

# **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 June 2013**

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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.

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## Annotations

	Award 0 mark
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Level 6
	Level 7
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

Question		Answer	Marks	Guidance
1		<p><b>Study Source A</b>  <b>What can you tell from this source about the Suffragettes? Use the source and your knowledge to explain your answer.</b></p>		An inference is something you can tell from the source, even though the source does not say it.
		<p><b>Level 1</b>  <b>Repeats/paraphrases source content, no valid inferences</b>  <i>eg It says that they found a Suffragette hiding in Parliament.</i></p>	1–2	
		<p><b>Level 2</b>  <b>Makes inference(s) about the Suffragettes from the source</b>            One inference = 3 marks. Two or more = 4 marks.  <i>Eg It suggests that they were determined/brave/resourceful etc.</i></p>	3–4	<p>Allow inferences on Emily, but not the police.            Inferences both favourable and unfavourable are possible.</p> <p>Don't allow 'patient', 'ambitious' – they're in the source.            Don't allow 'tells me they want the right to vote' (it doesn't).</p>
		<p><b>Level 3</b>  <b>Valid inference(s), supported</b>            ie uses content of Source A to show how inference was made.            One supported = 5 marks, two or more = 6 marks.  <i>Eg It suggests that they were determined because it says she had hidden in the shaft for thirty-six hours without giving up despite the fact that she had no water most of the time.</i></p>	5–6	Each inference must be separately supported.
<b>Total</b>			<b>6</b>	

Question		Answer	Marks	Guidance
2		<b>Study Sources B and C</b> <b>How similar are these two sources? Use the sources and your knowledge to explain your answer.</b>		
		<b>Level 1</b> <b>Describes cartoon(s)</b> ie no valid comparison.	1	
		<b>Level 2</b> <b>Similarity of topic</b> ie they are both about women's suffrage. <b>OR</b> <b>Comparison of provenance</b> eg <i>Similar because they are both cartoons.</i>	2	
		<b>Level 3</b> <b>Surface similarities OR differences</b> ie comparisons of what the two sources show about <i>these women/policemen, or about Suffragettes(-ists) in general.</i> eg <i>They are similar because they both show women fighting the police.</i>	3-4	
		<b>Level 4</b> <b>Surface similarities AND differences</b> eg <i>(L3 plus) They are different because one shows Suffragists doing the fighting but the other shows a Suffragette.</i>	5-6	

Question	Answer	Marks	Guidance
	<p><b>Level 5</b>  <b>Identifies attitude of cartoonist in ONE source</b>  <b>OR</b>  <b>States that attitude of BOTH cartoonists is anti-Suffragette</b></p>	7	
	<p><b>Level 6</b>  <b>Different: Comparison of the attitudes of the cartoonists to women's suffrage</b>            8 marks for the comparison, 9 marks for support from <i>both</i> sources.  <i>eg They seem different to me. In Source B the cartoonist seems to be mocking the women. They are figures of fun, so I don't think he is sympathetic to them at all. But in Source C I think the cartoonist admires what the Suffragette is doing. He shows her as brave and determined, easily capable of dealing with the police.</i></p>	8–9	
	<b>Total</b>	<b>9</b>	

Question	Answer	Marks	Guidance
3	<p><b>Study Source D</b>  <b>How reliable is this source? Use the source and your knowledge to explain your answer.</b></p>		Ignore answers on utility – ‘This is not useful etc..’
	<p><b>Level 1</b>  <b>Unsupported assertions/writes about the source with no valid conclusion/uncritical acceptance of content</b></p>	1	
	<p><b>Level 2</b>  <b>Reliable: explained provenance OR Unreliable: unexplained bias of WSPU (2 marks)</b>  <i>eg Unreliable because it's just a piece of WSPU propaganda.</i>  <b>Unreliable: Bias explained through source content (3 marks)</b>  <i>eg Portraying Suffragettes as being in the right/authorities in the wrong.</i></p>	2-3	But falling short of L5 explanation on emotive language
	<p><b>Level 3</b>  <b>Reliable: explained through generalised contextual knowledge</b>            ie the argument is that what the source describes is plausible, because this is the way Suffragettes were treated in prisons at that time.  <i>eg Well, we know that Suffragettes always had a hard time when they were taken to jail, so this source sounds reliable enough to me.</i></p>	4	
	<p><b>Level 4</b>  <b>Cross-reference to other source(s) on the likelihood of women receiving rough treatment</b>  <i>eg It is probably reliable. Men resented the Suffragettes and would treat them roughly when they got the chance. Source E backs this up by showing how men attacked a suffrage club, so I'm sure there were plenty of prison warders who would not hesitate to treat women badly.</i></p>	5	

Question	Answer	Marks	Guidance
	<p><b>Level 5</b>  <b>Unreliable: evaluation of the source through the emotive language used in it</b>  <i>eg I think the Suffragettes are exaggerating what happened. You can tell by the words they use in the source like ‘atrocities’, ‘terrible crime’, ‘political slavery’. Maybe the women were treated a bit roughly but this all seems over the top to me.</i></p>	6	This level must include examples of the emotive language.
	<p><b>Level 6</b>  <b>Unreliable: explained purpose of the WSPU in publishing the source</b>  <i>eg No, you cannot really trust this source. It is obvious that the WSPU published it to whip up feelings for their cause. They wanted to get sympathy for these women so this would get them more support in their campaign. Basically this is propaganda for their cause.</i></p>	7	‘Purpose’ is an intended impact on the audience.
	<p><b>Level 7</b>  <b>Reliable: cross-reference to specific contextual knowledge on treatment of Suffragettes in jails</b>  <i>ie to force-feeding, Cat and Mouse Act etc.</i>  <i>eg I believe this source. The treatment it describes is consistent with the way Suffragettes suffered in jail. Some were even force-fed, which was like a torture, so I’m sure the warders would not hesitate to handcuff women and throw them on the floor.</i></p>	8	
	<b>Total</b>	<b>8</b>	

Question	Answer	Marks	Guidance
4	<p><b>Study Source E</b>  <b>Are you surprised by this source? Use the source and your knowledge to explain your answer.</b></p>		<p>No mention of surprised/not = 0  Arguments must be consistent with the judgement on surprised/not</p>
	<p><b>Level 1</b>  <b>Identifies points in the source which are/are not surprising, but no explanation</b>  <i>eg I'm not surprised the police advised the women to postpone the gathering.</i></p>	1–2	
	<p><b>Level 2</b>  <b>Yes/No: Everyday empathy</b>  i.e. any answer which makes some sense but does not score at a higher level.  <i>e.g. Not surprised they took refuge in a hotel. So would I if a crowd was chasing me.</i></p>	3	
	<p><b>Level 3</b>  <b>Yes/No: explained through generalised contextual knowledge</b>  ie no explanation of <u>why 1913</u>.  <i>Eg Yes, it does surprise me. I know that Suffragettes could be treated roughly but generally that would be when they had taken some action themselves, like chaining themselves to railings or refusing to eat in prison. I didn't know that they could just be attacked like this with no reason.</i></p>	4–5	
	<p><b>Level 4</b>  <b>Yes/No: explanations internal to the source about the actions of the police</b>  <i>eg No, I'm not at all surprised the police advised the women to postpone the meeting because with a crowd of men gathering they knew there could be trouble. But I am surprised they said it was safe to leave the Club because that just meant that the women got attacked.</i></p>	6	

Question	Answer	Marks	Guidance
	<p><b>Level 5</b>  <b>Yes/No: based on cross-references to other source(s)</b>  <i>eg No, I'm not surprised by this violence towards the Suffragettes. You can see from Source D how roughly they were treated in prison, so both sources are examples of the way many men reacted to the Suffragettes with violence.</i></p>	7–8	
	<p><b>Level 6</b>  <b>No: explained in the specific context of 1913</b>  <i>ie sees Source E as a reaction to the heightened violence of the Suffragette campaign in 1913, arson attacks, Emily Davison etc.</i>  <i>eg I'm not really surprised by the violence directed against the Suffragettes. By 1913 the Suffragette campaign had become much more extreme. They were using criminal tactics like setting fire to buildings. The 1913 Derby tragedy got lots of publicity. This made a lot of men resentful and so they wanted to fight back against the Suffragettes.</i></p>	9	This context must be clearly on the <b>heightened</b> violence of 1913, and not on Suffragette activities in general.
	<b>Total</b>	<b>9</b>	

Question	Answer	Marks	Guidance
5	<b>Study Source F</b> <b>Why was this photograph published in 1913? Use the source and your knowledge to explain your answer.</b>		Note: the question asks <b>Why?</b> Answers must therefore give a <b>reason</b> , or 0 marks.
	<b>Level 1</b> <b>Because of the event</b> <i>eg It was published because of the arson attack.</i>	1	
	<b>Level 2</b> <b>To show/tell what had happened</b> <i>eg It was published to show that the athletics pavilion had been burned down.</i>	2	
	<b>Level 3</b> <b>Because of the audience's interest in the Suffragettes/feelings about Suffragettes</b> <i>eg It was published because the readers of the paper would be interested in what the Suffragettes were getting up to because their exploits were often in the news.</i>	3	
	<b>Level 4</b> <b>Messages about the Suffragettes/their campaign</b> 4 marks for the message, 5 marks if headline used as support. <i>eg The reason they published this was that they wanted to blame the Suffragettes for this attack. You can tell this because the headline calls them 'Wild Women' even though it isn't even certain that they carried out the attack.</i>	4–5	No purpose - impact on audience in this level.
	<b>Level 5</b> <b>Specific context of 1913</b> <i>eg It was published because by 1913 things were getting really serious with the Suffragettes. Their campaign was increasingly violent, like this arson attack, so what they were doing would be big news.</i>	6	

Question			Answer	Marks	Guidance
			<p><b>Level 6</b>  <b>Purpose: to discredit the Suffragette movement</b>            7 marks for the purpose, 8 marks if headline used as support.  <i>eg They published this to turn people away from the Suffragettes. They knew it would make the Suffragettes look bad if they could blame them for this attack, which is why they call them 'Wild Women'.</i></p>	7–8	<p>Answers contain an intended impact on an audience – but 'discredit/give them a bad name' is enough in itself.</p> <p>Allow 'persuade' or 'convince' as long as there is an audience (but no other 'message' words, e.g. 'warn').</p>
			<b>Total</b>	<b>8</b>	

Question	Answer	Marks	Guidance				
6	<p><b>Study all the sources</b>  <b>'The Suffragettes were a serious threat to law and order.'</b> 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.</p>		<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>To score in L2/L3 there must be source <b>use</b>, ie direct reference to source content (but not necessarily by quoting).</li> <li>Only credit source use where reference is made to a source by letter or direct quote (ie a direct quote is not necessary when a letter has already identified the source being used).</li> <li>Higher marks in L2/L3 to be awarded on numbers of sources used.</li> <li>When marking, indicate each valid source use first with 'L2', then 'L3' for the other side.</li> <li>Where comments refer to a group of sources, they must be valid for all the sources in the group, or no score. Only allow one L2/L3 per group.</li> </ul>				
	<p><b>Level 1</b>  <b>Answers on the Suffragettes – no valid source use</b></p>	1–3					
	<p><b>Level 2</b>  <b>Uses source(s) for <i>or</i> against the idea that the Suffragettes were a serious threat</b></p>	4–6	<table border="0" style="width: 100%;"> <tr> <td style="text-align: left;"><b>YES</b></td> <td style="text-align: right;"><b>NO</b></td> </tr> <tr> <td style="text-align: left;">A, B, C, D, (E), F</td> <td style="text-align: right;">A,D,E, (F)</td> </tr> </table>	<b>YES</b>	<b>NO</b>	A, B, C, D, (E), F	A,D,E, (F)
<b>YES</b>	<b>NO</b>						
A, B, C, D, (E), F	A,D,E, (F)						
	<p><b>Level 3</b>  <b>Uses source(s) for <i>and</i> against the idea that the Suffragettes were a serious threat</b></p>	7–9					
	<p><b>Bonus</b> of up to two marks (ie +1/+1) in any level for evaluation of a source in relation to its reliability, sufficiency etc but total for question <b>must not exceed 10.</b>  <b>Use '+' when marking.</b></p>						
	<p> Spelling, punctuation and grammar (SpaG) are assessed using the marking grid on page 12.</p>	3					
	<b>Total</b>	<b>13</b>					

## APPENDIX 1

## Spelling, punctuation and grammar (SPaG) Assessment Grid

**High performance 3 marks**

Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question.

Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance 2 marks**

Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question.

Where required, they use a good range of specialist terms with facility.

**Threshold performance 1 mark**

Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question.

Any errors do not hinder meaning in the response.

Where required, they use a limited range of specialist terms appropriately.

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