks No response or no response worthy of credit. | |

| Question 5* – 18 marks | |
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| How far do you agree that there were more significant changes to prisons in the period 1750–1900 than in the period since 1900? Give reasons for your answer. | |
| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Balanced argument; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks, e.g.</p> <p><i>In some ways the statement is true because there were significant prison reforms in the Industrial period. For example, following the work of Elizabeth Fry and other Quakers, changes were introduced at Newgate prison, including the provision of clothing and furniture, and also schools for the women and children. This led to changes elsewhere too, such as women only being supervised by female wardens. These changes were significant as they offered a layer of protection and meaningful rehabilitation for female prisoners.</i></p> <p><i>Furthermore, the ‘Garrotting Crisis’ of the 1860s led to politicians bringing in new legislation on prison conditions, making them harsher. For example, flogging was brought back in 1863 and the 1865 Prisons Act promoted regimes based hard, pointless labour and punishments such as a diet of bread and water and more solitary confinement. This was a significant change because this harsh system continued for the next 30 years.</i></p> <p><i>On the other hand, prison reform since 1900 has also been important. For example, there were significant changes following the work of Alexander Paterson, who believed prisons should be places of rehabilitation. Between 1922 and 1947, there were changes such as employing teachers to increase education and paying prisoners for their work. This was significant as it transformed prisons into places of rehabilitation rather than punishment.</i></p> <p><i>Furthermore, there were changes to prisons for young offenders, with Borstals opening in 1902. In 1988, they were replaced with young offender institutions and education, training and support became the main focus, not punishment. This was significant as some psychologists argue that the best way to improve society was to treat its youngest members well.</i></p> <p><i>On the whole, I disagree with the statement. Although there was some prison reform in the Industrial period, this was undermined by the later re-introduction of harsh regimes and flogging. However, since 1900 there has been a more consistent and general turn towards rehabilitation instead of punishment.</i></p> |
| Level 5 (13-15 marks) | <p>Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other), e.g.</p> <p><i>In some ways the statement is true because there were significant prison reforms in the Industrial period. For example, following the work of Elizabeth Fry and other Quakers, changes were introduced at Newgate prison, including the provision of clothing and furniture, and also schools for the women and children. This led to changes elsewhere too, such as women only being supervised by female wardens. These changes were significant as they offered a layer of protection and meaningful rehabilitation for female prisoners.</i></p> <p><i>On the other hand, prison reform since 1900 has also been important. For example, there were significant changes following the work of Alexander Paterson, who believed prisons should be places of rehabilitation. Between 1922 and 1947, there were changes such as employing teachers to increase education and paying prisoners for their work. This was significant as it transformed prisons into places of rehabilitation rather than punishment.</i></p> <p><i>Furthermore, there were changes to prisons for young offenders, with Borstals opening in 1902. In 1988, they were replaced with young offender institutions and education, training and support became the main focus, not punishment. This was significant as some psychologists argue that the best way to improve society was to treat its youngest members well.</i></p> |

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| Level 4 (10-12 marks) | <p>One period explained, supported by two examples, e.g. <i>I agree with the statement. For example, following the work of Elizabeth Fry and other Quakers, changes were introduced at Newgate prison, including the provision of clothing and furniture, and also schools for the women and children. This led to changes elsewhere too, such as women only being supervised by female wardens. These changes were significant as they offered a layer of protection and meaningful rehabilitation for female prisoners.</i></p> <p><i>Furthermore, the 'Garrotting Crisis' of the 1860s led to politicians bringing in new legislation on prison conditions, making them harsher. For example, flogging was brought back in 1863 and the 1865 Prisons Act promoted regimes based hard, pointless labour and punishments such as a diet of bread and water and more solitary confinement. This was a significant change because this harsh system continued for the next 30 years.</i></p> <p>Alternatively, both periods explained, supported by one example from each period, e.g. <i>In some ways the statement is true because there were significant prison reforms in the Industrial period. For example, following the work of Elizabeth Fry and other Quakers, changes were introduced at Newgate prison, including the provision of clothing and furniture, and also schools for the women and children. This led to changes elsewhere too, such as women only being supervised by female wardens. These changes were significant as they offered a layer of protection and meaningful rehabilitation for female prisoners.</i></p> <p><i>On the other hand, prison reform since 1900 has also been important. For example, there were significant changes following the work of Alexander Paterson, who believed prisons should be places of rehabilitation. Between 1922 and 1947, there were changes such as employing teachers to increase education and paying prisoners for their work. This was significant as it transformed prisons into places of rehabilitation rather than punishment.</i></p> |
| Level 3 (7-9 marks) | <p>One period explained, supported by one example, e.g. <i>I agree. Following the work of Elizabeth Fry and other Quakers, changes were introduced at Newgate prison, including the provision of clothing and furniture, and also schools for the women and children. This led to changes elsewhere too, such as women only being supervised by female wardens. These changes were significant as they offered a layer of protection and meaningful rehabilitation for female prisoners.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Yes, I agree because the 1823 Gaol Act said that JPs had to visit gaols and write reports on the conditions.</i> <i>No, I think the changes after 1900 were more significant because things like the use of the treadmill and crank ended in 1902.</i> <p>Alternatively, description of prisons/ prison reforms without linking this to the question of why the changes were significant, e.g.</p> <ul style="list-style-type: none"> <i>After 1900, prisons changed as a result of the work of Alexander Paterson. Prisons started to employing teachers to increase education, and paid prisoners for their work.</i> <i>In in the industrial period, some prisons used the separate system, where prisoners were kept completely apart from other prisoners. Later on, the silent system was introduced.</i> |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s) <i>No, it was only after 1900 that changes made much difference – prisons were a lot more basic and harsh until the twentieth century.</i></p> |
| 0 marks | |

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