GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 3 - 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 2018 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 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<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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</tbody>
</table>
Question 1(a)

| Target: Recall and deployment of knowledge; understanding of key historical features |
|-----------------------------|-----------------------------|-----------------------------|
| Mark allocation:           | AO1 | AO2 | AO3 |
| 5                          | 3   | 2   |     |

Question: Describe the crime of highway robbery in the eighteenth and nineteenth 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 robbing stagecoaches.

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

Eg: Answers refer to the lack of policing that make highway robbery a relatively easy crime. The roads that the stagecoaches travelled on often went through quiet lonely countryside which made the crime easy to commit without being disturbed.

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

Eg: Answers will refer to the smaller population and the lack of built up areas, which meant that those travelling from town to town had to travel through lonely, unpoliced countryside. Those who travelled on the stagecoaches usually carried their wealth with them as there were very few banks at the time.
Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
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**Question:** Explain why there were different causes of crime in Tudor times. [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 says that people were poor. Source B shows that religion caused crimes in Tudor times.*

**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: Many people were poor in Tudor times for many 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 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 tells us that due to a number of factors in Tudor times poverty increased. The poor were considered lazy and were treated as criminals. The situation was made worse by the dissolution of the monasteries as previously the poor had gone here for help and the monks were now unemployed as well. It wasn’t just poverty that caused crimes in Tudor times. Source B shows 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. [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: Source B describes some of the reasons why poverty increased in Tudor times. Being poor was considered a crime 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 all made worse by poor harvests. Crime was also linked to the religious changes of the time. Source B shows us heretics being burnt. 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 VIII 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 heresy.
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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<tr>
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Question: Why was the development of the computer important in causing new types of crime in the late twentieth and early twenty first-centuries? [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 computer such as identify theft and hacking.*

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

*Eg: Developments in technology mean that most people now have access to a computer, tablet or smartphone. Social media plays a large part in people’s lives now and some people can become the victims of on-line bullying or “trolling.”*

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

*Eg: Since so much business is now dependent on technology, computer crimes have become common. Computers have been used to steal money from bank accounts or to hack into the private records of individuals or governments to steal information. People have also deliberately introduced computer viruses to destroy vitally important information held on computers; this can result in the ruin of a business. Currently, with an increasing number of people ordering goods ‘on-line’, members of the public have to protect themselves from identity theft. Downloading music, to avoid paying the full price for a favourite song, has become an important new crime.*

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

*Eg: The mass production and mass ownership of computers and other electronic devices in recent times has meant that most people now have access to digital technology. This means that the computer is very important in causing new types of crime. Criminals will always exploit new technology to find a method of committing crime and the huge expanse of the world-wide web has opened up huge new opportunities for the criminal. Even though computers have been important in causing new types of crime, the underlying crime is old – theft.*
Question 2(a)

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

Mark allocation:

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<tr>
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<th>AO1</th>
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Question: Describe the role of a watchman in Tudor times. [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 patrolled the streets at night.

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

Eg: Answers refer to what they carried with them; a lantern, staff and a bell.

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

Eg: Watchmen were poorly paid and often ineffective. They called out the time and the weather and were allowed to peer in windows to check no one was breaking the law.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
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<tbody>
<tr>
<td>AO1</td>
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<tr>
<td>AO2</td>
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</tr>
<tr>
<td>AO3</td>
<td>2</td>
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</table>

Question: Explain why policing developed in the early nineteenth century.

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 us a picture of a Bow Street Runner whereas Source B tell us about the Metropolitan police.

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 us the first paid police force – The Bow Street Runners. Source B shows that the police had now developed in London. This happened because crime 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: John and Henry Fielding were aware of the growing crime rate in London and wanted to make some changes. They created the Bow Street Runners as shown in Source A. They kept six constables in their area who were honest and trustworthy to try and combat the criminal gangs. Source B shows that Robert Peel developed this idea further and set up the Metropolitan Police in 1829. They also started off in a small area, before expanding to the whole of London.

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. The Fielding brothers also used the public to help solve crimes by publishing the details in newspapers. Peel 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. The Metropolitan Police had a uniform and a structure of pay and promotion which would make the officers more effective. These developments were needed to combat the growing crime rate in the industrial era.
Question 2(c)

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

Mark allocation:

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<tr>
<th></th>
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Question: Why was the development of police specialisation significant in combating crime in the twentieth and twenty-first centuries? [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Police specialisation has helped the police catch more criminals.

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

*Eg:* 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 significant in catching the right criminal.

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

*Eg:* Police specialisation has been highly significant in combating crime in the modern era. For example, forensic science was started in 1901 with the development of fingerprinting. This was a significant development 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 has 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 of key issue providing a fully substantiated explanation. [7-8]

*Eg:* Answers should focus on the significance of different types of specialisation in modern policing. 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 significant in developing new ways of catching criminals. This has also meant that the police can also 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 also vital that specialist departments of the police work together to solve the complex nature of crimes in today’s society.
Question 3(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of key historical features</th>
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<tr>
<td>Mark allocation:</td>
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<tr>
<td>AO1</td>
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<td>5</td>
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Question: Describe the use of the stocks and pillory in Tudor times. [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 used to punish criminals.

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 e.g. the town centre or the market place.

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

Eg: Both were wooden structures used to detain the criminal. The pillory held the head and hands, whilst the stocks held offenders by their feet. It was a form of public humiliation and the public could throw items such as rotten fruit and vegetables at the offenders.
Question: Explain why methods of punishment changed 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 the prisoners working in Australia. Source B tell us about the Separate System.

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 sent to Australia to work as a punishment. Source B shows that different types of prison were set up in order to try and influence the prisoners.

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 prisoners were transported to another country such as Australia to work as a punishment instead of being hanged. Source B shows that some reformers believed that prisoners would be reformed if they were kept away from bad influences. This means that they were separated from other prisoners at all times, including in the chapel and exercising.
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 change in attitude to how criminals were punished as prison was now becoming the main form of punishment in Britain. Transportation was coming to an end, and a new system of punishment was needed. New prisons were built as shown in source B to house the prisoners that now stayed in Britain. Transportation and the new prisons ran side by side for some time. Some reformers believed that criminals could be reformed by keeping them away from bad influences. Source B tells us about the Separate System, where prisoners were not allowed any human contact, but many prisoners had nervous breakdowns and some committed suicide. It was also a very expensive system to run, so the silent system was introduced, which also limited communication between prisoners, so reducing the influence others had upon them. It was based on 'hard labour, hard board and hard fare.' Prisons had to adapt to try and reform the prisoners rather than just punishing them.
Question 3(c)

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

Mark allocation:

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
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<td>2</td>
<td>6</td>
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</table>

Question: Why was the introduction of alternative methods of punishment to imprisonment significant in the twentieth and twenty-first centuries? [8]

Use 0 for incorrect or irrelevant answers.

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

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

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

_Eg:_ Answers may be confined to describing one or two alternative punishments such as community service or ASBOS. 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, but the number of people in prison suggests that these punishments are ineffective.

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

_Eg:_ There have been a variety of new punishments introduced in the last 100 years, which seemed to suggest that the punishment 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 a second chance and to keep them out of prison. However, many people see these punishments as the ‘soft’ option and some offenders boast about these punishments as a badge of honour. These punishments are significant as they give the courts an alternative to prison.

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

_Eg:_ These alternative forms of punishment are significant as they show that society’s attitudes have changed towards criminals and their punishments in the last 100 years. The abolition of the death penalty in 1965 was a major turning point as 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. The significance of these forms of punishment can be questioned.
Question 4

How far have the causes of crime 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 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 political change 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 when 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>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></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><strong>Intermediate performance</strong></td>
<td></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>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td></td>
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<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>
</tr>
</tbody>
</table>
Question 5

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

Mark allocation: AO1 4  AO2 8  AO3  3  SPG

Question: How far have developments in combating crime 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 some changes 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 changes 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 changes in policing methods. There will, however, be little reference to variations in the degree of change 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 policing as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in changes over time. Candidates may refer to periods of little change and improvement, such as the Tudor times and periods of great change such as the modern era.

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

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong> 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><strong>Intermediate performance</strong> 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><strong>High performance</strong> 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 6

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

**Mark allocation:**
- **AO1:** 15
- **AO2:** 4
- **AO3:** 8
- **SPG:** 3

**Question:** How successful have methods of punishing offenders been 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 success of 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 the success of punishments. There will, however, be little reference to variations in the success of 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 the 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 success. Award the higher mark for the degree of understanding of success over the period.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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</table>

**Threshold performance**

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.

**Intermediate performance**

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.

**High performance**

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.