



GCSE MARKING SCHEME

SUMMER 2016

**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 2016 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:

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

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UNIT 3: DEVELOPMENT STUDY

CHANGES IN CRIME AND PUNISHMENT IN WALES AND ENGLAND,
c.1530 TO THE PRESENT DAY

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **Outline the conditions that led to an increase in smuggling in the eighteenth century.** [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 smugglers brought goods into Britain illegally around the coast.

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

Eg: Answers refer to the increase in tax on luxury items and smuggling avoided paying duty on items such as brandy, silk and tea.

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

Eg: Answers will refer to the high taxes, the lack of an efficient police force and the collaboration between the smugglers and locals, who could earn good money from smuggling,

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why violent crime has increased since the 1960s.** [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 football hooligans whereas Source B shows how terrorism has affected Britain.

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 gangs that support football teams fight during matches whereas Source B shows that the IRA were willing to use violence. This happened because different groups were more willing to use violence to get attention for their cause.

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 there is violence associated with football matches whereas Source B shows that terrorism is a growing problem in the modern age. Answers will begin to explain why hooliganism is linked to drinking alcohol and that terrorism is a way for different groups to get attention for political causes.

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 violence in football matches as is clearly shown by Source A. The growth in terrorism is shown in Source B. Answers at this level will refer to terrorists receiving media attention for their cause and the availability of weapons and global travel. Whilst football hooliganism is fuelled by alcohol and is often well-organised, with the gang having little interest in the match itself. Answers could also refer to the growth of the availability of guns and knives and the part this has played in the rise of gang crime and violent crime.

Question 1 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was there an increase in vagrancy in the sixteenth and seventeenth centuries?** [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 vagrancy being without a home or job.

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

Eg: Answers may be confined to there was a growth in population in this period, therefore less jobs.

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 vagabonds but there will be a more direct attempt to analyse the increase in the number of vagabonds such as population growth, changing farming methods and dissolution of the monasteries

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 number of vagabonds due to population growth, the end of private armies and the dissolution of the monasteries. Also numbers increased due to rising inflation, bad harvests and rural depopulation.

QUESTION 2

Question 2 (a)

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

Question: **Outline the role of a Tudor constable.** [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 JPs assistants.

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

Eg: Answers refer to their lack of pay, the duty of every man in the village to serve as a constable for one year, unless they could afford to pay someone to take their turn.

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

Eg: Answers will state they could carry out minor punishments such as whipping vagabonds as well as arrest those who broke the law.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why policing methods changed in the 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 policeman on a bicycle whereas Source B shows the weapons that the police now have.

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 basic transport was used by police whereas Source B shows that the police are now better protected. This happened because violent crime had increased and the police need to be able to protect themselves.

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 have always used new developments which were available to such as changes in transport whereas Source B shows that weapons have developed to help combat more violent crime. Answers will begin to explain why changes were needed to respond to the growth of different types of crime during the twentieth century.

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 greater use of technology and transport, whilst greater use of weapons is shown in Source B. Answers at this level will refer to development of police specialisation, technology and transport to combat the increase in different types of crime and the variety of work that the police now have to do, to keep one step ahead of the criminals.

Question 2 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **To what extent was the 1856 County and Borough Police Act a turning point in combatting crime? [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 the police being set up throughout the country.

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

Eg: Answers may be confined to having a police force was now compulsory so combatting crime improved.

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 changes in policing throughout the century but there will be a more direct attempt to analyse the spread of the successful police system from London to the rest of the country.

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

Eg: Answers should focus on the successful model of the Metropolitan police being made compulsory throughout the country with this Act. The Metropolitan police had only been located in London, but now this model was spread country wide, and was the beginning of a national police organisation. There were inspectors to ensure a national standard and those that were efficient received government money as an incentive. By 1890 all 239 forces had passed the inspection. It was easier to track criminals across county borders now.

QUESTION 3

Question 3(a)

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

Question: **Describe the use of imprisonment 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 imprisoned by Charlies overnight.

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

Eg: Answers refer Bridewells that were set up to give the able-bodied poor skills and work.

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

Eg: Answers will refer to the Bridewells being set up to combat vagrancy. The inmates would be set to work, with the hope that work would reform them and give them the skills they needed to find employment. Debtors also were imprisoned and castle dungeons were also still used.

Question 3(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why conditions in prisons changed in the early 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 that prisons were unhealthy whereas Source B shows Elizabeth Fry visiting a prison.

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 prisons were unhealthy and all types of prisoners were kept together whereas Source B shows that Elizabeth Fry visited prisons wanting to improve them. This happened because people realised that there were better ways of treating 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 the old prison system was outdated whereas Source B shows that prison reformers wanted to improve the prisons. Answers will begin to explain why the work of prison reformers such as Elizabeth Fry in advocating work and education in prison was important in getting conditions changed.

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 need for reform of the previous prison system as is clearly shown by Source A. Improvement is shown in Source B through the work of Elizabeth Fry. Answers at this level will refer to the work of reformers to improve the conditions for prisoners and to reform the prisoners through work, education and religion. The ideas were then adapted by Peel and made law to reform all prisons.

Question 3 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the abolition of capital punishment a turning point in methods of punishment in Wales and England 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 reference to the death penalty being abolished in the 1960s.

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

Eg: Answers may be confined to capital punishment had changed because people's attitudes towards punishment had changed. They now thought that taking a life was wrong.

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 there were very few people sentenced to death in Britain as judges were reluctant to do so, but there will be a more direct attempt to analyse changes in attitude due to a number of miscarriages of justice.

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

Eg: Answers should focus on people now believed that criminals should be reformed and rehabilitated. New methods of punishment had been evolving since the turn of the century. The abolition of the death penalty meant the new forms of punishment had to be adopted to deal with the increasing number of criminals. Reintroducing the convicted person back into society once their sentence had been completed became necessary, as well as giving them the skills to cope with being back in the community.

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.

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

Question 5

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Have developments in combatting crime always been successful 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 developments 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 success.

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 success 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 success in policing methods. There will, however, be little reference in variations in the degree of success 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 successful developments in policing as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in successfulness over time. Candidates may refer to periods of little change and success, such as the Tudor times and periods of great success such as the modern era.

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.

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 alternative methods of punishment to imprisonment as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in the success of these alternative methods. Candidates may refer to periods such as the industrial era when methods such as transportation and public execution were stopped as they were unsuccessful and periods of more successful punishments such as the modern era.

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.