GCSE MARKING SCHEME

SUMMER 2017

HISTORY - DEVELOPMENT STUDY
CHANGES IN CRIME AND PUNISHMENT IN
WALES AND ENGLAND, c.1530 TO THE PRESENT DAY
4383/01
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 the questions in Section B. 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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</table>
Question 1(a)

Target: Recall and deployment of knowledge; understanding of key historical features

Mark allocation: AO1  AO2  AO3

<table>
<thead>
<tr>
<th>Score</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>5</td>
<td>3</td>
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</table>

Question: Outline the main causes of crime in Wales and England in the sixteenth and seventeenth centuries. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1

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

Eg: Answers will make a weak reference to poverty or religious change.

LEVEL 2

A more detailed and accurate description. [2-3]

Eg: Answers refer to at least one of the causes of crime in more detail. Eg poverty - population growth, enclosures and dissolution of the monasteries.

LEVEL 3

A fully detailed and accurate description. [4-5]

Eg: Answers will give a detailed and accurate description of at least two causes of crime in this period.

Eg – poverty, population growth, the end of private armies and the dissolution of the monasteries, rising inflation, bad harvests and rural depopulation.

Changes in monarchy – heresy and treason.
Question 1(b)

Question: Explain why the causes of unrest leading to crime differed in the nineteenth century. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows people attacking gates whereas Source B shows people attacking machines.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that farmers would attack toll gates as they were angry at having to pay to pass through them whereas Source B shows that the Luddites broke machines in factories as the machines were taking their jobs.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of difference or development. (For 4 marks candidates will begin to focus on the concept of difference; for 5 marks candidates will focus more clearly on the concept of difference).

Eg: Source A shows that the Rebecca Rioters attacked tollgates as they thought the tolls were too expensive, and they were poor from having to pay the tithes too. Source B shows that Luddites smashed machines that they believed were taking their jobs. This also caused poverty.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of difference or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of difference or development.

Eg: Answers will focus on the fact that in both sources both rural and urban groups turned to violent protest. Answers at this level will refer to the differences between rural and urban protest. A number of factors caused the Rebecca Riots such as tithes, tolls, Anglican landowners and the workhouse. Similar reasons caused the Swing riots also, but the target of these riots were the Threshing machines. This was different to urban protest where it was the impact of industrialisation and mechanisation that caused violent protest. Credit candidates at this level who point to similarities in the causes of unrest leading to crime, as well as differences e.g. poverty was a common cause of violent protest in both instances.
Question 1(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>8</td>
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</table>

Question: How important was the development of the motor car in causing new types of crime in the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There are many different crimes associated with the car such as drink driving and speeding.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to more cars were produced in the twentieth century and they often allowed criminals to escape from the scene of a crime.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe different types of crime caused by the car but there will be a more direct attempt to analyse the increase in car crime due to the fact that many types of crimes did not exist before mass ownership of the car.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

Eg: Answers should focus on the growth in the type and number of crimes associated with mass ownership of the car. The car has changed the focus of the police and the courts by causing a whole new range of crime. Many ordinary people commit crimes whilst in a car such as speeding.
QUESTION 2

Question 2(a)

<table>
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<tr>
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</tr>
</thead>
<tbody>
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<td>Mark allocation:</td>
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<tr>
<td>5</td>
<td>3</td>
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</table>

Question: Describe the role of a Tudor JP. [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will say that they were the key people in Tudor law enforcement.

LEVEL 2 A more detailed and accurate description. [2-3]

Eg: Answers refer to their lack of pay but that men took the role as a sign of local importance. They also had duties apart from enforcing law and order such as refereeing football matches and repairing bridges.

LEVEL 3 A fully detailed and accurate description. [4-5]

Eg: Answers will refer to them having a constable as an assistant and meeting other JPs four times a year in Quarter sessions to decide more serious cases.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
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</table>

Question: Explain why policing methods developed in the eighteenth and nineteenth centuries. [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

*Eg: Source A tell us about the Bow Street Runners whereas Source B tell us about the 1856 County Borough Police Act.*

**LEVEL 2** Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

*Eg: Source A tells us that police were in London. Source B shows that the police were now throughout the country. This happened because crime in London had increased and a more organised police force was needed.*

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

*Eg: Source A shows that police were starting to develop and specialise whereas Source B shows that after the success of the police in London it was then established throughout the rest of the country. Answers will begin to explain why after the success of Peels’ Metropolitan Police in London that it was used as the model elsewhere.*

**LEVEL 3** Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

*Eg: Answers will focus on the development of the police in this period to combat the growing number of crimes, firstly in a small area in Bow Street by Henry and John Fielding and then by Robert Peel with the introduction of the Metropolitan Police force in 1829. This was so successful it was spread throughout the country by the County and Borough Police Act in 1856.*
Question 2(c)

**Target:** Recall and deployment of knowledge; analysis and evaluation of key historical concepts

**Mark allocation:**

- AO1: 8
- AO2: 2
- AO3: 6

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

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer, with weak or implied points made. [1-2]

*Eg:* There will be references to the police using technology such as phones and computers.

**LEVEL 2**

Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

*Eg:* Answers may be confined to listing different types of technology that are available to the police and stating that this helps them to do their job.

**LEVEL 3**

More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

*Eg:* Answers may tend to describe the developments in technology but there will be a more direct attempt to analyse how the development of forensics has allowed the police to identify criminals beyond any doubt with fingerprinting and DNA.

**LEVEL 4**

Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

*Eg:* Answers should focus on the significance of different types of technology in modern policing. Developments in forensics transport and communication has meant that technology is essential for the police to stay one step ahead of the criminals and also allows police forces to work together across the country and throughout the world to combat crime.
**QUESTION 3**

Question 3(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge: understanding of key historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
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<tr>
<td>5</td>
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Question: **Describe the use of corporal punishment in the Tudor period.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Answers will say that criminals were punished physically.*

**LEVEL 2** A more detailed and accurate description. [2-3]

*Eg: Answers will make reference to the fact that these punishments were carried out in public.*

**LEVEL 3** A fully detailed and accurate description. [4-5]

*Eg: Answers will refer to punishments such as flogging and stocks and pillory being used to humiliate the criminal publicly. It was a cheap form of punishment and was also used as a deterrent.*
Question 3(b)

Target: Recall and deployment of knowledge; explanation of key concept; use of source material

Mark allocation: 7 AO1 2 AO2 3 AO3 2

Question: Explain why alternative methods to imprisonment were introduced in the late twentieth century. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows a prison riot whereas Source B tell us about community service.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that prisoners were unhappy with the conditions. Source B shows that different ways of punishing people were introduced rather than sending them to prison.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development.

(For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that prison conditions were becoming unacceptable and there was overcrowding. Source B shows that alternatives to prison were being introduced to try and alleviate the overcrowding that was occurring in prisons. Many different types of punishments for minor crimes were being introduced.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the problems of the modern prison system as is clearly shown by Source A. An alternative to prison is shown in Source B. Answers at this level will refer to the change in attitude to punishment that has occurred and that there are many alternatives to imprisonment available. However overcrowding is still a major issue in today’s prison system.
Question 3(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td></td>
<td>8</td>
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</table>

Question: How significant was the development of transportation as a method of punishment? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer, with weak or implied points made. [1-2]

*Eg: There will be reference to criminals being transported to Australia.*

LEVEL 2  Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

*Eg: Answers may be confined to transportation had first been to America but after the War of Independence criminals were now transported to Australia.*

LEVEL 3  More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

*Eg: Answers may tend to describe that once transportation to America had stopped British prisons became full and an alternative was found in Australia. Transportation was considered significant as it solved the problem of overcrowded prisons and removed the criminals from Britain.*

LEVEL 4  Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

*Eg: Answers should focus on the fact that transportation removed criminals from Britain, it was an acceptable form of punishment to hanging, it was a way of colonising new lands, it was a deterrent as the thought of the voyage to Australia terrified criminals, it made the need for prison reform in Britain more urgent.*
QUESTION 4

Question 4

<table>
<thead>
<tr>
<th>Question:</th>
<th>How far has poverty been the main cause of crime from Tudor times to the present day?</th>
<th>[12+3]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use 0 for incorrect or irrelevant answers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL 1**

**Generalised answer; basic response which offers little support.**  [1-3]

_Eg: Answers may refer to different causes of crime, some vague associated points may be mentioned._

**LEVEL 2**

**Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.**  [4-6]

_Award 4 marks_ for some related facts; or superficial coverage; or weak references to issue of change.

_Award 5-6 marks_ for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

_Eg: Answers may focus on parts of the period such as the Tudor period or provide a poor outline of poverty as a cause of crime across the period._

**LEVEL 3**

**Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.**  [7-9]

_Award 7 marks_ for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

_Award 8 marks_ for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

_Award 9 marks_ for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

_Eg: Answers may focus on the different causes of crime throughout the period. There will, however, be little reference to variations in the influence of these factors across the period._
LEVEL 4  Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of causes of crime as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in the causes of crime. Candidates may refer to periods where religious changes were highly influential such as the Tudor period and periods when living and working conditions were more influential such as the Industrial period.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>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.</td>
</tr>
<tr>
<td>Intermediate performance</td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>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.</td>
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QUESTION 5

Question 5

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>SPG</th>
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<tr>
<td></td>
<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</table>

Question: Have developments in combatting crime always improved from Tudor times to the present day? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

*Eg: Answers may refer to improvements in policing, some vague associated points may be mentioned.*

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

*Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.*

*Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.*

*Eg: Answers may focus on one period such as the Industrial period or provide a poor outline of improvements in policing across the period.*

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

*Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity.*

*Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.*

*Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.*

*Eg: Answers may focus on improvements in policing methods. There will, however, be little reference to variations in the degree of improvement across the period.*
LEVEL 4 Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of improvements in policing as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in improvements over time. Candidates may refer to periods of little change and improvement, such as the Tudor times and periods of great improvement such as the modern era.

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

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<tr>
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<td>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.</td>
</tr>
<tr>
<td>Intermediate performance</td>
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<tr>
<td>2 marks</td>
<td>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.</td>
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</table>
Question 6

Question: How far have methods of punishing offenders changed from Tudor times to the present day? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to the need for some types of punishment, some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.
Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on parts of the period such as the modern era or provide a poor outline of punishment across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity
Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on changes to punishments. There will, however, be little reference to variations in the changes in punishment across the period.
LEVEL 4

Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of changes in punishment as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in the changes. Candidates may refer to periods such as the Tudor era where there was little change in punishments and periods of greater change in punishments such as the modern era.

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

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</tr>
<tr>
<td>Intermediate performance</td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>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.</td>
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