



# **GCSE MARKING SCHEME**

**SUMMER 2012**

**HISTORY - STUDY IN DEVELOPMENT**

**CRIME AND PUNISHMENT, c.1530 TO THE  
PRESENT DAY**

**4285/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 4, 5 and 6. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## MARKING SCHEME

## Question 1(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about terrorism in the twentieth century?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:  
*the source shows that an IRA bomb exploded in 1996.*  
*Source A shows that the terrorist bomb caused considerable damage.*  
*buildings were destroyed in the main shopping centre in Manchester.*

## Question 1(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the crime of vagrancy in the sixteenth century.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1/2]

*Eg: it was a crime about begging and wandering around the countryside.*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3/4]

*Eg: there was a great deal of unemployment in Elizabethan times and lots of people were homeless as a result. The able-bodied poor (those who could work but didn't) were regarded as criminals and were called vagrants. Their crime was to roam the countryside as gangs of sturdy beggars, threatening villages. Vagrants were often associated with stealing or using confidence tricks. Expect references to the Clapperdudgeon, Counterfeit Crank or Tom O'Bedlam.*

**Question 1(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why new types of crime appeared in the eighteenth century.** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources; lack of focus.** [1/2]

*Eg: Source B says that as more people travelled, highway robbery increased. Source C shows smugglers at the coast.*

**LEVEL 2** **Accurate answer which begins to address the question;** [3/4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg: answers may refer to different types of crime during this period. The eighteenth century was a time of road improvements. Richer people travelled more, carrying some of their personal belongings with them.*

**Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or development.**

*Eg: as roads were isolated and unpatrolled, they were subject to attack by highwaymen like Dick Turpin. Crime changed as smuggling became more common. Smugglers landed tax-free luxury goods at remote spots around the British coast, including the south of England.*

**LEVEL 3** **Answer addresses the question clearly:** [5/6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or development. There must be explicit reference to both sources in order to gain this mark.**

*Eg: expect reference to crimes being the product of a range of economic and social factors. Before the eighteenth century, roads in Britain were in a very bad condition and travel was slow and dangerous. With the coming of the Industrial Revolution in the C18th, new roads were built, more money was made by some industrialists and, as richer people travelled more, they became prey to highwaymen. By the late C18th, horse patrols were set up around London, for example, and highway robbery declined. Unscrupulous criminals turned increasingly to smuggling, illegally bringing in to Britain luxury goods like brandy, silk and tea to evade paying customs duties. Until there was efficient police and customs enforcement, this crime of smuggling continued.*

**Question 1(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **Why was the development of the motor car a turning point in causing new types of crime in the twentieth century?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, making few relevant points.** [1/2]

*Eg: the motor car was not invented until the end of the C19th. Before that time, types of crime had evolved reasonably slowly and the pace of life was slower. The motor car was mass produced from the 1960s, so that, by the end of the C20th, there were about 25 million motor cars in Britain.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.** [3/4]

*Eg: more and more cars were produced during the C20th. These were often stolen and were used to allow criminals to escape from the scene of a crime.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5/6]

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: the development of the motor car was a turning point in causing new types of crime because it has led to a whole range of new crimes. As well as car theft, there is drink driving (the breathalyser was introduced in 1967) and various traffic offences. These were types of crime that did not exist before the mass ownership of motor cars.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7/8]

*Eg: the development of the motor car has been a turning point because criminals have increasingly used cars to commit crimes, as well as committing crimes involving cars. Over half a million cars are stolen each year in Britain and there are well over a million motor crimes committed each year. As well as the crimes mentioned above, these have included speeding offences, driving without insurance, ram-raiding, 'clocking' a car's mileage, etc. The development of the motor car has changed the focus of police and court activities, by causing a whole new range of types of crime. In these ways, the development of the motor car has been a turning point in causing new types of crime.*

**Question 2(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about a Tudor watchman?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*the source shows that a watchman worked at night.*

*Source A shows that a watchman carried a bell, a lantern and a staff.  
he was accompanied by a dog.*

**Question 2(b)**

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the work of the Fielding brothers in the eighteenth century.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer with a weak or implied point made.** [1/2]

*Eg: they created the Bow Street Runners, who patrolled a small area of London, called Bow Street, where they pursued criminals.*

**LEVEL 2 A more detailed description with up to two accurate points made.** [3/4]

*Eg: Henry Fielding became the Bow Street magistrate in 1748. He had no faith in petty constables and night watchmen, so he recruited 6 men himself, to patrol the Bow Street area of London. Henry made a careful study of the cause of crime and criminals and kept careful records. He used this evidence to break up many of London's gangs before handing over the running of the Bow Street Office in 1754 to his blind half-brother, Sir John Fielding. Sir John published a Plan for preventing crime in London and he created the Bow Street Runners to patrol the local area in the evening. In 1763, Sir John created a civilian Horse Patrol, which effectively reduced highway robbery. Sir John also published the Hue and Cry newspaper which contained details of crime and criminals, and of stolen property. Henry and Sir John Fielding were the first people to try to organise effective methods of catching criminals in the London area.*

**Question 2(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to show how policing developed in the nineteenth century.** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lack of focus.** [1/2]

*Eg: Source B tells us about the creation of the Metropolitan Police Force. Source C shows us a county police force in front of their police station.*

**LEVEL 2 Accurate answer which begins to address the question:** [3/4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg: answers may refer to the different methods of keeping law and order about this time. London expanded greatly in the early C19th and more efficient methods of law enforcement were necessary. Sir Robert Peel was the Home Secretary in the 1820s. He created the Metropolitan Police Force to patrol an area of London 7 miles from the centre.*

**Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.**

*Eg: the Metropolitan Police were so successful that their control was expanded to a distance of 15 miles from the centre of London from 1839. This success, and the acceptance by the public of Peel's police force, led on to county police forces as shown in Source C.*

**LEVEL 3 Answers addresses the question clearly:** [5/6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.**

*Eg: answers should refer to the key factors behind the developments in policing. Prior to 1829, policing in London had been done by the Bow Street Runners; elsewhere, policing was very inefficient. Source B tells us about the creation of the Metropolitan Police Force by Home Secretary Sir Robert Peel. As Home Secretary, he was responsible for law and order. He was aware that London needed a more efficient police force. The success of the 1829 Act led to further expansion of policing in 1834 (to cover municipal boroughs), in 1839 (to cover a more expansive area of London) and in 1856 (to cover counties and boroughs that did not already have an efficient police force). Source C shows us the Denbighshire County Police Force. They would have been created as a result of the 1856 Act. Development had been necessary to meet the challenges of an ever-increasing range of crimes and to keep society safe and so this body of policemen had to work from a substantial police station in Wrexham.*

**Question 2(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How important was the use of technology in developing policing methods in the twentieth century?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, making few relevant points.** [1/2]

*Eg: the police used more technology in the C20th – telephone, radio and computers – to help them track down criminals more efficiently.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.** [3/4]

*Eg: the police improved their communication through the use of technology: the telephone in 1901, radio in 1910 (and later two-way radio), the Police National Computer and closed-circuit TV from the 1980s.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation not fully sustained.** [5/6]

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: developments in the use of technology have also speeded-up the police's ability to track criminals more quickly as they used pursuit cars which were increasingly sophisticated with more technology on board. The use of heat-seeking equipment on helicopters has also been an effective technological aid for the police. The use of such methods was important because they have helped to make policing more successful.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7/8]

*Eg: as the C20th progressed, an increasingly varied number and types of crime were committed. Criminals became more sophisticated and the police needed to use more technology to keep a step ahead of the criminal. Trusted methods like the use of fingerprinting still continued to be useful, but more sophisticated methods like DNA testing allowed police to revisit old crimes and to carry out a successful conviction. Developments in the use of technology by the police in the C20th were very important in enabling the police to deal effectively with an ever-changing and never-ending crime scene.*



**Question 3(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about punishment in the sixteenth century?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*the source shows us that heretics were burned at the stake.*  
*Source A shows us that heretics were burned in groups.*  
*someone was standing at a pulpit while the public looked on.*  
*piles of wood were placed at the base of the stakes.*

**Question 3(b)**

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the use of community service as a punishment in the twentieth and twenty first centuries.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1/2]

*Eg: community service was used as an alternative punishment to imprisonment.*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3/4]

*Eg: in 1972 courts were given the power to impose community service orders to make offenders do a spell of useful and unpaid work. This alternative to imprisonment allows courts to impose a maximum of 120 hours of service on young offenders and a maximum of 240 hours on older offenders. The offenders have to perform certain duties for the community, such as assisting at social clubs for older people, carrying out repairs or doing decorative work. The work is organised by probation officers. The system is claimed to work with older offenders, but not with others. There is strong feeling that offenders should be seen to be giving something back to the community and, from December 2008, it was suggested that orange 'bibs' should be worn by such offenders, with 'Community Payback' printed on them.*

**Question 3(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why there were changes to execution as a punishment in the eighteenth and nineteenth centuries.** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lack of focus.** [1/2]

*Eg: Source B shows that there was a public execution at Tyburn in 1747. Source C says that judges had become reluctant to sentence people to death for minor offences.*

**LEVEL 2 Accurate answer which begins to address the question:** [3/4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg: answers will refer briefly to execution as a method of punishment prior to the C18th. Source B shows that masses of people turned out in 1747 for this public execution at Tyburn. It was seen as a public entertainment. Prior to the reform of the Criminal Code in 1823, there were about 200 offences for which public execution was the punishment.*

**Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.**

*Eg: because judges had become reluctant to sentence people to death for offences like stealing a sheep, public executions became restricted to being used mainly for murder. From 1868, executions took place within the confines of a prison, so that they were no longer scenes of public entertainment.*

**LEVEL 3 Answer addresses the question clearly:** [5/6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.**

*Eg: answers will focus on the reasons for the changes to executions as a punishment. For centuries, punishments in Wales and England had been held in public. The idea was to humiliate offenders and to get rid of criminal offenders and this attitude carried on well into the C18th. Executions in public were something that people had become used to and regarded as entertainment as shown by Source B. However the idea that people could be executed for minor offences started to make some people think differently about executions in public. The C19th was a time when people were developing new ideas about punishment as shown in Source C. There was a feeling that some offenders could be reformed. In order to end the spectacle of public executions and to give some offenders a second chance, executions in public were ended in 1868.*

**Question 3(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How important was transportation as a method of punishment in the eighteenth and nineteenth centuries?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, making few relevant points.** [1/2]

*Eg: transportation got rid of criminals from Wales and England, instead of keeping them here.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.** [3/4]

*Eg: transportation had started in 1678 when prisoners were sent to the American colonies to be of use in developing Britain's new lands there. Transportation to America was increasingly used as a punishment throughout the C18th.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5/6]

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: America became independent in 1776 and no longer accepted British prisoners. As a consequence British prisons became full and disused ships called hulks had to be used to hold prisoners. When the possibility of using Australia as an alternative 'dumping ground' was suggested, an important change in methods of punishment in Wales and England was reached.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7/8]

*Eg: in 1787 the first convoy of ships left Portsmouth with prisoners bound for Australia. This was important as a method of punishment for several reasons: it helped to solve the crisis of Britain's overfull prisons; it acted as an alternative to hanging; it also acted as a deterrent because the thought of the voyage to Australia terrified criminals; and it made the need for prison reform in Wales and England ever more urgent. Transportation to Australia was used as an alternative method of punishment until well into the middle of the C19th.*

**Question 4**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **How far have causes of crime stayed the same from Tudor times to the present day?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Brief, generalised, vague answers** [1/2]

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: religious problems caused crime in the early part of this period but this is not generally the case today/poverty has always been a cause of crime – this has stayed the same.*

**LEVEL 2** **Apply the following framework:** [3/5]

**Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.**

**Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.**

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period of history. Some causes of crime have stayed the same – poverty and unemployment in Elizabethan times and in later times; other causes of crime have changed – the pressures of society, leading to drug addiction in the C20th.*

**LEVEL 3** **Apply the following framework:** [6/8]

**Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.**

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: there will be a judgement on the set question with supporting material from a range of periods. In the sixteenth century, religious problems caused crime because the monarch was frequently changing the country's religion. This led to some people committing heresy. In the seventeenth and eighteenth centuries, greed played a part, as smugglers tried to evade customs officers and highwaymen tried to rob well-off travellers. Unemployment and bad living conditions in the nineteenth century led to Luddism and, partially, to the Swing and the Rebecca riots. In the twentieth century, the pressures of modern society have led people into drug-taking and into stealing cars. Causes of crime, therefore, have not stayed the same from Tudor times to the present day.*

**LEVEL 4**      **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. [9/10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: answers will provide a judgement on the issue of change. The causes of crime have frequently changed over time, but there are elements which have stayed the same. Even in our supposedly sophisticated modern society, greed and jealousy continue to be causes of crime. In our growing urbanised population in the twenty first century, with its improved standards of living, there are more opportunities for crime of all kinds to be committed and, often, causation of crime may have some of the same root causes as in previous centuries – greed and jealousy.*

**Question 5**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Have methods of combating crime always improved from Tudor times to the present day?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Brief, generalised, vague answers.** [1/2]

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: methods of combating crime were not very effective in Tudor times; today, they have improved and got better.*

**LEVEL 2** **Apply the following framework:** [3/5]

**Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of improvement.**

**Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to improvement.**

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period of history. Tudor JPs and night watchmen were not very effective. As the nineteenth century developed there was more police specialisation, and this specialisation reached a high-point in the twentieth century, in the quest to improve methods of combating crime.*

**LEVEL 3** **Apply the following framework:** [6/8]

**Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of improvement.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of improvement.**

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: there will be a judgement on the set question with supporting material from a range of periods. The ineffectiveness of the hard-pressed magistrates and the constables in Tudor times meant that methods of combating crime needed to improve. Although the Bow Street Runners were successful, they covered only a small part of London. Even with the Metropolitan Police, success was slow in coming, as the public were against an organised form of policing. However, the Metropolitan Police proved themselves and, throughout the rest of the C19th and the C20th, they proved how successful methods of combating crime could generally be, by adapting continuously to change, in the quest for improvement*

**LEVEL 4**      **An effective overview of the changes with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9/10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: answers will provide a judgement on the issue of extent of improvement. Methods of combating crime have improved greatly since Tudor times. There was a great step forward in the C19th, with the introduction of the Metropolitan Police. There was even greater as the C20th progressed: women police officers were introduced from 1920 and the police used more specialisation – Scenes of Crime Officers, Anti-Terrorist Squad, Special Branch, Community Relations Branch – to ensure that methods of combating crime always adapted to change and always improved as much as possible.*

**Question 6**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Have methods of punishing criminal offenders always been successful from Tudor times to the present day?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Brief, generalised, vague answers.** [1/2]

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: public punishments such as flogging, stocks and pillory and public executions were thought to be effective, so they must have been successful.*

**LEVEL 2** **Apply the following framework:** [3/5]

**Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of success.**

**Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to success.**

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: candidates will make a weak response to the question set with little attempt to provide a judgement. There will be reference to at least one period. Public executions and even whipping and flogging were commonly accepted forms of punishment from Tudor times because the public expected harsh and humiliating punishments. As views changed in later centuries in favour of reform, there was more use of imprisonment and the C19th saw various systems of imprisonment tried in prisons. The C20th increasingly focussed on the idea of rehabilitation as a method of improving the criminal and yet more methods were tried, including probation and community service.*

**LEVEL 3** **Apply the following framework:** [6/8]

**Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of success.**

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: there will be a judgement on the set question with supporting material from a range of periods. The fact that various methods of punishment were tried in C19th prisons indicates that methods of punishing offenders were not successful. This was carried on into the C20th, when it was proved that a huge number of prisoners re-offended. Alternative methods were sought, in an attempt to provide successful methods of punishment: borstals and detention centres for young people; open prisons; and suspended sentences. Punishment has succeeded with some, but not with.*



**LEVEL 4**      **An effective overview of the main developments with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage. [9/10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: answers will provide a judgement on the issue of the success of various measures used to punish offenders. In early modern times, the pace of change was much slower. Methods of punishment such as stocks and pillory may have been more successful then. In more modern times, the pace of change is fast and society is now very different in most respects. It is much more difficult to implement methods of punishment which are always successful. The fact that Welsh and English prisons are now over-full (84,000 prisoners) may indicate a failure of the prison system. Expect an evaluation of the success of various measures from across the period studied.*