OCR
RECOGNISING ACHIEVEMENT

GCSE

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 2012

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Subject-specific Marking Instructions

Introduction

You should have a 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	Guidance
1			*Study Source A.* *What can you tell about the Rebecca Rioters from this source? Use the source and your knowledge to explain your answer.*	6	
			Level 1 Describes details of the source, no valid inferences about the rioters *eg It tells me that it would be hard to keep the tollgates up.*	1-2	
			Level 2 Makes inference(s) about the rioters from the source One inference = 3 marks. Two or more = 4 marks. NOT 'determined' or 'poor' as these are in the source. *eg It suggests the rioters were violent, fair, brave, not afraid of the law, would stop at nothing etc.*	3-4	
			Level 3 Valid inference(s), supported ie uses content of Source A to show how inference was made. One supported = 5 marks, two or more = 6 marks. *eg It suggests that the rioters were violent because they threaten to burn down the houses of those who did not obey them.*	5-6	Annotate in the margin with 'I' for inference and 'S' for support.

Question			Answer	Marks	Guidance
2			**Study Sources B and C.** **How different are these two sources? Use the sources and your knowledge to explain your answer.**	9	
			Level 1 Uses source content but no valid comparisons ie candidates may 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 Provenance only *eg They are similar because they are both pictures.* **OR** **Similarity of topic** *eg They are similar because they are both about the Rebecca Riots.*	2	
			Level 3 Comparisons of artists' opinions based upon misinterpretation ie of either or both pictures *eg I think they are different because Source B supports the rioters and Source C is against them.* **OR** **Valid interpretation of the artist's opinion in one source, but no comparison**	3	
			Level 4 The nature of the rioters: valid comparisons of source details for similarity/difference One comparison = 4 marks, two = 5 marks. *eg They are similar because in both sources the rioters are attacking a toll gate, and in both they are wearing women's clothes, but they are different because in Source C the rioters are on horseback but in Source B they are on foot.*	4-5	

Question			Answer	Marks	Guidance
			Level 5 Causes of the riots: valid comparisons for similarity/difference of reasons for the riots *eg They are different because in Source B there are many causes of the riots mentioned like tithes and poor laws as well as turnpikes, but in Source C there is one cause only which is turnpikes.*	6	Answers MUST include mention of turnpikes in both sources. It is not valid to argue eg 'turnpikes in C, tithes in B'.
			Level 6 Both L4 and L5	7	
			Level 7 Different: supported comparisons of artists' opinions about the rioters ie in this level the difference is in what the artists think/want to show about the rioters. *eg They are different because the artist in Source B is against the rioters as they are shown to be an unruly mob, but in Source C the artists is sympathetic towards them as they are shown to be noble and courageous.*	8-9	Answers that compare artists' opinions, but fail to provide support from at least one source, award 7 marks.

Question			Answer	Marks	Guidance
3			**Study Source D.** **Are you surprised by this source? Use the source and your knowledge to explain your answer.**	8	
			Level 1 Identifies aspects of Source D that are/are not surprising, but no reasons given *eg It is surprising that he says he can obtain justice for the rioters.* **OR** **Unexplained provenance** *eg I am not surprised that the High Sheriff would put up a poster about the riots.* **OR** **Fact checking: ignoring the overall sense of the source to check individual points** *eg whether the government sent troops, used transportation etc.*	1	
			NOT SURPRISED ie that he wants to repress the riots and keep the peace OR that he shows sympathy towards them **Level 2 Explained through generalised awareness of context** *eg I am not surprised that he says he wants to prevent the riots because there was lots of trouble going on at that time.*	2	
			Level 3 Explained by provenance ie because that's his job. *eg No, I'm not surprised that he reminds them the penalty for what they are doing is transportation, because as High Sheriff it's his job to bring the disturbances to an end.*	3	

Question			Answer	Marks	Guidance
			Level 4 Explained by cross-reference to SPECIFIC context, or to other source(s) *eg I am not surprised that he says their behaviour is absurd, because when you look at Source B you can see them acting like an unruly and dangerous mob.*	4	Specific context means some other event which might make the Government worried by the Rebecca Riots, eg Peterloo, Chartists, French Revolution etc.
			SURPRISED that he is prepared to show sympathy towards them **Level 5 Because it might make him look weak and encourage them**	5	
			Level 6 Explained using generalised context or provenance *eg I am surprised that he offers to get justice for the rioters because I would have expected him to want to crush them because he's the representative of the authorities in Cardiganshire.*	6-7	
			Level 7 Explained by cross-reference to SPECIFIC context/other source(s) *eg I am surprised that he shows a sympathetic attitude towards the rioters because when you remember that this was the time of the Chartists you would expect the government to be nervous about any disturbances.*	8	

Question			Answer	Marks	Guidance
4			**Study Source E.** **How likely is it that this Rebecca leader was really not guilty? Use the source and your knowledge to explain your answer.**	9	
			Level 1 Uses source content but does not address issue of guilty or not *eg Source E says that the jury disgraced themselves.* **OR** **Addresses issue of guilt but with no valid support from the source** **OR** **Unexplained provenance** *eg No, because Trevor was in charge of the police.*	1	
			Level 2 Guilty, explained through generalised context *eg because this is exactly the kind of trouble that the Rebeccas would cause.* **OR** **Not guilty: possibility of mistaken identity** *eg We know they dressed up in women's clothes so they could easily have arrested the wrong man.* **OR** **Guilty/not, because he was the leader** *eg He must have been guilty because it says he was the man in charge/not guilty because the leader could get other people to do it for him.*	2-3	
			Level 3 Uses content of Source E to show guilty OR not *eg Yes, it shows he was guilty because he was present when the tollhouse was pulled down.*	4-5	

Question			Answer	Marks	Guidance
			Level 4 Uses content to show guilty AND not *eg [As L3 plus] But it isn't certain that he was guilty because the jury let him off.*	6	
			Level 5 Guilty: why the jury finding him not guilty might mean he's guilty ie juries could sympathise with the Rebeccas, or be intimidated by them, so this could be a false verdict. *eg He was probably guilty even though the jury found him not guilty. We know that the Rebeccas intimidated people because we can see them doing that in Source A. The jury were probably too frightened to find him guilty.*	7	
			Level 6 Possibly not guilty: explained by the fact that you cannot trust Trevor *eg I am not sure he would be guilty. Trevor is obviously very much against the riots because his won place has been a target so he's going to want revenge, and that's why he's so cross with 'his' jury. He'd probably think that anyone arrested would be guilty.*	8-9	

Question			Answer	Marks	Guidance
5			***Study Source F.*** ***How useful is this source as evidence about the Rebecca Riots? Use the source and your knowledge to explain your answer.***	8	
			Level 1 Undeveloped provenance *eg It's very useful because it's from the commander of the troops in Wales so he would be in a position to know what he was talking about.*	1-2	
			Level 2 Useful for what it shows OR not useful for what it does not show ie about the background to the riots. *eg I think it is useful because it shows that the turnpikes were run very badly and this would cause discontent.*	3-4	
			Level 3 Both aspects of L2 *eg [L2 example plus] But there are some other causes of the riots that it does not tell us about, like the resentment over tithes.*	5	
			Level 4 Useful because it shows us that the authorities sympathised about the causes of the riots *eg This is a very useful source as it shows the authorities were quite sympathetic and recognised that there was some justice to the Rebeccas' campaign.*	6-7	
			Level 5 Useful because of its reliability ie arguments recognising the counter-intuitive fact that even the commander of the troops, who you would expect to be hostile, recognises the justice of the Rebeccas case, so his testimony is made more reliable, and thus useful. *eg It is very useful because it's from the commander of the troops and he says the turnpikes have been causing real problems, so if he says it we can definitely believe it because he should be saying that the Rebeccas are evil and should be crushed.*	8	

Question			Answer	Marks	Guidance
6			***Study all the sources.*** ***'People sympathised with the Rebecca Rioters.' 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	The question asks about 'people'. This must be people *other than the Rebeccas themselves*. Valid comment on a source will have at least implicit awareness of *who* the people doing the sympathising (or not) are.
			Level 1 Answers on the Rebecca Riots – no valid source use	1-3	When marking, indicate each valid source use with 'Y' for people sympathised and 'N' for people did not sympathise.
			Level 2 Uses source(s) for *or* against the idea that people sympathised	4-6	Source B can only be 'N', Source C can only be 'Y'. Other sources can be either/both 'Y' and 'N' depending on how they are used.
			Level 3 Uses source(s) for *and* against the idea that people sympathised	7-9	
			Bonus of up to two marks (ie +1/+1) in any level for proper evaluation of a source in relation to its reliability, sufficiency etc but total for question must not exceed 10.		**Notes:** • To score in L2/L3 there must be source **use**, ie direct reference to source content (but not necessarily by quoting). • 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). Simply writing about issues in the sources is not enough. • Higher marks in L2/L3 to be awarded on numbers of sources used. • When sources are grouped, the comment made must be valid for ALL sources in the group. Award only one Y/N for the group.