

History A (Schools History Project)

General Certificate of Secondary Education **A952/22**

Developments in Crime and Punishment in Britain, 1200-1945

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

POLICY STATEMENT ON THE ANNOTATION OF 'SCRIPT EVIDENCE'

OCR's quality assurance and monitoring processes (for General and Vocational qualifications) are enhanced if examiners use annotation judiciously in their work. Appropriate annotation enables:

- more effective and targeted communication during training/standardisation between examiners and team leaders/principals;
- examiners to draw attention to responses that require clarification or advice;
- examiners to indicate clearly where a mark is earned or why it has not been awarded.

Annotation can therefore help examiners, checkers, and those re-marking scripts to understand how the script has been marked.

Examiners' annotations may be recorded **either** on the candidates' original script **or** on cover sheets or other forms of documentation that accompany the candidates' original 'script evidence'.

What constitutes annotation?

- The use of ticks and crosses against responses to show where marks have been earned or not earned;
- The use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- The use of standard abbreviations, eg, for follow through, special cases, etc.

Any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work or comments that relate to the way in which an examiner has chosen to mark (eg "harsh") should be avoided.

Where to annotate

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

In cases where an examiner is required to record marks on a separate cover sheet, annotations should also be made on that cover sheet – not on the actual script evidence.

CRIME AND PUNISHMENT

Introduction

OCR will have provided you with a CD disk copy of the ASSESSORS' INSTRUCTIONS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.

- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.
- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (eg L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right-hand margin at the end of the answer (eg L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
 - When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.

Question	Answer	Marks
1	Study Source A. What can you tell about highwaymen from this source? Use details of the source to explain your answer.	[6]
	Level 1 Repeats details of the source ie no valid inference(s). <i>eg It tells me that they lived in London.</i>	[1–2]
	Level 2 Valid inference(s) ie about highwaymen or people’s attitudes towards them. One inference = 3 marks, two = 4 marks. <i>eg they were celebrities, they were wealthy, gentlemen etc</i>	[3-4]
	Level 3 Valid inference(s), supported ie supported by reference to content of Source A. One supported inference = 5 marks, two = 6 marks. There must be separate support for each inference. <i>eg I can tell they were wealthy because McLean lived in a fashionable area of London.</i>	[5–6]

2	Study Source B. How far are you surprised by this account? Use the source and your knowledge to explain your answer.	[8]
	Level 1 Identifies aspects of Source B which are surprising/not surprising, but no reasons given <i>eg I'm very surprised to read about a lady highwayman.</i>	[1]
	Level 2 Not surprised: this is the kind of thing highwaymen did i.e. no further development other than a generalised acceptance that highwaymen were violent, used pistols etc. OR Provenance	[2]
	Level 3 Surprised by the lady highwayman ie because highwaymen are supposed to be men. <i>eg I am very surprised to read about a lady highwayman because I have never heard about this before. All the other highwaymen I've heard about were men.</i>	[3]
	Level 4 Surprised/not surprised by other aspects of Source B ie with reason(s) given that fall short of explicit cross-reference to other sources. <i>eg I'm not surprised the lady highwayman has another person as back-up. She would probably need a man highwayman as a colleague just in case things went wrong.</i>	[4–5]
	Level 5 Both L3 and L4	[6]
	Level 6 Surprised/not surprised, supported by cross-reference to other source(s)/specific contextual knowledge Contextual knowledge must be to specific individuals e.g. Dick Turpin <i>eg I'm not surprised that the lady highwayman's colleague is violent and ready to shoot if necessary because if I look at Source E you can see another highwayman using a pistol and threatening to shoot the tinker.</i>	[7–8]

Question	Answer	Marks
3	Study Source C. How useful is this source as evidence about highwaymen? Use the source and your knowledge to explain your answer.	[8]
	Level 1 Undeveloped provenance <i>eg It's not very useful because it's just a song so how do we know this is true?</i>	[1]
	Level 2 Useful for what it shows OR not useful for what it does not show ie about highwaymen. <i>eg I think it is useful because it shows us that highwaymen were often good men who were ready to help the poor.</i>	[2–3]
	Level 3 Both aspects of L2	[4]
	Level 4 Not useful: The highwayman is just excusing his own Actions	[5]
	Level 5 Not useful: lack of reliability because it romanticises highwaymen <i>eg This can't be useful because it is so unreliable. People had this image of highwaymen who robbed the rich to help the poor but they weren't really like that, they were just criminals. So this song is just part of the highwayman myth.</i> OR Not reliable, demonstrated through cross-reference <i>eg This can't be useful because it is unreliable. It makes out that highwaymen went round helping the poor and robbing only the rich, but when you look at Source E you can see this is just lies.</i>	[6–7]
	Level 6 Useful as evidence of how people liked to think about highwaymen Must use content to show how: assertions = L2 <i>eg Of course, in many ways the source is unreliable and is just romanticizing highwaymen, but it is still useful evidence about the highwayman myth. It tells us that people were interested in highwaymen, and liked to think of them as glamorous figures.</i>	[8]

Question	Answer	Marks
4	Study Sources D and E. How similar are these two sources as evidence about highwaymen? Use the sources and your knowledge to explain your answer.	[9]
	Level 1 Uses source content, but no valid comparisons ie candidates might think they are comparing, but they are not. Typical answers will write about each source in turn, and then assert sim/diff.	[1]
	Level 2 Comparison of provenance: type or date only <i>eg They are similar because both of them are pictures.</i>	[2]
	Level 3 Similarity of topic ie they both show a robbery/highwaymen, but no further comparison of content.	[3]
	Level 4 Comparison of source content for similarity OR difference ie comparing details of the sources. A mark for each comparison. In Levels 4 and 5 the highwaymen shown in Source D are regarded equally <i>eg There are lots of differences between these two sources. In D the victims are rich, and in E the tinker is poor. In E the highwayman rides a horse, but in D they seem to be on foot.</i>	[4–5]
	Level 5 Comparison of source content for similarity AND difference One of each = 6 marks, any additional comparison = 7 marks	[6-7]
	Level 6 Comparison of the images of the two main protagonists ie these answers are based on inferences about the impressions of the two main highwaymen given by the sources, rather than on the specific details of the sources. <i>eg They are very different in the impressions they give. Source D shows you the ‘gentleman of the road’, a noble highwayman with good manners who is bowing to the lady, but the atmosphere in Source E is completely different, the highwayman is made out to be a common criminal.</i>	[8–9]

Question	Answer	Marks
5	Study Sources F and G. How far do you believe what the highwayman says in his confession (Source G)? Use the sources and your knowledge to explain your answer.	[9]
	Level 1 Identifies aspects of Source G that are/are not believed ie but no explanation of why. <i>eg No I don't believe him when he says that honesty is the best policy.</i>	[1-2]
	Level 2 Commonsense answers/provenance of Source G only ie no use of source content <i>eg I don't. I wouldn't believe a word a highwayman said.</i>	[3]
	Level 3 Explains why aspects of Source G are/are not believable ie the plausibility, or the insincerity, of his apparent contrition <i>eg I think he was telling the truth when he says you only realize your errors when you get caught and face up to being hung, because up to that point you commit the crimes but don't have to pay the penalty.</i> OR He's lying: Comparison with Source F on the issue of whether highwaymen took oaths <i>eg I think he's clearly lying because he says his gang never swore an oath, but in Source F you can see exactly what all highwaymen promised each other.</i>	[4-5]
	Level 4 Both aspects of L3	[6-7]
	Level 5 He's lying based on evaluation of purpose of Source G ie analysis of the purpose of the source using the source content. <i>eg You can't really believe a word of this. He's informing on his colleagues in order to save his own skin. It stands to reason that he will say anything it takes to save himself. He claims never to have been involved in murder, but this isn't sincere. He just wants to make himself seem not as bad as his friends. He claims not to have enjoyed the gains from being a highwayman, but it's all just a front to get himself off.</i>	[8-9]

Question	Answer	Marks
6	Study <u>all</u> the sources. ‘Highwaymen were the “gentlemen of the road”.’ How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.	[10]
	Level 1 Answers on highwaymen – no valid source use	[1–2]
	Level 2 Non-specific source use ie no supporting detail, no reference to source by letter or quote. At this level candidates may talk of ‘the sources’, ‘some sources’, or even identify sources without using the detail in them.	[3]
	Level 3 Uses source(s) for <i>or</i> against the idea that highwaymen were ‘gentlemen of the road’	[4–6]
	Level 4 Uses source(s) for <i>and</i> against the idea that highwaymen were ‘gentlemen of the road’	[7–9]
	Bonus of up to two marks in any level for any qualification of a source in relation to its reliability, sufficiency etc but total for question must not exceed 10. Notes: <ul style="list-style-type: none"> • To score in L3/L4 there must be source use, ie direct reference to source content. • Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough. • Higher marks in L3/L4 to be awarded on numbers of sources used. • When marking, indicate each valid source use with ‘Y’ for gentlemen and ‘N’ for not gentlemen. <ul style="list-style-type: none"> • Yes: Sources A, C, D, F, G • No: Sources A, B, D, E, F, G 	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2010

