

Candidate Name	Centre Number	Candidate Number

WELSH JOINT EDUCATION COMMITTEE
General Certificate of Secondary Education



CYD-BWYLLGOR ADDYSG CYMRU

Tystysgrif Gyffredinol Addysg Uwchradd

165/18

HISTORY

SPECIFICATION B: IN-DEPTH, THEMATIC AND DEVELOPMENT STUDIES OF ASPECTS OF WELSH/ENGLISH AND WORLD HISTORY

PAPER 2

STUDY IN DEVELOPMENT

18 – CRIME AND PUNISHMENT, c. 1530 onwards

A.M. THURSDAY, 15 June 2006

(1 hour 20 minutes)

Questions answered	Office use
Question	30
Question	30
TOTAL	60

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **two** questions only.

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You will be awarded marks for the quality of your written communication.

Your answers must be relevant and must make full use of information given to be awarded full marks for a question.

You are reminded that you should always support your answers using your knowledge and understanding of the topic chosen.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer two questions only.

1. This question is about crime and its causes.

Study the information below and answer the questions which follow.

[30]

INFORMATION

Crime and its causes have changed over the centuries. This drawing shows four victims being burned at the stake for heresy in the sixteenth century.



- (a) What was heresy in the sixteenth century?

[2]

- (b) Describe how the Rebecca movement led to crime in the first half of the nineteenth century. [4]

[4]

- (c) Explain why smuggling became a common crime in the eighteenth century. [6]

(d) Why did transport crimes become increasingly widespread in the late twentieth century? [8]

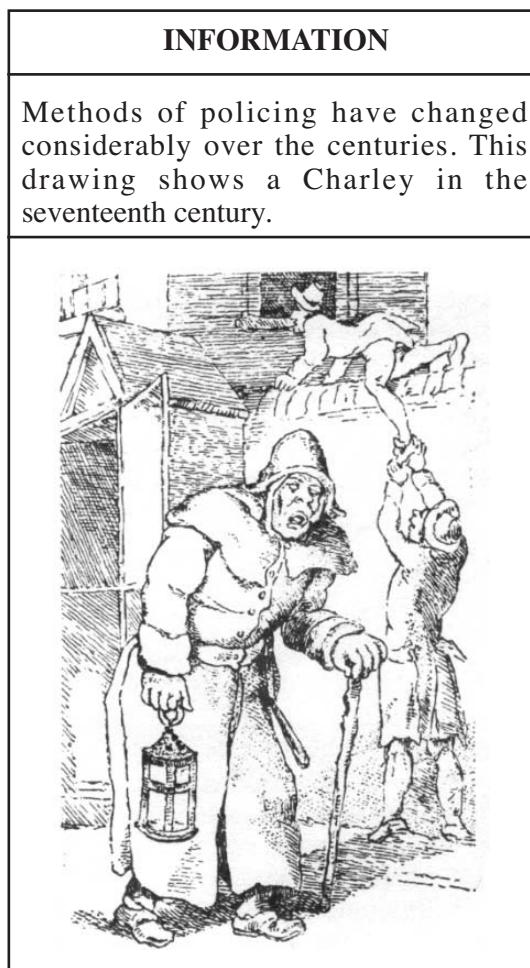
- (e) Have the causes of crime always remained the same from Tudor times to the present day?

(In your answer you may wish to consider religious problems, greed, unemployment, the pressures of modern society or any other relevant factor.) [10]

2. This question is about policing and the methods used to combat crime.

Study the information below and answer the questions which follow.

[30]



- (a) What was a Charley in the seventeenth century? [2]

- (b) Describe how the Fielding brothers contributed to methods of catching criminals in the eighteenth century. [4]

(c) Explain how policing methods improved from 1829 to 1900.

[6]

(d) How important was the use of technology by the police in the twentieth century?

[8]

- (e) Have methods of combating crime always been successful from Tudor times to the present day?

(In your answer you may wish to consider Tudor JPs and constables, Bow Street Runners, Peelers, police specialisation or any other relevant factor.) [10]

3. This question is about punishment.

Study the information below and answer the questions which follow.

[30]

INFORMATION
The methods of punishing criminals have changed considerably over the centuries. This drawing shows a woman being punished in public.
 <p><i>Mrs Celliers disgraceth the Pillory</i></p>

(a) What was a pillory?

[2]

(b) Describe the punishment of transportation.

[4]

(c) Explain the developments in prison reform in the nineteenth century.

[6]

(d) How important was the abolition of the death penalty in the 1960s?

[8]

- (e) Have methods of punishing offenders always been successful from Tudor times to the present day?

(In your answer you may wish to consider stocks and flogging, transportation and public execution, the separate and silent systems, probation and community service or any other relevant factor.) [10]

[10]

