



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**HISTORY - STUDY IN DEVELOPMENT  
CRIME AND PUNISHMENT, 1530 - PRESENT DAY  
4285/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 the paper as a whole. 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

PAPER 4285/01 – CRIME AND PUNISHMENT, 1530 - PRESENT DAY

MARKING SCHEME

**Question 1(a)**

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

Question: **What does Source A show you about the Rebecca Riots?** [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 rioters are disguised as women.*  
*The rioters are attacking the toll gate.*  
*The rioters are armed with sticks and axes.*  
*One of the rioters is on horseback.*

**Question 1(b)**

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe how the growth of large towns in the nineteenth century provided more opportunities for crime.** [4]

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

*Eg: Towns had grown quickly and by the early C19th because of the industrial revolution. There was no efficient method of policing.*

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

*Eg: People were crowded into tightly packed housing and their poor living conditions made them dissatisfied. They felt anonymous in such surrounding, which afforded them some protection when they joined gangs and were able to commit crime. They lived in the criminal areas of the large towns as rookeries, where numerous alleyways and underground passages allowed them to escape from the authorities. There was no efficient police force to catch them until 1829.*

**Question 1(c)**

Target:	Selection of knowledge; understanding 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 the causes of crime differed during Tudor times. [6]**

Use 0 for incorrect or irrelevant answers

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

*Eg: Source B shows a beggar. Source C says that religion caused crimes in Tudor times.*

**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. Many people were poor in Tudor times for many reasons. Sources B and C show two of these reasons. It was a crime to be poor and they would be punished. It was also a crime to believe in a different religion to the monarch. Bloody Mary burnt 280 heretics at the stake.*

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

*Eg: Source B shows a beggar or vagrant in Tudor times. As there was an increase in the number of poor they were treated harshly. The poor were considered lazy. The numbers of poor increased because of the dissolution of the monasteries. It wasn't just poverty that caused crimes in Tudor times. Source C tells us that religious changes also led to crime. It was a crime to have a different religious belief to the king or queen.*

**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 are focussed on explaining how causes of crime differed during Tudor times. Source B shows a beggar in Tudor times. Being poor was considered a crime by many in Tudor times. There were a great many reasons for an increase in unemployment in Tudor times and therefore a growth in poverty. Many soldiers were unemployed as it was a time of peace, enclosures for sheep farming, and also the dissolution of the monasteries led to monks being out of work and the poor having nowhere to go for help. This was tied in with the religious changes of the time. As Source C explains, heresy was the crime of not following the religion of the reigning monarch/the state religion. In the C16th the Tudors kept changing the religion of the country. Henry VII broke away from the Catholic Church and established the Church of England, but his daughter Mary restored Catholicism to England. Protestants who would not follow this were guilty of the crime of treason.*

**Question 1(d)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How significant has the trend towards violent crime been in the late twentieth and twenty first centuries?** [8]

Use 0 for incorrect or irrelevant answers

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

*Eg: Violent crime is significant as now there are more crimes that involve knives and guns.*

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

*Eg: There have always been violent crimes that have involved weapons such as knives and in more recent times guns. It is now easier for people to obtain guns and they are used in crimes especially by gangs. They are very significant in causing new types of crime that the police have to spend time dealing with.*

**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: Violent crime seems to play a significant part in our society now. It dominates the news with stories about gun crime, knife crime and terrorism. New laws have had to be passed to deal with the rise in these types of crime and the police have also had to adapt to enable them to deal with these crimes and to protect themselves and the general public. Expect references to city riots such as London or Belfast. This shows that these types of crime are very significant.*

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

*Eg: Crimes seem to have become more violent in the second half of the twentieth century and the police have had to adapt to this type of crime, with specialist squads and equipment. Terrorism is one type of violent crime that became more evident since the 1970s and the actions of the IRA. This type of crime has continued with more recent terrorist groups such as Al Qaeda. This type of crime has meant that the police often have to take precautions to protect the public which takes up a great deal of policeman power and causes inconvenience to the general population. Another type of violent crime that emerged in the late C20th was that of football hooliganism.*

*Gangs of rival supporters could be well organised and if they could not fight each other they would attack property in the surrounding area. Against the police have had to adapt to keep supporters apart and vehicles such as the "hooligans" were used. Changes have also had to be made to football grounds to ensure they are safe and secure. Gun and knife crime is very evident in today's society and is often reported in the media. However, official statistics seem to show that some areas such as London have a higher percentage of these types of crime and that overall these crimes are falling. therefore our perception of the significance of these types of crimes is influenced by media coverage. However there have had to be changes made to the lives of the public and the way in which the police operate that shows that these new violent crimes have been significant.*

**Question 2(a)**

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

Question: **What does Source A show you about the police in the modern age?** [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 police have a uniform.*

*Police officers can be female.*

*Police officers carry handcuffs/Asps/weapons/radios.*

**Question 2(b)**

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the work of a Tudor constable.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: A constable was the JP's assistant, he was a policeman.*

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

*Eg: Every man in the village was supposed to serve a constable for a year, but richer members of society would pay others to do the job for them. It was part-time job. They did not have a uniform or weapons. They were the assistants to JPs, making arrests and carrying out minor punishments.*

**Question 2(c)**

Target:	Selection of knowledge; understanding 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 policing changed 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 describes a watchman. Source C shows us a Bow Street Runner.*

**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: The watchman were not a very effective method of policing. Many of them were too old and decrepit to do the job properly. There was a need for a better police force in London such as the Bow Street Runners.*

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

*Eg: Source B describes a watchman. They were often ineffective, and now that towns were starting to grow they could do little to stop crime as they were old and unfit. The Fielding brothers realised that something needed to be done to combat the growing crime in their area of London, Bow Street. They employed men who were paid to help them catch criminals. A Bow Street Runner is shown in Source C.*

**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 main reasons why policing changed in the eighteenth century. Source B describes a watchman. This was an archaic method of policing in the eighteenth century. The watchmen were old and decrepit and were ineffective, especially now as the industrial revolution was taking place and London was growing so rapidly. The growth in people meant that there was a growth in crime, and people could easily avoid capture under the system of watchmen. John and Henry Fielding were both magistrates who were aware of this growing problem in London and wanted to make some changes. They created the Bow Street Runners as shown in Source C. They kept six constables in their area which were honest and trustworthy to try and combat the criminal gangs. They also asked for public for help solving crimes by publishing the details in newspaper. This was a small but important step in the development of policing.*



**Question 2(d)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How important was Robert Peel in the development of policing?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Very important because he started the Metropolitan Police.*

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

*Eg: Robert Peel started the Metropolitan Police. Before this there were only a few policemen in London and as London was a big city, this was not enough. Peel introduced more officers and gave them a uniform so that the public knew who they were. This idea eventually spread throughout the country.*

**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: Robert Peel was very important in the development of policing. He saw that the Fielding brothers were having some success with their limited force and decided to spread this idea throughout London initially and later the rest of the country. He employed 3000 officers, who had a basic education and a uniform. The police were not successful at first as the public were suspicious of them, but after the Cold Bath Fields incident where a police officer was killed, they began to gain public sympathy. As they became more successful the idea of a full-time paid police force spread throughout the country, because of the influence of Robert Peel.*

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

*Eg: Answers will clearly evaluate the importance of Robert Peel in the development of policing. Peel can be described as the 'father of the modern police'. He saw the work that was done by the Fielding brothers in Bow Street and developed this to cover London with the 1829 Metropolitan Police Act. Many of his initiatives are still to be seen in today's force. The Metropolitan Police had a uniform and a structure of pay and promotion which would make the officers more effective. At the top of the force were two commissioners that were answerable to Peel himself. Scotland Yard was the base for the force and although it has changed location the influence of the early police is apparent as the name has stayed. Officers were given collar numbers that still exist today. The police were expected to have a basic education. This enabled them to keep records and write reports, which is a key part of modern policing. The fact that soon after the setting up of the Metropolitan Police other Acts were passed to encourage other parts of the country to set up police forces shows how important this idea was. Many of Peel's original ideas for the force still exist today showing how important his work was in developing policing. In some parts of the country, police are still referred to as 'Bobbies'!*

**Question 3(a)**

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

Question: **What does Source A show you about punishments in Tudor times?** [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 vagabond is dragged through the streets by a rope.*

*The vagabond was shipped/flogged.*

*Punishments were carried out in public.*

*Punishments were harsh.*

**Question 3(b)**

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the work of Elizabeth Fry.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Elizabeth Fry visited a women's prison and tried to improve it.*

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

*Eg: Elizabeth Fry visited the women's section of Newgate prison and was horrified by the conditions there. There were 300 women and children crowded together into one room. She returned the next day with clean bedding and clothes for the children. She started a school for the prison children and encouraged the women to knit or sew. A groups of women visited the prison daily and read from the Bible. Her work influenced Robert Pee in his early prison reforms.*

**Question 3(c)**

Target:	Selection of knowledge; understanding 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 methods of punishment changed 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 transportation. Source C shows us a nineteenth century prison.*

**LEVEL 2** **Accurate answer begins to address the question.** [3-4]

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

*Eg. People had been punished by being sent to other counties such as Australia. This is shown in Source B when these countries no longer wanted these criminals, another way of punishing them was needed, so prisons were used more often as shown by Source C.*

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

*Eg: By the early nineteenth century transportation had been used as a punishment that was less severe than death and also got rid of the criminals to other countries. Transportation also helped colonise new territories Britain had. When the colonies were no longer willing to accept these criminals a new way was needed to punish criminals in Britain. Prisons were a good solution to house the number of criminals than now needed punishing, as shown in Source C.*

**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 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 focus on the changes seen in punishment in the nineteenth century. Source B describes the punishment of transportation. Criminals had been sent to the colonies a punishment that was harsher than flogging, but not as extreme as the death penalty. Sentencing criminals to transportation ended in 1857, mainly as the colonies no longer wanted to receive criminals from Britain. A new form of punishment was needed which would cater for the growing number of convicts in Britain. New prisons were introduced such as the one in Source C. Although prisons did exist in Britain, they were mainly inhabited by debtors and were very out-of-date. Prisons needed to be modernised and run more efficiently. It was also the age of reforming ideas and this was also why punishments changed, to enable prisoners to reform.*

**Question 3(d)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

**Question:** **How successful have alternative methods of punishment to imprisonment been in the twentieth and twenty first centuries?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: There have been new punishments to try to avoid putting so many people in prison.*

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

*Eg: The prison population has continued to grow in the twentieth century and now there are over 83,000 inmates. The authorities therefore have tried to find alternative ways of punishing these criminals. There have been new punishments introduced such as ASBOS and community service, but the number of people in prison suggests that these punishments are ineffective.*

**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: There has been a variety of new punishments introduced in the last 100 years, which seemed to suggest that the punishments should fit the crime. Community service, ASBOs and probation have all been tried with young offenders and first time offenders in an attempt to give them another chance and to keep them out of prison. However, many people see these punishments as a "badge of honour". This and the growing prison population seems to suggest that these new forms of punishment have not been at all 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: Society's attitudes have changed towards criminals and their punishments in the last 100 years. People now started to seek ways of punishing people that would reform them as well. There are now a variety of different forms of punishment that are designed to reform as well as punish and in some cases even help the victims of crime. Suspended sentences, open prisons, tagging, ASBOs and community service have all been tried in recent years. Many of these punishments are cheaper than prison, but do not seem to be reforming prisoners. Criminals do not seem to be deterred from committing crimes, or reoffending, and as the prison population continues to rise, these new forms of punishments do not seem to have been successful in the majority of cases.*

#### Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

**Question:** **Has poverty always been the main cause of crime from Tudor times to the present day?** [13]

Use 0 for incorrect or irrelevant answer.

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

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

*Eg: Yes - poverty has existed throughout the ages and this has led people to commit crimes through stealing.*

**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: Unemployment and poverty caused crimes in Tudor times, as did religious changes. The growth of industrial towns in the late C18th/early C19th provided new opportunities to commit crime; the pressures of modern society have led to drug offences for example.*

**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: Unemployment caused vagrancy in Tudor time and non-observance of state religion was classified as the crime of heresy. Increased sea transport along with high taxation of some imported goods, led to piracy and smuggling in the C17th and increased stage coach travel led to highway robbery in the IC18th. Political and social unrest led to rioting in the C19th and the invention of the computer, for example, led to the crime of 'hacking' in the C20th. Greed has also been a factor which caused crime throughout time.*

**LEVEL 4** An effective overview of the changes 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: Poverty has been a constant cause of crime since Tudor times, but other causes have included religious differences, greed, drink and drugs. Causes change from age to age; poverty has been a constant and important cause, but not always the main cause.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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 5**

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **How far have methods of combating crime changed from Tudor times to the present day?** [13]

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: In Tudor times policing was done by volunteers, it was a poor system. The Metropolitan Police were created in the C19th and, since then, policing has changed a lot.*

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

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

**Award 5 marks for reliance on 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: Tudor JPs and watchmen were not very effective as they were not paid for their work. The Bow Street Runners changed things and proved how successful they were in a small part of London; this led to the establishment of the Metropolitan Police Force. During the C19th police specialisation developed, which reached a highpoint in the C20th, in the quest to improve methods of combating crime and adapt to change.*

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

**Award 6 marks for answer 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: Types of crime in Tudor times were relatively straightforward but the ineffectiveness of the hard-pressed magistrates and constables at that time meant that methods of combatting crime needed to change and to improve. Although the Bow Street Runners were successful, they covered only a small part of London and more change was needed. The Metropolitan Police were a big change from previous methods and led to further changes throughout the country. In the C20th and C21st change had been rapid and the police have had to adapt continuously to change.*



**LEVEL 4**      **An effective overview of the changes 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: The work of combating crime has changed greatly throughout the ages. There was a great change in the C19th, with the industrialisation of Britain and the creation of great urban centres. More effective methods of policing had to be introduced, a change that eventually spread throughout the whole country. There were even greater changes 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 changing needs and always improved.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i>  1 mark	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.
<i>Intermediate performance</i>  2 marks	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.
<i>High performance</i>  3 marks	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 6**

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **How far have methods of punishing offenders changed from Tudor times to the present day?** [13]

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: People have always thought that criminals should be made to pay for their crimes but attitudes have changed over time.*

**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: In Tudor times and a long time afterwards, the purpose of punishments was revenge and humiliation. Punishments such as the stocks, pillory and executions were done in public to serve as a warning to others. Today, attitudes have changed so that corporal and capital punishments have been abolished.*

**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: In the C18th, Britain wanted to get rid of its criminals by transporting them to other countries. In the C19th, the public wanted to see the prison system reformed and punishments in public became unacceptable. Public executions ended in 1868 and the stocks and pillory were abolished. Here was the beginning of a change in attitude to the treatment of offenders, which led to alternative forms of punishment/treatment in the twentieth century. The high-point in changing attitudes to the treatment of offenders was the abolition of the death penalty in the 1960s.*

**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: Although great changes have occurred in the treatment of convicted criminals since Tudor times, with most types of punishment being made more humane, the belief that society is 'too soft' on criminals and that they should be made to pay for their crimes is still common. Some people would like to see the return of capital punishment for certain serious offences. Methods of punishing offenders may have changed, but attitudes towards the purpose behind the punishment may have stayed essentially the same among some people.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.