

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A952/22**: Developments in Crime and Punishment in Britain, 1200-1945

Mark Scheme for January 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates 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 2012

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

Annotations

See 'Marking Technique' iii in the next page

Subject-specific Marking Instructions

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

- i. 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.
- ii. 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.
- iii. 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.

- iv. 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.
- v. 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.
- vi. 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.
- vii. 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.
- viii. 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

- i. Half marks are never used, and must never be awarded.
- ii. The maximum mark for each question is fixed. Never transfer marks from one question to another.
- iii. 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 totaling.*

Question	Answer	Marks	Guidance
1	<p>Level 1 Describes details of the source [1-2 marks] i.e. no valid inference(s) <i>e.g. It tells me that smugglers broke into the customs house at Poole.</i></p> <p>Level 2 Makes inference(s) about smugglers from the source [3-4 marks] One inference = 3 marks, two inferences or more = 4 marks. <i>e.g. It suggests that smugglers were determined.</i></p> <p>Level 3 Valid inference(s), with valid support [5-6 marks] i.e. uses content of Source A to show how inference can be made. One supported = 5 marks, two or more = 6 marks. <i>e.g. It suggests that smugglers were determined because they don't want to lose the tea that has been seized from them.</i></p>	6	<p>Notes:</p> <p>(i) in marking, indicate inferences with 'I' and support with 'S'. This may be written in the margin or in the body of the answer.</p> <p>(ii) Watch out for details that look like inferences, e.g. 'well-dressed', 'wore hats' etc. It's just L1 description.</p>
2	<p>Level 1 Not guilty because the verdict is not guilty [1 mark]</p> <p>Level 2 Guilty/Not guilty: explained using material not from Source B [2-3 marks] i.e. material from background knowledge/Source C. <i>e.g. I think he must have been guilty because smugglers were very violent, and in Source C it says it was impossible to get juries to convict smugglers.</i></p> <p>Level 3 Guilty/Not guilty: explained by rejecting testimony in Source B [4-5 marks] i.e. but without making use of Source C. <i>e.g. He's guilty. In Source B the witnesses say they were with Bawden at the time of the shooting, so seem to give him an alibi, but we know that people were afraid of smugglers so he has probably intimidated them.</i></p>	9	<p>Note: simply ignore any material that is based on the idea that Source C deals with the same case as Source B.</p>

Question	Answer	Marks	Guidance
	<p>Level 4 Guilty/Not guilty: explained by accepting testimony of Source B that is relevant to who fired the gun [6-7 marks] <i>e.g. It's obvious he's not guilty. He's got four witnesses who say he was in his house with them when they heard the shots outside. He can't have been in two places at once.</i></p> <p>Level 5 Guilty: as L4, but resolves the matter by reference to Source C [8 marks] <i>e.g. It seems like he's not guilty. He's got four witnesses who say he was in his house with them when they heard the shots outside. He can't have been in two places at once. But by looking at Source C it's obvious that the witnesses can't be trusted as it says that juries will certainly find smugglers not guilty, and that smuggling has produced perjury. It's much more likely that he's guilty.</i></p> <p>Level 6 Possibly not guilty: the difference between a London jury and a Cornish jury might make it more likely that he was innocent [9 marks] <i>e.g. We need to bear in mind that this trial was held in London even though the smuggler was Cornish. If he was tried in Cornwall he would certainly get off, but the authorities might have thought the trial would be fairer in London, so maybe the jury got it right and he was really not guilty.</i></p>		

Question	Answer	Marks	Guidance
3	<p>Level 1 Undeveloped provenance [1-2 marks] <i>e.g. It's very useful because it's a cigarette card/not useful because it comes from much later than the events etc.</i></p> <p>Level 2 Useful for what it shows OR not useful for what it does not show [3-4 marks] i.e. about smugglers. <i>e.g. I think it is useful because it shows that they transported their smuggled goods on horseback.</i></p> <p>Level 3 Both aspects of L2 [5 marks] <i>e.g. [L2 example plus] But there are some things it is not useful for, such as showing the violence that happened when smugglers met the customs men.</i></p> <p>Level 4 Useful because reliable: cross-reference to other source/specific contextual knowledge to show the impression of smugglers given by Source D is reliable [6 marks] Don't give this level if the cross-reference is on surface detail, e.g. riding horses. <i>e.g. It is useful because you can believe what it shows. For example it indicates that people were afraid of smugglers and would turn away to avoid having anything to do with them. This is confirmed by Source E which tells people to 'watch the wall' when the smugglers go by.</i></p> <p>Level 5 Not useful because of its lack of reliability [7 marks] i.e. arguments recognising that the image is romanticised or favourable towards smugglers. <i>e.g. This is not very useful because it's just a romantic picture of what they imagined smugglers were like, and by using the words 'Free Traders' they</i></p>	8	<p>Note: the answer must deal with utility. This doesn't mean it has to use the word 'useful', but there must be some awareness of a 'user' of the material. So 'says' or 'shows' are not enough on their own – that's just describing the source. Take 'reliable' to be a synonym of 'useful', so accept it. Thus answers which show that the content is reliable because it is confirmed by <i>unspecific</i> contextual knowledge would be L2.</p>

Question			Answer	Marks	Guidance
			<p><i>show sympathy towards the smugglers which makes the image unreliable.</i></p> <p>Level 6</p> <p>Useful as evidence of a continuing interest in smugglers in the twentieth century [8 marks]</p> <p><i>e.g. This is a very useful source as it shows us that the popularity of smugglers continued well into the twentieth century</i></p>		

Question	Answer	Marks	Guidance
4	<p>Level 1 Answers which use content of Source E but give no reason for writing [1 mark] <i>e.g. The poem says that when the smugglers ride by you must make sure that you don't look.</i></p> <p>Level 2 Misinterpretations: any answer giving a reason which assumes that these smugglers were still around when the poem was written [2-3 marks] <i>e.g. Because he wanted to warn people about what to do when the smugglers came past.</i></p> <p>Level 3 Everyday comments about poets [4 marks] i.e. ignoring what the poem is about. <i>e.g. Because he wanted to make money by writing good poems/wanted to entertain people (i.e. undeveloped in relation to this poem).</i></p> <p>Level 4 Because he wanted to tell people what the smugglers were like/ give people a message [5-6 marks] i.e. based on what <i>eighteenth-century</i> smugglers were like. <i>e.g. He wrote it because he wanted to tell people how smugglers worked, like providing tobacco and brandy for important people in the village.</i></p> <p>Level 5 Because of the <u>smugglers</u> [7-8 marks] i.e. because of their qualities, e.g. romantic, daring, dangerous. <i>e.g. Because smugglers are such exciting material to write about. They are so daring and dangerous.</i> OR Because of the <u>audience</u> i.e. the attitudes of the audience towards smugglers, e.g. sympathetic, interested etc.</p>	9	<p>Note: in all levels except L1 there must be a <i>reason</i> given.</p>

Question	Answer	Marks	Guidance
	<p><i>e.g. Because he knew that people would be so interested in smugglers. Everybody liked to think of the smugglers as romantic heroes.</i></p> <p>OR</p> <p>Because of what the poet wanted to achieve i.e. what he wanted to make the audience feel. <i>e.g. Because he wanted to entertain the people who read the poem and make them feel excited by reading such an interesting account.</i></p> <p>Level 6 Any two aspects of L4 [9 marks]</p>		
5	<p>Level 1 Identifies aspects of Source F that are/are not surprising, but no reasons given [1-2 marks] <i>e.g. It is surprising that he says smuggling in Britain is worse than anywhere else in Europe.</i></p> <p>OR</p> <p>Unexplained provenance/unexplained assertions <i>e.g. I am not surprised that someone would write a pamphlet about smuggling.</i></p> <p>Level 2 Yes/No, uses generalised awareness of context to explain [3-4 marks] <i>e.g. I am not surprised that he says smuggling in Britain is worse than anywhere else in Europe because by this time it was common for smugglers to work anywhere along the coast/I am surprised that he has written a pamphlet criticising the smugglers because most people approved of them</i></p> <p>Level 3 Yes/No, based on cross- reference of Source F to other source(s) [5-6 marks] <i>e.g. I am very surprised that he says that smugglers are a pest to the community. In Source E the poem says that smugglers provided all kinds of good things to the community, which isn't being a pest.</i></p>	8	

Question	Answer	Marks	Guidance
	<p>Level 4 Not surprised that a semi-official source would disapprove of smuggling [7 marks] i.e. seeing the provenance as indicating that this is produced by 'the authorities', and so it is unsurprising that they would disapprove of smuggling. However, these answers fall short of explaining the source's purpose. <i>e.g. It is not surprising. This pamphlet was obviously written by someone who represented the authorities so he's obviously going to make smuggling sound as bad as possible.</i></p> <p>Level 5 Not surprised: evaluation of the purpose of Source F [8 marks] i.e. appreciates the semi-official nature of the source in reflecting government opinion about smuggling and their aim to repress it – in effect, L4 plus purpose. <i>e.g. The writer feels strongly about smuggling being a crime. He says it has all kinds of bad effects that cry out for justice. In other words society needs to be protected from smuggling. This isn't really surprising because he is trying to persuade people not to get involved with smugglers. It's almost like a bit of government propaganda to warn people off.</i></p>		
6	<p>Level 1 Answers on smuggling – no valid source use [1-2 marks]</p> <p>Level 2 Non-specific source use [3 marks] i.e. 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.</p>	10	<p>Notes:</p> <ul style="list-style-type: none"> The question is about PERCEPTIONS of crime, not on whether smuggling was a crime (we know it was). Only reward source use on whether or not people SAW smuggling as a crime. The only exception to this is Source F where it is self-evident that the authorities see smuggling as a crime.

Question	Answer	Marks	Guidance
	<p>Level 3 Uses source(s) for <i>or</i> against the idea that people saw smuggling as a real crime [4-6 marks]</p> <p>Level 4 Uses source(s) for <i>and</i> against the idea that people saw smuggling as a real crime [7-9 marks]</p> <p>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.</p>		<ul style="list-style-type: none"> • All sources can be used on both sides of the hypothesis. Everything depends on how they are used. • To score in L3/L4 there must be source use, i.e. direct reference to source content, to show how that content relates to the hypothesis. • 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 did see and 'N' for did not see. • If sources are grouped, the conclusion (i.e. and source use) must be valid for all the sources grouped. If not, no score. If it is valid, award only one Y/N.

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

OCR Customer Contact Centre

Education and Learning

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 2012

