Crime & Punishment c500-present Potential Questions & Writing Frames Pack

A similarity between two of the sources is Source ___ and Source ____ both show _(explain the similarity)_____
_____.
Evidence for this is Source ___ says/shows _____ and Source ___ says/shows_____.

A difference between two of the sources is Source ___ and Source ____ both show _(explain the difference)_____
_____.
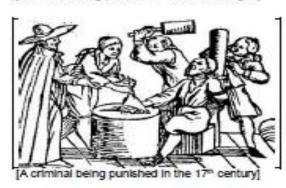Evidence for this is Source ___ says/shows _____ and Source ___ says/shows_____.

Potential question:

QUESTION 1

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

Source A

[Criminals being punished in the Middle Ages]

Source B

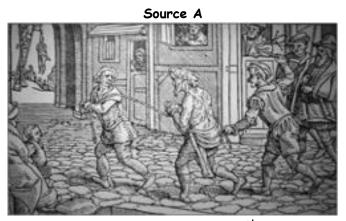[A criminal being punished in the 17ᵗʰ century]

Source C

[Criminals being punished in the eighteenth century]

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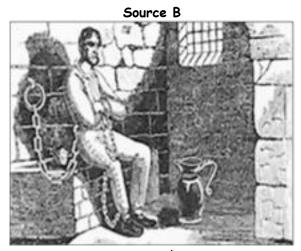
[12 x answer lines]

Potential question:

Look at sources A, B and C which show changing attitudes to crime and punishment over time and answer the question that follows.

Source A

[Criminals being punished in the 16th century]

Source B

[A prisoner in a 19th century jail]

Source C

[Offenders being punished in the 21st century]

Use Sources A, B and C to identify **one** similarity and **one** difference in changing attitudes to crime and punishment over time. [4]

Question 2 – 6 marks
How to answer a "reliable" question:

Source D is reliable to a certain extent because it discusses ____**detail what the source discusses** _____ which is accurate because I know from my own knowledge _____.

CONNECTIVE Source D **is/is not** a truly accurate reliable because it was created in _____ which means ____**(explain why could/could not be accurate based on the year it was created)**_.

Source D **is/is not** reliable because it was created by_____ which means ____**(explain why could/could not be accurate based on the person it comes from)** _____.

Source C **is/is not** reliable because it is a _____ which means ____**(explain why could/could not be accurate based on the type of source it is)**_____.

Source E is reliable to a certain extent because it discusses ____**detail what the source discusses** _____ which is accurate because I know from my own knowledge _____.

CONNECTIVE Source E **is/is not** a truly accurate reliable because it was created in _____ which means ____**(explain why could/could not be accurate based on the year it was created)**_.

Source E **is/is not** reliable because it was created by_____ which means ____**(explain why could/could not be accurate based on the person it comes from)** _____.

Source E **is/is not** reliable because it is a _____ which means ____**(explain why could/could not be accurate based on the type of source it is)**_____.

Potential question:

QUESTION 2

Study Sources D and E below and answer the question that follows.

Source D

> It is commanded that every man between fifteen and sixty years of age shall keep the watch continually all through the night and if any stranger do pass by them he shall be arrested until morning and if they find cause of suspicion, they shall deliver him to the sheriff. And if they will not obey the arrest, they shall levy hue and cry upon them and follow them with all the town.

[From the Statute of Winchester, a law passed in 1285 by King Edward I to improve methods of catching criminals]

Source E

> The outdated system of local night-watchmen and parish constables is to be replaced by a centralised and professional police force. I believe it will serve this nation proudly and, indeed become the envy of the world.

[Robert Peel, the Tory Home Secretary speaking to the House of Commons on the passing of the Metropolitan Police Act, 1829]

Which of the two sources is the more reliable to an historian studying the methods of enforcing of law and order over time? [6]

[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]

[21 x answer lines]

Potential question:

Study Sources D and E below and answer the question that follows.

Source D

Traitorous and dangerous plots are practised daily against our most gracious Queen Elizabeth by wicked persons who claim to be Catholics. They are spies, and hiding their devilish purposes under a false cover of religion, secretly wander from place to place within this realm to corrupt Her Majesty's subjects and stir them to rebellion.

[From a law entitled *An Act against the Papists* (Catholics) passed by Parliament in 1593]

Source E

WHEREAS,

Several EVIL-MINDED PERSONS have assembled together in a riotous Manner, and DESTROYED a NUMBER of

FRAMES,

In different Parts of the Country:

THIS IS

TO GIVE NOTICE,

That any Person who will give Information of any Person or Persons thus wickedly

BREAKING THE FRAMES,

Shall, upon CONVICTION, receive

50 GUINEAS

REWARD.

And any Person who was actively engaged in RIOTING, who will impeach his Accomplices, shall, upon CONVICTION, receive the same Reward, and every Effort made to procure his Pardon.

☞ Information to be given to Messrs. COLDHAM and ENFIELD.

Nottingham, March 26, 1811.

[A reward poster for the arrest of Luddites produced by factory owners in 1812]

Which of the two sources is the more reliable to an historian studying the nature of criminal activity over time? [6]

[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]

Question 3 – 5 marks
How to answer a "describe" question:

Intro: _____ (give some background info) _____
_____

Main: _(give 1st key feature/piece of info, include facts/figures)_____
_____
Connective_(give 2nd key feature/piece of info, include facts/figures)____
_____
Connective_(give 3rd key feature/piece of info, include facts/figures)____
_____

Conclusion: The consequences of these key features were ____(answer the question)_____
_____

Potential questions:

Describe the role of poverty in causing crime.

Describe the role of famine in causing crime.

Describe the role of warfare in causing crime.

Describe the role of vagrancy in causing crime.

Describe the role of heresy in causing crime.

Describe the role of industrialisation in causing crime.

Describe the role of urbanisation in causing crime.

Describe the role of technology in causing crime.

Describe the crime of vagrancy.

Describe the crime of heresy.

Describe the crime of treason.

Describe the crime of smuggling.

Describe the crime of highway robbery.

Describe crimes associated with industrialisation.

Describe crimes associated with urbanisation.

Describe crimes associated with the motor car.

Describe crimes associated with computers.

Describe crimes associated with hooliganism.

Describe crimes associated with terrorism.

Describe the role of the community in combating crime.

Describe the role of manor courts in combating crime.

Describe the role of church courts in combating crime.

Describe the role of royal courts in combating crime.

Describe the role of the parish in combating crime.

Describe the role of early police in combating crime.

Describe the role of the 20th century police in combating crime.

Describe the role of Justices of the Peace (JPs) in combating crime.

Describe the role night watchmen in combating crime.

Describe the role of parish constables in combating crime.

Describe the role of the Bow Street Runners in combating crime.

Describe the role of the Metropolitan Police in combating crime.

Describe the role of extending police forces in combating crime.

Describe the increasing role of transport in combating crime.

Describe the increasing role of communication in combating crime.

Describe the increasing role of specialisation in combating crime.

Describe the increasing role of community police in combating crime.

Describe punishment in Saxon England.

Describe punishment in Norman England.

Describe punishment in England during the Middle Ages.

Describe punishment in Tudor England.

Describe punishment in 19th century England.

Describe punishment in 20th century England.

Describe the concept of retribution in dealing with crime.

Describe the concept of deterrence in dealing with crime.

Describe the concept of humiliation in dealing with crime.

Describe the concept of public punishment in dealing with crime.

Describe the concept of banishment in dealing with crime.

Describe the concept of using harsh prisons in dealing with crime.

Describe the concept of reforming prisons in dealing with crime.

Describe the concept of reform/rehabilitation in dealing with crime.

Question 4 – 9 marks
How to answer an "explain why" question:

The first reason why _(write topic here) was _____.
___(Explain your reason using facts/figures/detail)_____
_____
_____
_____

The second reason why _(write topic here) was _____.
___(Explain your reason using facts/figures/detail)_____
_____
_____
_____

Potential questions:

Explain why opportunities for crime increased by the end of the Tudor period.

Explain why opportunities for crime increased by the end of the eighteenth century.

Explain why opportunities for crime increased by the end of the nineteenth century.

Explain why opportunities for crime increased by the end of the twentieth century.

Explain why punishments have changed over time.

Explain why the prison system was in need of reform by the 19th century.

Explain why attitudes towards punishments have changed over time.

Question 5 – 16 marks + 4 SPaG
How to answer an "outline" question:

Intro:

In my opinion there are many reasons for___(write the focus of the question)____. One of the reasons for this was _(write the reason given in the question)_____. However, there are also other reasons including ____(give two more reasons)_____

Main:

The first reason for ___(write the focus of the question)_ was _(write the reason given in the question)_. This was a reason because ____(explain your reason in detail using facts/figures)_____
_____
_____
_____

The second reason for _(write the focus of the question)_ was _(write the reason given in the question)_. This was a reason because ____(explain your reason in detail using facts/figures)_____
_____
_____
_____

The third reason for ___(write the focus of the question)_ was _(write the reason given in the question)_. This was a reason because ____(explain your reason in detail using facts/figures)_____
_____
_____
_____

Conclusion:

Overall, in my opinion there are many reasons for___(write the focus of the question)____. One of the reasons for this was _(write the reason given in the question)_____. However, there are also other reasons including ____(give two more reasons)_____

Potential questions:

Outline how the main causes of crime have changed from c.500 to the present day.

Outline how the nature (types) of crimes have changed from c.500 to the present day.

Outline how the responsibility for enforcing law and order has changed from c.500 to the present day.

Outline how methods of combating crime have changed from c.500 to the present day.

Outline how attitudes to crime and punishment have changed from c.500 to the present day.

Question 6a – 8 marks
How to answer a "describe two features" question:

The first main feature of __(write the focus of the question here)
was _____.

This involved ____(give detailed information using facts/figures)_____

_____

_____

_____

_____

The first main feature of __(write the focus of the question here)
was _____.

This involved ____(give detailed information using facts/figures)_____

_____

_____

_____

_____

Potential questions:

Describe two main features of the terms of sentence.

Describe two main features of the journey/arrival of the First Fleet to Botany Bay.

Describe two main features of the treatment of convicts on arrival to Botany Bay.

Describe two main features of the categorisation process.

Describe two main features of living conditions of convicts in Botany Bay.

Describe two main features of working conditions of convicts in Botany Bay.

Describe two main features of lives for women in Botany Bay.

Describe two main features of life for convict children/children of convicts in Botany Bay.

Describe two main features of punishments for offenders.

Describe two main features of bushrangers.

Describe two main features of the silent system.

Describe two main features of the separate system.

Question 6b – 12 marks
How to answer an "explain why" (significance) question:

Intro:

In my opinion there are many reasons why ___(write the focus of the question)____ was significant. However, there are also other factors for this.

Main:

The first reason why ___(write the focus of the question)_ was significant was _____.
This was because ____(explain in detail)_____
_____
_____

However, another reason why ___(write the focus of the question)_ was significant was
_____. This was because ____(explain in detail)_____
_____
_____

A final reason why ___(write the focus of the question)_ was significant was _____.
This was because ____(explain in detail)_____
_____
_____

Conclusion:

Overall there are many reasons why ___(write the focus of the question)____ was significant. However, there are also other factors for this.

Potential questions:
Explain why there was a need to find new destinations for transportation after 1780.
Explain why life for women was unequal and dangerous in Botany Bay.
Explain why harsh punishments were used on offenders in Botany Bay.
Explain why the penal colony was significant as a form of punishment.
Explain why there were changes in the treatment of convicts in Botany Bay.
Explain why there was a decline of the penal colony.