



Oxford Cambridge and RSA

GCSE (9–1)

History B (Schools History Project)

J411/52: Crime and Punishment, c.1250 to present

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: Crime and Punishment, c.1250 to present

Question 1–3 marks	
<p>(a) <i>Name one moral crime from the period 1500 - 1750</i></p> <p>(b) <i>Identify one way that convicts transported to Australia were treated harshly.</i></p> <p>(c) <i>Give one alternative to prison introduced since 1900</i></p>	
<p>Guidance</p> <p>1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)</p> <p>1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)</p> <p>1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)</p>	
Indicative content	
	<p><i>For 1(a), likely valid responses include: Heresy, being unemployed, drinking, swearing, sexual immorality</i></p> <p><i>For 1(b), likely valid responses include a lifetime of hard labour, they worked with iron chains around their ankles, locked up at night in convict barracks, if they broke the rules they were lashed.</i></p> <p><i>For 1(c), likely valid responses include: probation, Community Service Order, digital tags.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>

Question 2–9 marks Write a clear and organised summary that analyses prisons since 1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could analyse: Imprisonment of young offenders changed so that those under 21 had their own type of prison, prison reforms such as prisoners no longer had to be silent, prisoners did not have to have their heads shaved, prisoners did more meaningful work, prisoners were paid for the work they did, prisons became overcrowded because of rising crime which led to riots such as Strangeways. More emphasis on education, drug and alcohol treatment and rehabilitation</i>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Use of conceptual understanding to organise the response might involve change (e.g. in the crime rate or in attitudes towards crime); causation (e.g. the reasons for changes in the crime rate or in attitudes towards crime); diversity (e.g. differences between crimes in town and country, between male and female criminals, or in the experiences and attitudes of different groups of people).</i>
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
0 marks No response or no response worthy of credit.	

Question 2—9 marks	
Write a clear and organised summary that analyses prisons since 1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7—9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Change] <i>In the late early 1900s, prisons were still run along the lines of hard labour and harsh punishment. During the twentieth century, many changes to this approach took place. For example, Alexander Paterson believed prisons should be places of rehabilitation, and introduced reform between 1922 and 1947, such as employing teachers to increase education. There were further changes to prisons for young offenders, with Borstals opening in 1902. In 1988, they were replaced with young offender institutions and education, training and support became the main focus rather than harsh punishment.</i></p> <p>[Causation/ consequence] <i>From the early twentieth century, the belief that offenders had inherited some kind of criminal tendency was changing. Instead, more people argued that people turned to crime as a result of their circumstances, such as poverty. This led to changes in prisons to help reform offenders and offer better treatment. For example, prisoners were allowed to mix and talk with each other. Additionally, in 1902, Borstals, specifically for young people, were introduced. The emphasis was on support, education and training young offenders so they would have the skills for employment once released.</i></p>
Level 2 (4—6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation/ consequence] <i>From c.1900 onwards, psychologists started arguing that the best way to improve society was to treat its youngest members well. As a result, in 1902, Borstals were introduced for young offenders. The emphasis was on support, education and training young offenders so they would have the skills for employment once released.</i></p> <p>[Causation/ consequence] <i>In the late twentieth century, prisons became overcrowded and there was a shortage of staff. This led to a series of measures to tackle these issues. for example, there was a return to using prison ships on a temporary basis.</i></p>
Level 1 (1—3 marks)	<p>List of events / developments / description of prisons with no organising concept, e.g.</p> <p><i>In 1990, there was a serious riot in Strangeways prison in Manchester. It lasted for 25 days and two people died. Over 25 new prisons were built between 1985 and 2006. Prison ships have also been used.</i></p>
0 marks	

Question 3–10 marks Why were some criminals able to avoid the death penalty in the period 1250 – 1500? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could explain hoping for a friendly jury who would accept a plea of self-defence, buying a pardon from the King, joining the King's army, become pregnant so the sentence was changed to a fine, claim benefit of clergy or become a King's approver and name other criminals who had committed a serious crime.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	<i>Explanations are most likely to show understanding of the second order concepts of change and continuity but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe some aspects of crime from the period cannot reach beyond Level 1.</i>
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why were some criminals able to avoid the death penalty in the period 1250 – 1500? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons some criminals were able to avoid the death penalty explained, e.g.</p> <p><i>Some criminals managed to avoid the death penalty because many juries at the assizes often found the defendant 'not guilty' in cases where they felt sympathy for the accused. They were likely to know the person and tried to help if they believed the crime had been carried out in desperation. This was especially the case when women were on trial.</i></p> <p><i>Other criminals avoided execution by claiming 'benefit of clergy'. Priests could be put on trial in the assizes but only the Church was allowed to punish them, and the Church did not execute people. As a result, some criminals tried to claim that they were priests in order to avoid the death penalty. They learned off by heart a certain verse from the Bible to prove that they were a churchman.</i></p>
Level 4 (7-8 marks)	<p>One reason that some criminals were able to avoid the death penalty explained, e.g.</p> <p><i>Some criminals managed to avoid the death penalty by avoiding a trial altogether. For example, they might seek sanctuary in a religious house, which offered safety and protection from the law to criminals who were on the run. Force was not allowed to be used on Church grounds, not even by the sheriff. The criminal then had up to 40 days and 40 nights to leave England forever.</i></p>
Level 3 (5-6 marks)	<p>Identifies one or more valid reason(s) but no supporting evidence OR no full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Some criminals avoided being put on trial by joining an outlaw gang.</i> <i>Kings sometimes pardoned criminals if they agreed to join the army.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Describes crimes which led to the death penalty / means of execution/ the court system without addressing the question, e.g.</p> <ul style="list-style-type: none"> <i>People who were found guilty of things like murder would be executed by being hanged.</i> <i>People who were guilty of petty treason or heresy could be burned alive on a bonfire.</i>
Level 1 (1-2 marks)	<p>Valid but general assertion(s)</p> <p><i>They tried to avoid it by running away.</i></p>
0 marks	

Question 4*–18 marks 'Developments in policing in the period 1750-1900 were effective.' How far do you agree with this statement? Give reasons for your answer	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of crime rates in the period 1500-1750, economic problems or any other factor.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both sides of the argument before reaching a conclusion.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: The Bow Street Runners were more effective in preventing crime than parish constables and watchmen; the Metropolitan Police Force set up in 1829 was a single, unified force under central control that could be used to maintain order without having to call for the aid of the army and it meant that provision was not so dependent upon the wealth of a parish. The new, centrally-directed police made it possible to enforce such a policy across London; the Met and the setting up of police forces across the country led to a fall in the crime rate; the police were effective in preventing theft and violence and dealing with drunkenness and vagrants, they became more effective in detecting criminals using new technology and detectives.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: Bow Street Runners could not cope with the rising crime in London; there was much opposition to the setting up of the Metropolitan Police Force – fears that it would lead to an over-powerful government; police forces set up across the country</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	

<p><i>The information is communicated in a basic/unstructured way.</i></p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p><i>not effective at first because of lack of money; for much of the century police forces not effective in detecting and catching criminals.</i></p>
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Question 4* – 18 marks 'Developments in policing in the period 1750-1900 were effective.' How far do you agree with this statement? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>There is a lot of evidence to support this statement. For example, in London in the 1750s, John and Henry Fielding organised a group of part-time professional constables to patrol the streets of London each evening until midnight. They were paid using magistrates' funds. They became known as the 'Bow Street Runners' and by 1800 there were 68. This was more effective than relying on unpaid officials such as watchmen who were paid poorly, often elderly and generally not very committed to the job. Additionally, there were further effective developments with the establishment of the Metropolitan Police Force after 1829. They set up a detective branch, the CID, in 1878. This was more effective because it placed the burden of evidence gathering onto the police, removing it from ordinary citizens.</i></p> <p><i>On the other hand it could be argued that the developments weren't very effective. For example, there was a lot of opposition to setting up the Metropolitan Police Force because of the cost involved. This meant that the officers were deliberately paid less than skilled workers to keep the costs down. The low rate of pay tended to attract ex-soldiers and general labourers rather than career police officers. Drunkenness was a big problem and there was a high rate of dismissal. Additionally, the setting up of police forces across the country was only effective at a national level after 1856. Initially, towns were allowed but not forced to set up their own force. Not all towns did so because they were paid for out of local rates and ratepayers were concerned about the high costs involved.</i></p> <p><i>Overall, I believe that there were effective developments in this period; however, it was mostly London that benefitted from them until the very latter part of this period when it became compulsory for all districts to set up a force and provide funding for it.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>There is a lot of evidence to support this statement. For example, in London in the 1750s, John and Henry Fielding organised a group of part-time professional constables to patrol the streets of London each evening until midnight. They were paid using magistrates' funds. They became known as the 'Bow Street Runners' and by 1800 there were 68. This was more effective than relying on unpaid officials such as watchmen who were paid poorly, often elderly and generally not very committed to the job. Additionally, there were further effective developments with the establishment of the Metropolitan Police Force after 1829. They set up a detective branch, the CID, in 1878. This was more effective because it placed the burden of evidence gathering onto the police, removing it from ordinary citizens.</i></p> <p><i>On the other hand it could be argued that the developments weren't very effective. The setting up of police forces across the country was only effective at a national level after 1856. Initially, towns were allowed but not forced to set up their own force. Not all towns did so because they were paid for out of local rates and ratepayers were concerned about the high costs involved.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g.</p> <p><i>I agree. For example, in London in the 1750s, John and Henry Fielding organised a group of part-time professional constables to patrol the streets of London each evening until midnight. They were paid using magistrates' funds. They became known as the 'Bow Street Runners' and by 1800 there were 68. This was more effective than relying on unpaid officials such as watchmen who were paid poorly, often elderly and generally not very committed to the job. Additionally, there were further effective developments with the establishment of the Metropolitan Police Force after 1829. They set up a detective branch, the CID, in 1878. This was more effective because it placed the burden of evidence gathering onto the police, removing it from ordinary citizens.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g.</p>

	<p><i>There is a lot of evidence to support this statement. For example, the Metropolitan Police Force was set up after 1829. They set up a detective branch, the CID, in 1878. This was more effective because it placed the burden of evidence gathering onto the police, removing it from ordinary citizens. On the other hand it could be argued that the developments weren't very effective. The setting up of police forces across the country was only effective at a national level after 1856. Initially, towns were allowed but not forced to set up their own force. Not all towns did so because they were paid for out of local rates and ratepayers were concerned about the high costs involved.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g.</p> <p><i>I agree because the Metropolitan Police Force was set up after 1829. They set up a detective branch, the CID, in 1878. This was more effective because it placed the burden of evidence gathering onto the police, removing it from ordinary citizens.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>I agree because the Metropolitan Police Force was set up after 1829.</i> <i>I agree because the establishment of a police force did contribute to the steady fall in crime after 1850.</i> <i>I disagree because the Bow Street Runners were only in London.</i> <p>Alternatively, description of the Bow Street Runners/ Metropolitan Police/ related legislation on policing without linking this to the question or without explaining why it was/ was not effective, e.g.</p> <ul style="list-style-type: none"> <i>I agree. In 1822, Sir Robert Peel became the Home Secretary and he made establishing a police force one of his main aims. By 1829, he had won over the support of Parliament and the Metropolitan Police Force was set up in 1829.</i> <i>I agree. For example, in London in the 1750s, John and Henry Fielding organised a group of part-time professional constables to patrol the streets of London each evening until midnight. They were paid using magistrates' funds. They became known as the 'Bow Street Runners' and by 1800 there were 68.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <p><i>I agree because there was a proper police force set up which was more effective than not having one.</i></p>
0 marks	

Question 5*–18 marks How far do you agree that there was little change in law enforcement in the period 1250 - 1750? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of punishments of offenders in any period.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one period outside industrial Britain 1750-1900, even if the response goes on to argue that the most important changes took place between 1750-1900.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include:</i> There was still no police force so the major aspects of law enforcement fell to the citizens. These citizens were very important in the early modern period as they were often called on to help in other ways. For example, local people were usually relied upon to give evidence against the accused in witchcraft trials, and crimes would normally only be investigated once the victim or neighbours began the process themselves. Individual communities enforced the law across the country, The constable still raised the hue and cry. Law enforcement officers were often rich and they had to do the job unpaid and untrained for one or two years. There was still a range of different courts to deal with different types of crime. The assizes dealt with serious offences, known as 'capital offences', such as murder, manslaughter, witchcraft and rape. These crimes were considered to be very serious and therefore
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks)	

<p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>they were punished very harshly by death. JPs dealt with more petty crimes.</p>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include:</i> The role of JPs increased (and the role of the sheriff decreased) from 1500 to include more everyday duties. As the seventeenth century progressed, these JPs began to meet more regularly in petty sessions in their local areas. This was partly in order to share the workload, which increased with the new powers granted to them and as new crimes were defined, such as vagrancy. In addition, Church courts and local manor courts declined in influence as the petty sessions developed; this also added to the JPs' responsibility and workload. Many areas introduced watchmen and sergeants for protection.</p>

Question 5* – 18 marks How far do you agree that there was little change in law enforcement in the period 1250 - 1750? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Nutshell: Change and continuity both covered; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one thing that didn't change would be the use of the hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there were some changes in law enforcement by 1750. For example, the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern this was different because the government had extended the role of the JPs. Small groups of JPs met more regularly in their local areas in 'petty sessions', dealing with crime such as drunkenness. In addition to this, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p> <p><i>Overall, I think that there was little change. Because there was no professional police force, individual communities were still expected to police themselves and the whole system relied on unpaid or poorly paid volunteers. So the way this system was applied changed slightly in reaction to a growing population, but the principle remained the same.</i></p>
Level 5 (13-15 marks)	<p>Change and continuity both covered; three valid supporting examples (i.e. two from one period and one from the other), e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one thing that didn't change would be the use of the hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there was some change in law enforcement by 1750. For example, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p>
Level 4 (10-12 marks)	<p>Change OR continuity covered; two valid supporting examples (i.e. one from one period and one from the other)</p> <p><i>I disagree because the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern this was different because the government had extended the role of the JPs. Small groups of JPs met more regularly in their local areas in 'petty sessions', dealing with crime such as drunkenness.</i></p> <p>Alternatively, law enforcement in one period explained, supported by two valid examples from that period. Change/ continuity asserted, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one thing that didn't change would be the use of the hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p>

Level 3 (7-9 marks)	<p>Law enforcement in one period explained, supported by one valid example from that period. Change/ continuity asserted, e.g.</p> <p><i>I agree there was little change. One thing that didn't change would be the use of the hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine.</i></p>
Level 2 (4-6 marks)	<p>Identification of change(s)/ continuity(ies) without full explanation or supporting evidence, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because the hue and cry was used in both periods. • No, I don't agree. Watchmen in towns had been introduced by 1750 and they didn't exist in the Medieval period. • Yes, in both periods there were unpaid amateur officials. • No, the courts changed because the petty session were introduced in the Early Modern period. <p>Alternatively, description of law enforcement in one/both periods without explicit comparison, e.g.</p> <p><i>In the medieval period people used the hue and cry to catch criminals. In the Early Modern period JPs held quarter sessions four times a year.</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s)</p> <p><i>Yes, there was enforcement that were the same in both periods like the courts.</i></p>
0 marks	

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