

NAME: _____ TEACHER: _____

Target Grade: _____

PLEASE BRING TO EVERY LESSON.

Unit 3: Changes in Crime and Punishment, c.1500 - present day

Exam Technique Work Booklet

Exam information:

- This unit will contribute to **30% of your total GCSE** mark.
- The duration of the paper is **1 hour and 15 minutes**.
- You must answer **every question**.
- The paper is worth **60 marks** (plus **4 marks** for spelling, punctuation and grammar and the use of specialist language in question 7).
- Questions can come from any of the seven key questions.

These questions will be completed in class and for homework when required.

Exam Technique Checkpoint 1

(to be completed once the question-type is covered for the first time)

	R	A	G
Q1. Complete the sentences below with an accurate term. [4 marks]			
Q2. Look at the three sources below which show ... and answer the question that follows. [4 marks]			
Q3. Describe ... [6 marks]			
Q4. Describe ... <i>Welsh perspective/examples from Wales</i> [6 marks]			
Q5. Explain why ... [12 marks]			
Q6. Explain why ... were/was significant/effective/important ...? How effective/significant ...? [12 marks]			
Q7. To what extent ...? [16+4]			

Question 1. Complete the sentences below with an accurate term. [4 marks]

In question 1 you have to provide a specific historical term to complete the sentence. It may be a name, date, specific method or crime related term.

Steps to Success

- ✓ Revise your notes well – these answers require good factual knowledge.
- ✓ In your revision concentrate on key issues such as:
 - o The different types of crime common in a particular period.
 - o The reasons for the growth in crime at certain time periods.
 - o The reasons for the development of policing at particular periods.
 - o The names of important individuals connected with the development of policing.
 - o The different types of punishment are common in different time periods.
 - o Key developments in the history of crime and punishment.
- ✓ If in doubt, have a sensible guess – never leave a space blank!



Band Descriptors and mark allocations

Examples

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
4	4			

Q1. Complete the sentences below with an accurate term (4)

- a. Streets in some Tudor towns were patrolled at night by _____
- b. The Bow Street Runners were established by Henry _____
- c. The Metropolitan Police Act was passed in 18_____
- d. A type of prison for young offenders first opened in 1902 was called _____

Q1. Complete the sentences below with an accurate term (4)

- a. In the eighteenth and nineteenth century, the crime of bringing goods into the country without paying customs duties was known as _____
- b. In the seventeenth, eighteenth and nineteenth centuries, the punishment which resulted in convicts being sent overseas was known as _____
- c. The name of the female prison reformer who campaigned to improve prison conditions for women in the early nineteenth century was _____
- d. The breathalyser was introduced in the UK in 1967 to test drivers suspected of _____

Q1. Complete the sentences below with an accurate term (4)

- a. During the Middle Ages, offenders were often punished in public by being put in wooden frames called _____
- b. During the 18th century, many wealthy travellers in stagecoaches were held up and robbed by _____
- c. In the 18th and 19th centuries, many people convicted of offences were transported by ship to _____
- d. In 19th-century prisons, the practice of not allowing prisoners to communicate with each other was known as the _____

Q1. Complete the sentences below with an accurate term (4)

- a. During the Tudor period the crime of following a different religion from the king or queen was called _____
- b. The poorly paid nightwatchmen, first established in 1663, were commonly known as _____
- c. In 1749 Henry Fielding created a small professional police force in London known as the _____
- d. During the early 19th century workmen who broke into textile factories and destroyed machinery were known as _____

Q1. Complete the sentences below with an accurate term (4)

- a. An important law officer during Tudor times was the parish _____
- b. A famous eighteenth century highway robber was Dick _____
- c. Protests in south-west Wales which involved the smashing of tollgates were known as the _____ riots.
- d. The Metropolitan Police Act was passed in 18_____

Q1. Complete the sentences below with an accurate term (4)

- a. In his quest to apprehend a criminal, a parish constable could raise the _____
- b. There was a growth in civic _____ during the 16th century.
- c. For minor cases it was expected that two or three JPs met at the _____
- d. In 1285, _____ ordered that all towns had to be patrolled at night by a number of night watchmen.

Q1. Complete the sentences below with an accurate term (4)

- a. The crime of wandering from place to place without a settled home or job is called _____
- b. Elizabeth I attempted to reform the system of poor relief by passing the Elizabethan Poor Laws of 1598 and _____
- c. In 1671 the _____ was passed which made poaching illegal.
- d. For his role in the Gunpowder Plot (1605), Guy Fawkes was found guilty of treason and _____

Q1. Complete the sentences below with an accurate term (4)

- a. The first recorded fatality in Wales caused by a car accident was in _____
- b. The proliferation of computer ownership has led to the rise of _____
- c. The _____ used violence to try to end British rule in Northern Ireland.
- d. Nina Boyle formed the _____ in 1914 at the start of the First World War.

Question 2. Look at the three sources below which show...and answer the question that follows.

[4 marks]

This is a question that asks you to compare and contrast what you can see in three sources. You need to pick out features that are the same/similar and also points of contrast/difference.

Steps to Success

- ✓ Study the sources and pick out features that are the same or similar.
- ✓ Pick out points that contrast – which shows things that are different.
- ✓ Make sure you refer to **both** similarity and difference in your answer.



Band Descriptors and mark allocations

Mark allocation:	AO1	AO2	AO3	AO4
4		2	2	

	AO2 2 marks		AO3 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

Examples

Q2. This question is about methods of punishment over time.

Look at the three sources below which show types of punishment used over time and answer the question that follows.

Source A



[Criminals being punished in the Middle Ages]

Source B



[A criminal being punished in the 17th century]

Source C



[Criminals being punished in the 18th century]

Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals over time. [4]

[Use at least two of the sources to answer the question]

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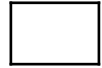
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Read over your answer and highlight in one colour where you have identified a similarity and where you have identified a difference.



WWW:

EBI:

Q2. This question is about the nature of crimes.

Look at the three sources below which show different crimes over time and answer the question that follows.

Source A



[Luddite rioters in the early 19th century]

Source B



[Rebecca rioters in the 1840s]

Source C



[Miners' wives being arrested during the miners' strike in 1984]

Use Sources A, B and C above to identify one similarity and one difference in the nature of crime over time. [4]

[Use at least two of the sources to answer the question]

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Read over your answer and highlight in one colour where you have identified a similarity and where you have identified a difference.

WWW:

EBI:

Model answer (glue in when provided)

Q2. This question is about methods of combating crime.

Look at the three sources below which show methods of combating crime used over time and answer the question that follows.

Source A



[An illustration of a constable from the early seventeenth century]

Source B



[A policeman in the nineteenth century]

Source C



[A police officer in the twenty-first century]

Use Sources A, B and C above to identify one similarity and one difference in the methods of combating crime over time. [4]

[Use at least two of the sources to answer the question]

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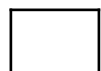
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Read over your answer and highlight in one colour where you have identified a similarity and where you have identified a difference.



WWW:

EBI:

Q2. This question is about the nature of crime over time.

Look at the three sources below which show the nature of crimes that have been committed over time and answer the question that follows.

Source A



[Nicholas Blunt or Jennings, disguised as a gentleman. He was interviewed by Thomas Harman for his book on vagabonds]

Source B



[A contemporary illustration showing the highwayman James Maclaine stopping the coach of Lord Eglington on Hounslow Heath, June 1750]

Source C



[Sion Aubrey Roberts, a member of the Sons of Glyndŵr, being led into Holyhead Police Station after his arrest in December 1990.]

Use Sources A, B and C above to identify one similarity and one difference in the nature of crime over time. [4]

[Use at least two of the sources to answer the question]

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Read over your answer and highlight in one colour where you have identified a similarity and where you have identified a difference.



WWW:

EBI:

Question 3. Describe... [6 marks]

Question 3 will be a describe question – here you have to demonstrate your own knowledge and understanding of a key feature. You should aim to include specific factual detail.

Steps to Success

- ✓ You need to identify and describe at least two key features.
- ✓ Only include information that is directly relevant.
- ✓ Be specific, avoid generalised comments.



Band Descriptors and mark allocations

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	6			

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Examples

Q3. This question is about the nature of crime over time.

Describe the crime of heresy. (6)

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Self Assessment

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

WWW:

EBI:

Q3. This question is about prison reform.

Describe the work of Elizabeth Fry. (6)

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Peer Assessment

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

WWW:

EBI:

Model answer (glue in when provided)

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WWW:

EBI:

Model answer (glue in when provided)

Question 4. Describe... [6 marks]

Question 4 will also be a describe question but the question demands that you include specific information relating to Wales and the Welsh context.

Steps to Success

- ✓ You need to identify and describe at least two key features.
- ✓ Only include information that is directly relevant.
- ✓ Be specific, avoid generalised comments.
- ✓ You must make reference to the Welsh context and provide specific Welsh examples.



Band Descriptors and mark allocations

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	6			

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Examples

Q4. This question is about methods of punishment over time.

Describe how the punishment of young offenders changed during the early twentieth century. (6)

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Read over your answer and highlight the examples that you have given from Wales.

Self Assessment

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

WWW:

EBI:

Model answer (glue in when provided)

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Peer Assessment

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

WWW:

EBI:

Model answer (glue in when provided)

Q4. This question is about prison reform.

Describe the work of John Howard in reforming prisons in the late eighteenth century. (6)

In your answer you are advised to refer to the state of prisons in Wales at this time.

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Read over your answer and highlight the examples that you have given from Wales.



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Model answer (glue in when provided)

Question 5. Explain why... [12 marks]

Question 5 will be an explanation question. This requires you to identify and discuss a number of reasons to explain why a key development/issue was important or significant.

Steps to Success

- ✓ Aim to give a variety of explained reasons.
- ✓ Try to include specific details such as names, dates, events, developments and consequences.
- ✓ Always support your statements with examples.
- ✓ Remember you need to provide a judgement, evaluating the importance or significance of the named in individual, development or issue.



Band Descriptors and mark allocations

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

		AO1 2 marks		AO2 10 marks		
				BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
				BAND 3	Explains the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2		BAND 2	Partially explains the issue with some reference to the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1		BAND 1	Mostly descriptive response with limited explanation of the issue.	1-3

Examples

Q5. This question is about prison reform.

Explain why prison reformers were important in helping to secure improved conditions in prisons during the late eighteenth and early nineteenth centuries. [12]

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WWW:

EBI:

Model answer (glue in when provided)

Q5. This question is about methods of combating crime over time.

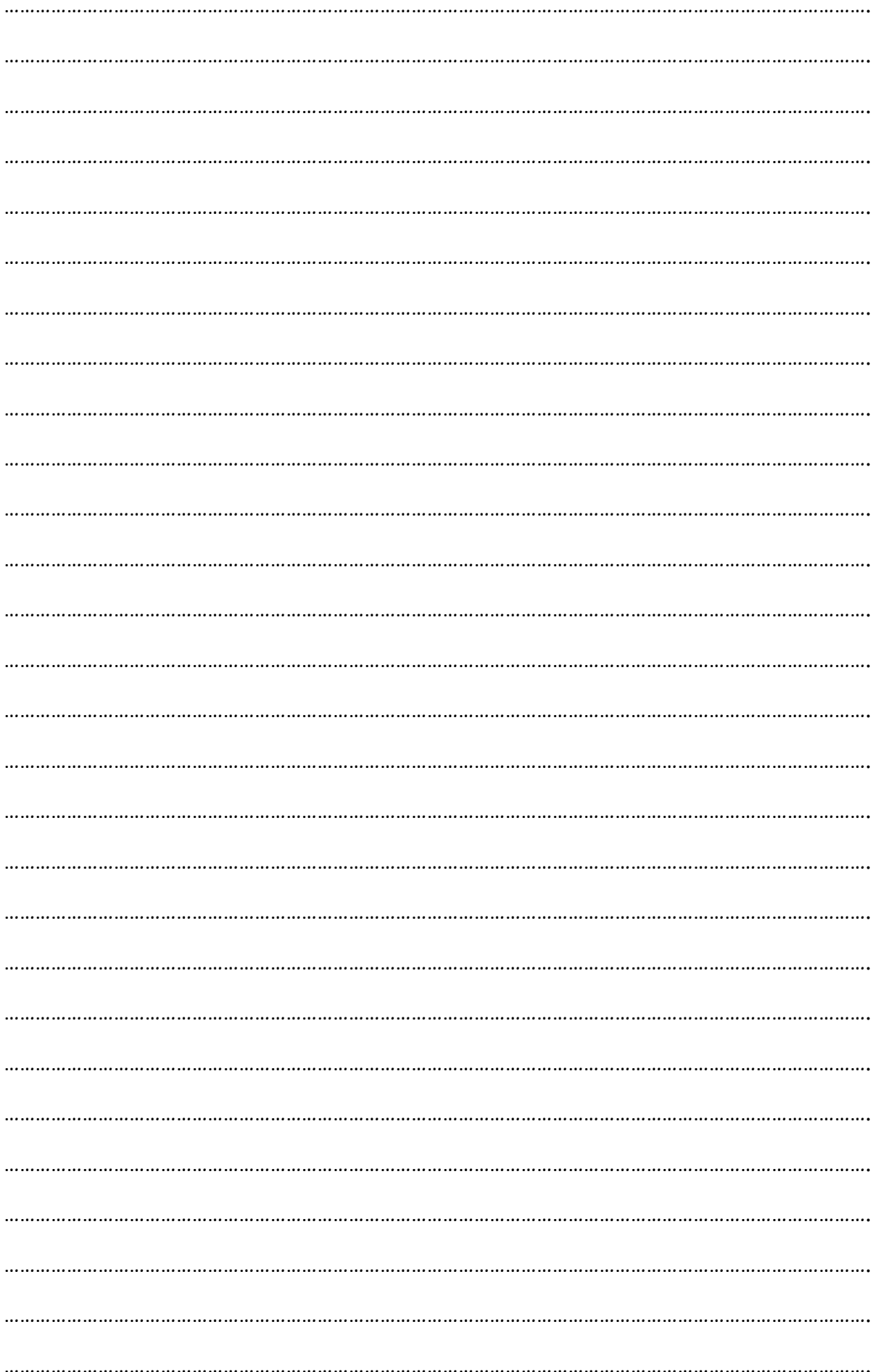
Explain why changes in technology were significant to the development of policing in the twentieth century. [12]

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Model answer (glue in when provided)

Q5. This question is about methods of punishment.

Explain why alternative methods of punishment were introduced in the twentieth century.

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Self Assessment

	AO1 2 marks			AO2 10 marks	
			BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
			BAND 3	Explains the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue with some reference to the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-3

WWW:

EBI:

Model answer (glue in when provided)

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Q5. This question is about the causes of crime.

Explain why opportunities for crime increased during the late twentieth and early twenty-first centuries. (12)

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WWW:

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Question 6. Explain why...were/was significant/effective/important...? How effective/significant...? [12 marks]

It is an explanation question which requires you to identify and discuss a number of reasons to explain why a key development/issue was important or significant. This question often relates to the study of an historic environment connected with crime and punishment.

Steps to Success

- ✓ Aim to give a variety of explained reasons.
- ✓ Try to include specific details such as names, dates, events, development consequences.
- ✓ Always support your statements with examples.
- ✓ Remember you need to provide a judgement, evaluating the importance or significance of the named individual, development or issue.



Band Descriptors and mark allocations

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

		AO1 2 marks		AO2 10 marks		
				BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
				BAND 3	Explains the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2		BAND 2	Partially explains the issue with some reference to the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1		BAND 1	Mostly descriptive response with limited explanation of the issue.	1-3

Examples

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Model answer (glue in when provided)

Question 7. To what extent...? [16+4 marks]

This is a synoptic question which requires you to use your knowledge to analyse and evaluate the importance of a key issue against other issues.

Steps to Success

- ✓ Develop a two-sided answer which has balance and good support.
- ✓ Start by discussing the key factor mentioned in the question using your knowledge to explain why this factor was most effective, important or significant...
- ✓ Then consider a counter argument, discussing a range of other relevant factors.
- ✓ Make sure your answer covers three historical time periods – 16th and 17th centuries, 18th and 19th centuries and 20th and 21st centuries.
- ✓ You must include a number of specific references to the Welsh context, i.e. say what was happening in Wales.
- ✓ Conclude your answer with a reasoned and well supported judgement.



Band Descriptors and mark allocations

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
20	6	10			4

	AO1 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of the variations in the extent of success, set within the appropriate historical context.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the variation in the extent of success within the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering variations in the extent of success over three historical eras some other factors and their impact.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of variation in the extent of success.	1-2

Examples

Q7. This question is about the causes of crime.

To what extent has poverty been the main cause of crime over time? [16]

In your answer you should:

- *show how poverty has been a cause of crime over three historical eras.*
- *discuss the importance of other causes of crime over three historical eras.*
- *include direct references to the history of Wales.*

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [4]

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Q7. This question is about methods of combating crime over time.

To what extent have the actions of private individuals been the most important factors in combating crime over time? [16]

In your answer you should:

- *show how the work of private individuals has been important in combating crime over three historical eras.*
- *discuss the importance of other factors in the combating of crime over three historical eras.*
- *include direct references to the history of Wales.*

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [4]

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Question 7

Key question	16 th and 17 th	18 th and 19 th	20 th and 21 st	Change	Continuity	Possible exam Qs
KQ1. Causes of crime	<p>Economic pressures and poverty caused by rising population, bad harvests, foreign wars etc led to some turning to crime - e.g. vagrancy.</p> <p>Religious change (Catholic to Protestant) led to crimes such as heresy and treason.</p>	<p>Pressures of industrialisation and urbanisation – many people moved to areas e.g. Merthyr which led to overcrowding, squalid living conditions – led to crime.</p> <p>Improved transport – easier to commit crime.</p> <p>End of the Napoleonic wars – unemployment and poverty – led to crime.</p> <p>Unrest – campaigns for change e.g. breaking machinery .</p>	<p>20th century pressures eg ethnic and racial problems, poverty, alcohol and drugs etc.</p> <p>Changing technology e.g. car ownership and computer technology.</p> <p>Growth of terrorism eg belief in violent action, pressure on governments, growth in fundamentalism, international events eg 9/11.</p>	<p>Impact of industrial growth.</p> <p>Improved transport.</p> <p>Improvements in technology.</p>	<p>Poverty – lack of food etc has always led to some people committing crime.</p> <p>Religious beliefs – misinterpretations of religion have led to some people committing crimes.</p>	<p>How far have causes of crime stayed the same over time?</p> <p>Has poverty always been the main cause of crime?</p> <p>What have been the main causes of crime over time?</p>
KQ2. Nature of crimes	<p>Vagrancy and vagabonds e.g. clapper dudgeon, hooker. Heresy e.g. Robert Ferrar, the Bishop of St David’s, refused to change to Catholicism under Mary I.</p>	<p>Smuggling – e.g. Gower coast in Wales, transported goods to avoid taxes.</p> <p>Highway robbery – people carried a lot of money, roads were unpoliced so highwaymen were prominent eg Dick Turpin.</p> <p>Urban criminal class e.g. prostitutes and thieves.</p>	<p>Car – road traffic offences e.g. dangerous driving, accidents e.g. failing to stop, being in control of a car under the influence of drugs and alcohol, not wearing a seatbelt, theft of vehicles, joyriding.</p> <p>Technology and computers – fraud, malicious software, hacking, sexual crimes, sexual crimes.</p>	<p>Religious tolerance.</p> <p>Campaigns and protests are often not treated as crime.</p> <p>Development in car and technology has led to the</p>	<p>People have smuggled goods since 1500, ranging from food to drugs.</p> <p>Some car crimes are a development of highway robbery.</p>	<p>How far have the nature of crimes stayed the same over time?</p> <p>What have been the main crimes committed over time?</p>

		Industrial Disorder -pushing for change e.g. Newport Rising 1839 – march for political demands.	Drugs – smuggling etc, committing crime to fund a habit. Gangs – gun and knife crime, gang culture, rival gangs. Terrorism eg IRA – differences over religious rule, Islamist extremist attacks eg London 7/7, Ariana Grande concert.	introduction of new crimes.	Drunken and drug-related behaviour has been an issue for hundreds of years.	
KQ3. Enforcing law and order	Continuation from medieval times. No police force and no full time army. Responsibility lay with the community. Developed in 16 th C with JPs.	Previous methods were ineffective e.g. Merthyr – 30,000 people with only 2 JPs. Many thought a formal police force was needed but some were worried about the cost.	Only 43 police forces to ensure efficiency – 4 in Wales. Greater diversity e.g. women officers and ethnic diversity. Well developed, well paid etc. Developments within technology make the job easier.	Since the 19 th century, there have been attempts to create an organised police force that is paid and trained.	There have always been attempts to police and deter others from committing crimes.	How far have attempts to enforce law and order changed over time? Have attempts to enforce law and order always been successful?
KQ4. Methods of combating crime	JPs – local landowners etc, social responsibility, no pay. The 1536 Act of Union led to JPs being introduced in Wales. Tried minor cases, administered local government e.g. Sir Edward Stradling, Welsh JP. Parish constables helped the JPs. Appointed from farmers etc., unpaid, could raise hue and cry. Town watchman – town	Bow Street Runners – Henry and John Fielding made the first serious attempt to combat crime. Paid and well organised with some success. Led to Thames River Police also being set up. Metropolitan Police set up by Peel following the Met Police Act of 1829. Covered 15 miles of London with HQ at Scotland Yard. Other	Developments in policing – women police officers, transport e.g. patrol cars and police helicopters with night vision equipment, improved communication e.g. two-way radios, computer technology allowing DNA records etc to be recorded, specialist branches e.g. Fingerprint Dept 1901, forensic scientists. Community policing – officers ‘on the beat’ to reassure	Development of organised police forces only began in 1829 – paid, trained etc. Developments in technology means that DNA, CCTV etc can be used today.	There have always been attempts to combat crime.	Have methods of combating crime always improved? Have methods of combating crime always been successful? Have improvements in combating crime always been successful?

	equivalent of parish constable.	police forces set up eg Cardiff and Swansea	people, Community Relations Branch had limited success, Neighbourhood Watch 1980 – helps to encourage reporting, PCSOs – visual presence in community, tackle antisocial behaviour etc. Combatting terrorism – CCTV in major towns, concrete barriers to prevent vehicles from getting close to public buildings etc, body scans and security searches in airports and ports, restrictions on what can be carried in hand luggage.			
KQ5. Attitudes to punishment	Hard approach to punishment – retribution , to make them suffer, ‘an eye for an eye’. Deterrence – to make people too afraid to commit a crime.	1815 – 225 crimes punishable by Bloody Code e.g. sending threatening letters. However it was abolished for 100 crimes in the 1820s. By 1861, only 5 crimes carried the death penalty – seen as harsh. People thought punishments should fit the crime e.g. banishment to remove the criminal from society. Prisons used more but were still brutal and expensive. People had different opinions on punishment.	Bigger belief in reform with punishment. Many believe young offenders have the ability to change, however some support the ‘short, sharp, shock’ approach. Differing opinions on capital punishment – some believe it’s the ultimate deterrent and protects society, others believe the wrong person might be executed, it’s barbaric and it’s against the teaching of religions. Bigger belief in rehabilitation (educating offenders back to the right path) and restitution (restorative actions).	Whilst unfair and harsh conditions were in place until the mid-19 th century, prisons etc are more humane today. The aim is now to punish offenders, but also to reform them to stop them from reoffending.	People have always had different attitudes to punishment, from 1500 to the present day – some think it should be based on ‘an eye for an eye’, others believe people should reform.	How far have attitudes towards the treatment of offenders changed over time? Have attitudes towards the treatment of offenders changed over time?

<p>KQ6. Methods of punishment</p>	<p>Corporal punishment – when pain is physically inflicted e.g. whipping. 1572 Vagabonds Act stated that they were to be punished by being burnt through the gristle of the right ear. Stocks and pillory – Petty crimes, threw stones or rotten fruit- humiliation. Ceffyl pren – in Wales. Carried on a pole around the town. Capital punishment – for murder, treason etc. Heretics burnt to death. Rowland Lee used the death penalty to enforce law and order in Wales. Imprisonment – prisons used as holding places e.g. Tower of London.</p>	<p>Transportation 1770s-1860s – sent to British colonies for 7 years, 14 years of life. Hulks – floating prisons. Then transportation to Australia. 15 in every 1,000 Welsh convicts were transported e.g. Lewis Lewis of the Merthyr Rising. Ended as expensive and inefficient as a deterrent. Prison reform – John Howard visited prisons e.g. Swansea and suggested they should be more hygienic etc and that prisoners should be reformed. George O’Paul wrote a book about gaol fever and the need for security and separation. Elizabeth Fry campaigned for reform and better facilities for women. Led to newer prisoners e.g. Separate – based on reform through religion. Silent – deter through unpleasant experiences.</p>	<p>Hard labour ended, death penalty abolished in 1969 except for piracy and treason, however prisons are overcrowded so: Borstals and Young Offenders’ Institutes – reform, educational rather than punishing, released when they’ve made satisfactory progress. Parc Prison is an YOI in Wales with an education dept, library etc. ASBOs, tagging etc. are also common. Open prisons – to relieve pressure and are cheaper, accommodation is not locked, can work in the local community. E.g. – Usk. Probation – not in prison but follows rules etc and regularly reports to the police. Parole – out on licence for good behaviour. Monitored by a parole officer. Community service – unpaid work for the community, public aware of punishment being carried out.</p>	<p>Change from inflicting pain and humiliation to punishment involving confinement in prisons, educational reform, specialist institutions for young offenders etc.</p>	<p>There have always been attempts to punish offenders over time.</p>	<p>Have methods of punishment criminal offenders always been successful? How far have methods of punishing offenders changed? How far have methods of punishing offenders stayed the same?</p>
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Exam Technique Checkpoint 2

(to be completed once exam technique has been revised)

	R	A	G
Q1. Complete the sentences below with an accurate term. [4 marks]			
Q2. Look at the three sources below which show ... and answer the question that follows. [4 marks]			
Q3. Describe ... [6 marks]			
Q4. Describe ... <i>Welsh perspective/examples from Wales</i> [6 marks]			
Q5. Explain why ... [12 marks]			
Q6. Explain why ... were/was significant/effective/important ...? How effective/significant ...? [12 marks]			
Q7. To what extent ...? [16+4]			

