



**GCSE MARK SCHEME**

**SUMMER 2015**

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

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4383/01

## UNIT 3: DEVELOPMENT STUDY

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

## MARKING SCHEME

## 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 heresy in the sixteenth century. **[5]**

Use 0 for incorrect or irrelevant answers.

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

*Answers will say that heresy was a religious crime.*

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

*Answers refer to heresy being the crime of not following the religion of the reigning monarch/the state religion. Tudor monarchs changed the country's religion often and it was difficult for people to keep up with the changes.*

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

*Eg: Answers will refer to heresy being the crime of not following the state religion. Mary Tudor changed the religion of the country from Protestant to Catholic and burnt 280 heretics at the stake for their crime. Mary believed that burning heretics cleansed the criminal soul of sin and allowed them to go to heaven.*

**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 the growth of industrial towns led to an increase in crime.** [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 highway robbery whereas Source B shows that there was lots of crime in the new towns.*

**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 a highway robbery taking place whereas Source B shows that there were more opportunities for crime in the industrial towns. This happened because lots of people moved to the towns and this in turn meant more crime.*

**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 highway robberies took place on the roads outside towns whereas Source B shows that the growth in population in the new towns led to crime. Answers will begin to explain why people were able to get away with crime as no one knew them. Also the roads outside of the towns were dark and isolated, which also made it easy for highway robbers to escape from the scene of the crime.*

**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 an increase in the opportunity for crime as is clearly shown by Source A. The reasons for the growth in crime are shown in Source B. Answers at this level will refer to the growth in travel between towns and the lack of banks that led to the growth of highway robbery. It will also refer to the anonymity that the new towns provided. This along with the lack of an effective police force meant that criminals had little fear of being caught. Working and living conditions in towns also led to an increase in crime such as Luddism and rioting.*

**Question 1(c)**

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

Question: **Why has the computer been important in causing new types of crime in the late 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 types of crime such as fraud, hacking or illegal downloads.*

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

*Eg: Answers may be confined to describing computer crimes such as stealing money from bank accounts or stealing identities. They may suggest that as the majority of people now have access to the internet that many people are now at risk of becoming victims of crime on-line.*

**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 computer crime, but there will be a more direct attempt to analyse newly created crimes such as identity theft, illegal downloads and cyber bullying. The availability of new technology has made these types of crimes more common.*

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

*Eg: Answers should focus on mass ownership of home computers and devices such as tablets and mobile phones that allow access to the internet. This technology means that even young members of society can become victims of crime. This has opened up a huge range of opportunities for criminals to commit crimes. Even though new technology has provided new means of committing crime, the crime itself is an old one – theft.*

**Question 2(a)**

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

Question: **Describe the role of Charlies in the seventeenth century.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Answers will say that a Charley kept watch on a town at night.*

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

*Answers refer to a Charley patrolling the street at night, calling out the time and making sure that the town was safe. He was often old and decrepit, and would carry a lantern, a stick and a rattle.*

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

*Answers will refer to that as part of his night time duties a Charley would call out the time whilst patrolling the streets. If he met anyone suspicious he could put them in the town lock-up for the night. They were poorly paid, but the best night-time police available until the eighteenth century.*

**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 technology has changed the methods used to combat crime.** [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 police telephone box whereas Source B shows a range of technology that the police use.*

**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 technology was very basic at the start of the century whereas Source B shows that the police have access to a range of technology in the modern era. This happened because there is more technology available now.*

**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 were a few developments in technology at the start of the century whereas Source B shows that technology developed more rapidly in the second half of the twentieth century. Answers will begin to explain why these developments helped the police combat crime.*

**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 police using technological development to combat crime as is clearly shown by Source A. The range of technology available to the police is shown in Source B. Answers at this level will refer to the rapid development of technology in the second half of the twentieth century and the use that the police have made of this technology. Answers may also refer to technology enabling the police to track criminals nationally as well as globally in Source B, whereas in Source A policing is still mainly based in the local area.*

**Question 2(c)**

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

Question: **How important was the work of the Fielding brothers in improving the methods of catching criminals in the eighteenth 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 Bow Street runners patrolling a small area of London around Bow Street.*

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

*Eg: Answers may be confined to their work patrolling the street and the civilian horse patrol that combatted highway robbery.*

**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 role of the Bow Street Runners, but there will be a more direct attempt to analyse improvements such as pay and the Weekly Pursuit newspaper, which contained details of stolen property, crimes and criminals.*

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

*Eg: Answers should focus on the improvements introduced by the Fielding brothers to improve policing. These could include employing 6 honest men, regular pay to prevent bribery, and the uniform of the horse patrol. Answers may also mention that it was only a small force and confined to a small part of London, therefore although the work of the Fielding brothers was influential in providing Robert Peel with a blue print for policing, their importance was quite limited.*

**Question 3(a)**

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

Question: **Describe the treatment of young offenders in the twentieth century.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Answers will say that offenders were sent to prison.*

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

*Eg: Answers refer to some different types of punishment given to young offenders Borstal, Younger Offenders Institutes and ASBOs, may be mentioned.*

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

*Eg: Answers will refer to different types of punishment given to young offenders. During the twentieth Century, it was recognised that young offenders should be dealt differently to adults. The first detention centre for young offenders was opened in Borstal in Kent in 1902. It was based on hard physical work and education. This system had a high re-offending rate and was seen as too harsh because of the use of corporal punishment. A range of punishments are now available to the Youth Courts, to fit the crime. These include fines, youth rehabilitation order (similar to community service), or in the most serious cases a custodial sentence.*

**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 punishments differed in the sixteenth and seventeenth 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 shows stocks whereas Source B shows that people were executed in public.*

**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 people were punished in stocks whereas Source B shows that people were also punished by being sentenced to death. This happened because there needed to be harsher punishments for more severe crimes.*

**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 show that minor crimes were punished by being placed in stocks or flogging whereas Source B shows that more severe crimes would have carried the death penalty. Answers will begin to explain why punishment took place in public, to humiliate criminals and to serve as a deterrent to others.*

**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 different types of punishment in the sixteenth and seventeenth centuries as is clearly shown by Source A and Source B. Answers at this level will refer to the need for punishment to be swift and cheap as there were few ways of detaining prisoners. Punishments had to be held in public to act as a deterrent and had to be harsh so that retribution was received. This was true of both minor and major crimes. The type of punishment depended on the severity of the crime, but also the status of the criminal.*

**Question 3(c)**

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

Question: **How successful was the introduction of the silent and separate systems into nineteenth century prisons? [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 one of the systems.*

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

*Eg: Answers may be confined to describing some elements of the systems, e.g. in the separate system inmates has to wear a mask when exercising to ensure that they were separated at all times.*

**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 separate and the silent systems but there will be a more direct attempt to analyse their success. For example the separate system failed to reform prisoners, many went insane and some even committed suicide because of the harsh regime.*

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

*Eg: Answers should focus on the lack of success of the 2 systems. The separate system was based on the ideas that prisoners would reform when they were removed from bad influences, but the system was expensive and many inmates went insane. The silent system was much cheaper and intended to reform prisoners through hard board, hard fare, and hard labour. It was difficult to ensure that the prisoners did not speak or communicate and the reoffending rate was high, showing that neither of these systems was successful in reforming or deterring criminals in the nineteenth century.*

## QUESTION 4

### Question 4

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

Question: **What have been the main causes of crime 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 one period such as the Tudor period or provide a poor outline of changes in the 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 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 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 the 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.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 5

### Question 5

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

**Question:**     **Have improvements 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 the police; 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.**     **[4-8]**

**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 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 improvement in policing. There will, however, be little reference in 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 improvements such as the modern era.*

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

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 6

### Question 6

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

**Question:**     **How far have attitudes towards the treatment of 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 criminals needing to be punished, but that attitudes to how this happens have changed.*

**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 attitude towards offenders 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 in attitude towards the treatment of offenders. There will, however, be little reference in 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 punishment as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in changes in attitude, from being slow in the earlier period to the pace of change being much quicker in modern times. Candidates may refer to periods of very little change in the Tudor period and periods of great and rapid change such as in the modern 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.