



GCSE MARKING SCHEME

SUMMER 2014

**HISTORY – STUDY IN DEVELOPMENT
UNIT 3 – CHANGES IN CRIME AND PUNISHMENT,
1530 – PRESENT**

4285/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	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
Level 4	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

CHANGES IN CRIME AND PUNISHMENT, 1530 – PRESENT

MARKING SCHEME

Question 1(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about crime in the sixteenth and seventeenth centuries?** [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:

*A number of different types of crime were committed at this time.
 The most common crime was property crime.
 There were 219 cases of murder tried in the court.
 Witchcraft was the least common crime.*

Question 1(b)

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

Question: **Describe the crime of treason in the sixteenth and seventeenth centuries.** [4]

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

e.g. It was the crime of betraying the monarch of the country.

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

e.g. Treason was the crime of betraying the monarch of the country. The punishment for treason was being hung, drawn and quartered, unless you were a woman or a noble then you were beheaded. Mary Queen of Scots and King Charles I were accused of treason and beheaded. Guy Fawkes was found guilty of treason after trying to blow up the Houses of Parliament.

Question 1(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why the causes of crime differed during the late twentieth century.** [6]

Use 0 for incorrect or irrelevant answers

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

e.g. Source B shows a driver being breathalysed. Source C says that computers have caused crimes in the twentieth century.

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.

e.g. In the twentieth century, there have been many new types of crime that have appeared. New technology such as computers has led to different types of crime.

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

e.g. Source B shows a driver being breathalysed. With more people owning cars in the C20th, there has been an increase in crimes that involve vehicles. Source C tells us that new technology such as computers have led to new crimes and that as technology changes so quickly, so do the crimes committed and the police find it difficult in keeping up with the changes.

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.

e.g. As cars have become more popular in the C20th, car crime has increased dramatically. Many new laws have had to be introduced to ensure people are safe, such as drink driving laws. We can see a police officer in Source B breathalysing a motorist. With so many laws regarding cars, it is possible for many people to commit crimes without realising. As Source C explains, new technologies such as computers have created many new types of crime, such as illegal downloading of films and music. Criminals are also able to steal identities and commit fraud using computers. These are not necessarily new types of crime but the computer allows them a new way of committing these crimes.

Question 1(d)

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

Question: **Why was the Industrial Revolution significant in causing crime in the early nineteenth century?** [8]

Use 0 for incorrect or irrelevant answers

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

e.g. The Industrial Revolution had led to the growth of very large industrial towns. There were more opportunities for committing crimes in these large towns.

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

e.g. Very large towns grew up during the Industrial Revolution. People moved from rural areas to find work in these towns, therefore, they grew quickly and tended to be unplanned. This often led to poor living and working conditions, which sometimes led to protest.

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.

e.g. As people moved to the new towns that had been created by the Industrial Revolution, they found themselves with poor living and working conditions. Rather than finding new opportunities in these towns, they found poverty and as people became discontent they turned to crime. They were more anonymous in the towns than they had been in the countryside, and due to the lack of police and the dark alleys it was easy to get away with crime. The Industrial Revolution had also introduced new machinery and as men lost their jobs to these machines, protests broke out such as the Luddite Riots in 1815. The Industrial Revolution made life more difficult for many and more willing to turn to crime.

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

e.g. Before the Industrial Revolution, people had tended to live in communities, and although crimes still existed, it was more difficult to get away with a crime in a community where you were known. During the Industrial Revolution, people moved to the new towns to find work, but as the population in these towns grew rapidly, the conditions in which people lived and worked became worse. Young children were often orphaned due to the

high risk of disease in these towns and often had to turn to crime to survive. Poverty was common and as people were more anonymous in these large towns, they were more willing to turn to crime. The layout of the towns made it easy to disappear quickly from the scene of a crime, and the police force at this time had not yet developed to keep up with the changes that had taken place. In addition, workers felt aggrieved that machines were taking their place as the Industrial Revolution brought about technological changes. The Luddites smashed the machines that took their jobs. Ordinary workers had no political rights and therefore, no way of changing these appalling conditions that they found themselves in due to the Industrial Revolution. There were many political protests at this time such as the Newport Rising in 1839.

Answers may also refer to the increased travel and the growth of highway robbery.

Question 2(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about police forces in 1856?** [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 Metropolitan Police were in London.
 Only some places had a police force in 1856.
 Most of Central and Southern England had a police force.
 Most of Northern England did not have a police force.
 The majority of the country had a police force in 1856.*

Question 2(b)

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

Question: **Describe the role of the Metropolitan Police in the first half of the nineteenth century.** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. The Metropolitan Police were set up by Robert Peel to police London.

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

e.g. The Metropolitan Police were set up by Robert Peel in 1829. They wore a uniform that was blue, so that they could be distinguished from the army. They had to be under 35 years of age, at least 5ft 7" tall and able to read and write. This allowed them to keep records and write reports. There were 3,000 officers and their base was in Scotland Yard.

Question 2(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why there were few improvements in policing in the sixteenth and seventeenth centuries.** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source B tells us about Tudor constables. Source C tells us about watchmen.:

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.

e.g. Tudor constables were assistants to the JP's. They would catch the criminals and punish those who had committed petty offences. Constables were not paid; it was every man's duty to serve as constable. As people were not willing to spend money on policing, then only old men took the job on in towns, as watchmen.

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

e.g. Source B tells us about the Tudor constables. They would help the constable with his duties. Every man in the village had to serve as constable, and most people in the village knew each other so this system worked well. JP's were also the key people in law enforcement and were unwilling to let this power go. In towns, where people did not know each other so well, there was a reluctance to pay for a police force, so only old ineffective police were employed as seen 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.

e.g. Source B tells us about the Tudor village constables. They were assistants to the JP's and it was the duty of every man in the village to serve as a constable, unpaid, for a year. However, those who were rich enough would pay others to do this for them. This system worked in villages as people knew each other. Policing was a communal duty. This system worked as not many people moved until the Industrial Revolution. Source C describes a watchman, which illustrates the fact that people were not willing to pay for an effective police force, suggesting that the policing was still a community responsibility. JP's were also unwilling to change the system as they wanted to protect the power that they held with the position.

Question 2(d)

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

Question: **How important has the specialisation of police services been in combatting crime 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]

e.g. Police specialisation has helped the police catch more criminals.

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

e.g. Police specialisation such as forensic science has meant that you can find out who has committed a crime because everyone has different fingerprints and DNA. This is important in catching the right criminal.

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.

e.g. Police specialisation has been very important for combatting crime in the modern era. For example, forensic science was started in 1901 with the development of fingerprinting. This was important as every fingerprint was unique and so if you could find a match to the fingerprint this would mean that you were certain of catching the right criminal. Now fingerprints are kept on a national database and fingerprints can be scanned into computers. Other developments have been the introduction of specialised police units such as the Drugs Squad and the Dog Handlers, which have enabled the police to deal with the wide variety of crimes in modern society. The CID have also developed to enable the police to detect crimes and use the resources of other specialisations to help them combat crime.

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

e.g. The police have had to adapt continuously to keep up with criminals, but with the development of police specialisation, they are able to use a wide variety of knowledge and resources to help them. The development of the first Forensic Science Laboratory in Hendon in 1934/5 was important in developing new ways of catching criminals. This has also meant that the police can solve cold cases, as now new methods of testing evidence can identify criminals for past crimes. Different specialised units have become vital in crime prevention and detection as crimes have become more complicated. The Fraud Squad, Drugs Squad and Anti-Terrorist Squad are just some of the units that are vital in today's world. The CID are also key in combatting crime in the modern era as the officers are in plain clothes and are involved in complex detection work and gathering intelligence. It is vital that all specialist departments of the police work together to solve the complex nature of crimes in today's society.

Question 3(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about transportation?** [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:

Prisoners were transported to Australia.
Prisoners were kept below deck and guarded.
They were kept in cages.
The conditions on the ships were very cramped.

Question 3(b)

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

Question: **Describe how criminals were punished in public 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]

e.g. Criminals may have been hung in public as a punishment for treason.

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

e.g. You may have been flogged through the streets, or placed in the stocks or pillories in the town centre of market place for minor crimes. For treason, you would be hung, drawn and quartered, unless you were a woman or a nobleman, then you would be beheaded. For the crime of Heresy, you would be burnt at the stake.

Question 3(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and our own knowledge to explain why attitudes to punishment had changed by the late twentieth century.** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source B tells us about the abolition of the death penalty. Source C shows us offenders doing community service.

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.

e.g. People began to think that it was wrong to use the death penalty to punish people. They began to look at other methods of punishing criminals such as community service.

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

e.g. Source B tells us that in 1969, the death penalty was abolished and this resulted in an increase in the prison population. Attitudes towards punishment were changing and other methods of punishing criminals now needed to be developed. One solution to this is shown in Source C, community service.

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.

e.g. Source B tells us that there was a change in attitude towards the death penalty in the C20th. People believed that it was not right to take the life of another human being and that even the worst criminals could be reformed. After 1969, there was a growth in the number of serious offenders in prison and so there needed to be a change in the way that all offenders were punished to deal with this problem. This led to the introduction of many different types of punishments as seen in Source C. Other punishments included community service and probation. As we try to rehabilitate offenders, punishments have changed to reflect this.

Question 3(d)

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

Question: **Why was the work of prison reformers important in the eighteenth and nineteenth centuries?** [8]

Use 0 for incorrect or irrelevant answers.

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

e.g. John Howards inspected prisons. George O. Paul built a new prison. Elizabeth Fry visited women in prison.

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

e.g. John Howard travelled all over the country visiting prisons and recording what he found. He thought that conditions should be improved and that prison should reform as well as punish offenders. George O. Paul agreed with Howard and realised that in order to change prison conditions, a new type of prison would have to be built. Elizabeth Fry wanted to change conditions for women prisoners. She saw 300 women crowded into 3 rooms in Newgate prison, many with their children with them, without bedding or clothes for the babies. She returned with other women with clean bedding and started a school for the children. These people were important in changing prison conditions.

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.

e.g. John Howard inspected every prison in England and Wales as well as the whole of Europe. He was shocked by what he saw and in his report, The State of Prisons in England and Wales 1777, he recommended more space, better food, paid gaolers and the separation of types and genders of prisoners. George O. Paul built a healthy, secure prison which used the idea of separating prisoners. He also believed that prisoners could be reformed through work, education and religion. Elizabeth Fry visited the women's section of Newgate prison in 1813. She was appalled at the conditions that she saw and returned with clothes and bedding for the women and children. She, and other women, visited the prison daily to try and improve conditions. She gave the women sewing and knitting to do, so it could be sold and Bible reading was held. All the prison reformers were important in improving the conditions of the prisons at this time.

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

e.g. The prison reformers of the eighteenth and nineteenth centuries were important in identifying problems with the existing system and then acting to improve the conditions for prisoners. John Howard wanted prisons to be healthy places, where the genders were separated and where gaolers were trained to help prisoners to reform themselves. His ideas influenced George O. Paul, who incorporated these ideas into new prisons. Elizabeth Fry was also very influential. Many of the ideas of these reformers influenced the passing of the 1823 Gaols Act by the Home Secretary, Robert Peel. Fry's work was very important for prison reform as many of her reforms are still used in prisons today, such as separate women's prisons with female staff and volunteer prison visits. The work of the prison reformers was very important as it influenced the changes in the prison system in the eighteenth century and nineteenth century and laid the foundations of the modern prison system.

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.

e.g. Answers will provide a judgement on the issue of change/continuity. The causes of crime have frequently changed over time, but there are elements that have remained the same. Even in modern society, poverty and greed continue to be causes of crime. In our growing urbanised population in the twenty-first century, there are more opportunities for crimes of all kinds to be committed and often the causes of crime may have the same root cause as in previous centuries – poverty and greed.

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

Level	Performance descriptions
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	AO3
10	4	6	

Question: **Have methods of combating crime 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.

e.g. Methods of combatting crime were not very effective in Tudor times; today, they have changed and got better.

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.

e.g. Tudor JP's 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; thus led to the establishment of the Metropolitan police. Police specialisation reached a high point in the twentieth century, in the quest to achieve successful methods of combatting crime.

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.

e.g. 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. 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 nineteenth and twentieth century, they proved how successful methods of combatting crime could 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 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.

e.g. Methods of combatting crime have improved greatly since Tudor times. The success of the Bow Street Runners in a small part of London was built upon by Sir Robert Peel, and by 1856, the County and Borough Police Act meant that the police covered the whole county, demonstrating great success. This success continued into the twentieth century with the introduction of women police officers and the increased use of police specialisation. These changes ensured that methods of combatting crime always adapt to change and always achieve as much success as possible.

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

Level	Performance descriptions
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	AO3
10	4	6	

Question: **How far have methods of punishing offenders 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.

e.g. In Tudor times, and for a long time afterwards, public punishments like flogging, stocks and pillory, and public executions were used. Punishments are not carried out in public anymore.

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.

e.g. Public executions and even torture were thought to be valid methods of punishments from Tudor times because the public expected harsh and humiliating punishments. As views changed in later centuries and the public began to think in terms of reform, then more use was made of imprisonment and the nineteenth century saw various systems of punishment tried in prisons. The twentieth century increasingly focused on rehabilitation as a form of punishment 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 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.

e.g. As attitudes towards punishments changed over the centuries, so did the punishments. Common Tudor punishments, such as the stocks and pillory were abolished in the nineteenth century. Transportation was tried as a method of punishment in the eighteenth and nineteenth centuries. As the public began to think in terms of reforming criminals so more use was made of imprisonment as a form of punishment. Public executions were abolished in 1868 as they seemed to be a form of entertainment for the public. New methods of punishment were tried in the twentieth century, such as open prisons and borstals, and in 1965 the death penalty was abolished. Changes in punishment take place to keep up with the changes in society and changes in the crimes that are committed.

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.

e.g. The punishments used in Tudor society were effective, and did not need to be changed. As society and people's attitudes towards crime and criminals have changed, so have the punishments. Experiments with transportation and different prison systems in the eighteenth and nineteenth centuries were used in an attempt to find a more humane, but effective method of punishment. In the twentieth century, rehabilitation was considered key to changing the behaviour of criminals. Young people were punished differently from adults for the first time, and a variety of new punishments were used, such as suspended sentences and probation. However, some punishments have remained the same since Tudor times, such as fines, and community service can be considered a form of public punishment. However, due to the change in attitudes towards criminals over the centuries, then punishments have also had to change.

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

Level	Performance descriptions
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.