

Mark Scheme (Standardisation)

Summer 2015

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, ie 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>What do Sources A and B show about changes in the way police investigate crime? Explain your answer, using Sources A and B and your own knowledge.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: A record of payment made to the Bow Street Runners in 1761.</p> <p>Sir John Fielding paid three men for their work on several nights. They were part of the horse patrol on the roads leading to this town, trying to catch a highwayman. They also distributed small 'Wanted' posters containing a description of the highwayman and his horse.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: A newspaper report, published in 2013, about a police appeal for information.</p> <p>An appeal was broadcast on the BBC <i>Crimewatch</i> television programme. The police asked for information about a murder that took place 20 years before. The Detective Chief Inspector said that after the appeal they had many telephone calls but two were very significant. One caller suggested a possible eyewitness to the attack. The other caller gave very good background information about suspects already known to the police.</p> </div> </div> <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 policing without providing support from source(s) or own knowledge of the historical context.</p> <p><i>e.g. Police now make use of technology.</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. In Source A they distributed 'Wanted' posters and in B they made a television appeal.</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 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 Bow St Runners gave out 'Wanted' posters in the area but in Source B the police used television to make an appeal long after a crime has been committed;</i> <i>Explains that the Bow St Horse Patrol was a law enforcement group set up by the Fielding brothers, which only worked around London while television was used in Source B to reach a nationwide audience.</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 based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>e.g. Explains the change from the methods used by Bow St Horse Patrol in Source A (distributing 'Wanted' posters and patrolling the area in the hope of catching the highwayman) to police use of modern technology in B to make a nationwide appeal long after the crime was committed and to cross reference the information received;</i> <i>Uses own knowledge to show the change from localised bodies such as the Bow St Runners and Horse Patrol to modern police services which coordinate on a national scale or to show that it was difficult to prove a highwayman's crimes unless stolen goods were found whereas modern technology can sometimes prove guilt long afterwards through the identification of DNA on clothes or weapons.</i></p>

Question Number		
2		<p>The boxes below show two people who were involved in prison reform.</p> <p>Choose one and describe the key features of their ideas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">John Howard</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Elizabeth Fry</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 a generalised answer which could apply to either example or limited detail about one choice.</p> <p><i>e.g. He/she tried to improve prisons; Howard inspected prisons; Fry visited the women's prison at Newgate.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the key features of their ideas</p> <p><i>e.g. Howard: wanted acceptable conditions of diet, space, hygiene; pay for gaolers; prisoners to be involved in productive work.</i></p> <p><i>Fry: wanted decent conditions and clothes, religious instruction, work for prisoners that could provide funds and a way of avoiding crime when released.</i></p>

Question Number		
3		<p>How useful is Source C to a historian who is investigating ideas about the crime of witchcraft during the sixteenth and seventeenth centuries?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source C: An illustration from a pamphlet printed in 1589 about three women who were hanged as witches. It also shows one of them, Joan Prentis, with her familiars.</p>  </div> <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. It is from the time so it is reliable; It cannot tell us much because it is only a drawing.</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 shows us how witches were punished...; Explains that it shows us their ideas about a witch's familiars being given to her by the Devil to help her work magic.</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. Explains that the pamphlet was intended to be sold so it is likely to have an illustration that looks exciting but that doesn't mean all suspected witches were treated like this.</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. Explains that the pamphlet shows that some witches were condemned by the courts and executed by hanging and indicates the belief that the witch’s familiars were given to her by the Devil to work magic, therefore, although sensationalised, because this was a pamphlet designed to be sold, this is a useful indication of beliefs and attitudes;</i></p> <p><i>Explains that many ‘witches’ sent to trial were not executed and some ‘witches’ were ‘tested’ locally instead of being sent to trial – this pamphlet records a sensational event rather than a common one and is therefore misleading.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>
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Question Number		
4		<p>Why did the treatment of vagabonds change from c1350 to the end of the Tudor period?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The closure of the monasteries • Groups of 'sturdy beggars' <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation in a historical context (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. They thought vagabonds were criminals; vagabonds were treated very harshly; More people were unemployed and became beggars.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate offers information about the treatment of vagabonds.</p> <p><i>e.g. Describes the changing treatment of vagabonds, such as the increasing severity in the 1547 Act, or changes in support resulting from the closure of the monasteries or the support offered to the 'deserving poor' in the 1601 Act; Describes the situation which led to an increased number of people looking for work or needing support (rising population/shift to pastoral farming/demobilised soldiers all increased the number of the unemployed, closure of the monasteries meant lack of support for the poor); may link to the fear of crime but the link to changes in the treatment of vagabonds is not developed.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg the terms of an Act, an aspect of social attitudes or economic problems.</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 analyses reason(s) why the treatment of vagabonds changed, supported by accurate contextual detail.</p> <p><i>e.g. Explains the link between fear of crime linked to the rising number of unemployed and the way laws became harsher in order to deter vagabonds; Explains the changes in attitude and laws which reflect the growing distinction being made between the deserving poor who were licensed to beg/received support from the parish and the undeserving poor, who were punished or sent to Houses of Correction.</i></p>

		Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as the terms of an Act, an aspect of social attitudes or economic problems.
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Question Number		
5		<p>Why were there changes in the use of the death penalty during the nineteenth and twentieth centuries?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The end of the Bloody Code • Derek Bentley <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation in a historical context (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. Describes the use of the death penalty as part of the Bloody Code;</i> <i>People felt it was too harsh for petty crimes;</i> <i>People felt that Derek Bentley was innocent.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate offers information about the use of the death penalty; the answer may also identify reason(s) but will not develop them.</p> <p><i>e.g. Describes the problems associated with public execution;</i> <i>Describes changes in the use of the death penalty such as the shift to private execution or laws in the early 20th century limiting the use of the death penalty;</i> <i>Describes the case(s) of Evans, Bentley and/or Ellis;</i> <i>Identifies reason(s) such as changing attitudes, innocent victims, greater use of prison.</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 the change from public execution to execution inside prison, the case of Timothy Evans or of Ruth Ellis.</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 identifies change(s) in the use of the death penalty and explains reason(s) for the change(s)</p> <p><i>e.g. Explains how concern over the use of the death penalty for petty crimes led to a reduced number of capital crimes;</i> <i>Explains how problems at public executions led to the use of private execution in the 19th century;</i> <i>Explains how ideas about punishment and reform led to a decline in the use of the death penalty in the 20th century;</i> <i>Explains how moves to end its use were supported by protests over various cases in the mid-twentieth century which were seen as miscarriages of justice.</i></p>

		Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the problems of using the death penalty for petty crimes, the change from public execution to execution inside prison, the moves to abolish the death penalty during the 20 th century, the case of Timothy Evans or of Ruth Ellis.
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Question Number		
6		<p>How different was the enforcement of law and order in Roman Britain and in Anglo-Saxon England? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The role of the government • The role of the local community <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of key features and evaluation of similarity/difference (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 makes generalised statement about the difference in law enforcement in Roman Britain and Anglo-Saxon England or offers limited detail about law enforcement in one period.</p> <p><i>e.g. The role of the government was very important in the Roman period but the community was more important in the Anglo-Saxon period;</i> <i>Adult men belonged to a tithing in the Anglo-Saxon period.</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>
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 law enforcement in Roman Britain and/or Anglo-Saxon England with limited explanation of difference.</p> <p><i>e.g. Describes aspects of law enforcement in Roman Britain such as the role of the magistrate or jurors, the absence of a police force or support for the victim;</i> <i>Describes aspects of law enforcement in Anglo-Saxon England such as the fact that laws were made by the king and enforced by local nobles, or the role of local communities or the Church in enforcing law and order.</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 the fact that victims of crime had little support in Roman Britain, role of the king in enforcing the system of wergild, the role of the Church in Anglo-Saxon law enforcement.</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 analyses law enforcement in the Roman and/or Anglo-Saxon period, explaining aspect(s) where law enforcement was different and/or similar.</p> <p><i>e.g. Explains the differences in the role of the local community because the tithing and hue and cry placed a responsibility on them to enforce law and order whereas greater individual responsibility in Roman period;</i> <i>Explains the difference in the role of religion in the way that Trial by Ordeal was a feature of Anglo-Saxon law enforcement;</i> <i>Explains similarity in the way laws were made at a national level and authority was devolved to centurions and magistrates/local lords.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the role of the Roman centurion/magistrate, the Anglo-Saxon Church or the use of tithings.</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. The answer as a whole will focus well on the question.</p> <p>Candidate provides an analysis examining the extent or nature of similarities and differences in order to reach a judgement.</p> <p><i>e.g. The role of national government in defining the laws and punishment was similar in each period but religion and the local community became increasingly important in Anglo-Saxon England.</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 the role of the Roman centurion / magistrate, the Anglo-Saxon Church or the use of tithings.</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>'Increased use of technology is the main reason why crimes have changed since 1900'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The crime of 'drink-driving' • Race crimes <p>You must also include information of your own.</p> <p>Target: Knowledge recall and selection, analysis of causation and evaluation of the role of a factor (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 makes generalised statement about crimes since 1900, the role of technology or provides a list of 'new' crimes.</p> <p><i>e.g. There are a lot of new crimes because the use of the car has increased since 1900; Technology has provided new ways of committing 'old' crimes; New crimes include car theft, theft of mobiles, computer hacking; Describes use of technology in policing.</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 changes in crime since 1900 and states whether this is the result of increased use of technology.</p> <p><i>e.g. Describes new crimes linked to technology such as speeding, driving without insurance, driving under the influence of alcohol or drugs; Describes changes in 'old crimes' now in a new format using technology, such as theft of a mobile phone, computer fraud; Describes changes in crime(s) that are not the result of technology, such as discrimination on the grounds of sex, colour or religion, domestic violence, refusing conscription.</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 computer crimes, domestic violence, refusing conscription.</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.</p> <p>Candidate analyses changes in crimes since 1900, explaining the role of technology and/or other factors such as changing attitudes.</p> <p><i>e.g. Explains how technology has created new crimes (such as driving without insurance, driving under the influence of alcohol or drugs) and also new opportunities for 'old' crimes (such as theft of a mobile phone, computers embezzlement); Explains that certain behaviour became criminal as a result of changing attitudes rather than technology (domestic violence, racism, refusing to be conscripted).</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as discussions of computer crime, domestic violence, refusal of conscription.</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 provides an analysis examining the reasons for changes in crime since 1900 in order to reach a judgement on the significance of technology as a factor.</p> <p><i>e.g. Weighs the role of technology in creating new crimes and new opportunities for crimes against other factors such as the changes in attitude which criminalised existing behaviour, greater government interference in aspects of daily life such as smoking, social factors such as binge drinking.</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 discussion of computer crime, racism, domestic violence, refusal of conscription.</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.