

GCSE

History A (Schools History Project)

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
+	Source is useful/source used to support statement
—	Source is not useful/source used to oppose statement
CONT	Contextual knowledge shown
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
L5	Level 5
✓ 6	Level 6
✓ 7	Level 7
XSS	Cross-reference to other sources
NAQ	Not answered question
S	Surprised
SEEN	Noted but no credit given

Question	Answer	Mark	Guidance
1	<p>Study Source A.</p> <p><i>What can you tell from this source about poachers? Use the source and your knowledge to explain your answer.</i></p> <p>Level 1 Describes details of the source, no valid inferences about poachers</p> <p><i>e.g. It tells me that they carried weapons.</i></p> <p>Level 2 Makes inference(s) about poachers from the source</p> <p>One inference = 3 marks. Two or more = 4 marks. <i>e.g. It suggests that poachers were well organised.</i></p> <p>Level 3 Valid inference(s), supported</p> <p>i.e. uses content of Source A to show how inference was made.</p> <p>One supported = 5 marks, two or more = 6 marks. <i>e.g. It suggests that poachers were well organised because they are all in the same uniform.</i></p>	<p>1-2</p> <p>3-4</p> <p>5-6</p>	<p>An inference is a generalisation about poachers/poaching which you can derive from the source, even though the source does not show it. Support relates to <i>this particular group of poachers</i>. Watch out for things that are not inferences because you can <u>see it</u> – they were male/worked in groups/used weapons/used dogs etc.</p> <p>Annotate in the margin with ‘’ for support.</p>

Question	Answer	Mark	Guidance
2	<p>Study Sources B and C.</p> <p>How similar are these two sources? Use the sources and your knowledge to explain your answer.</p> <p>Level 1 Uses source content but no valid comparisons i.e. candidates may think they are comparing but they are not. Typical answers will write about each source in turn, and then assert sim/diff.</p> <p>Level 2 Difference or similarity of provenance</p> <p>e.g. They are different because one is a letter and the other is a poem. They are similar because they are both written in the eighteenth century</p> <p>Level 3 Similarity of topic</p> <p>i.e. they are both about poaching.</p> <p>Level 4 Valid comparison of source content for similarity OR difference</p> <p>Higher mark in the level for detailed support from the sources.</p> <p>e.g. They are similar because in Source B it says that most people go poaching, and in Source C it says poaching is a pleasing pastime, so in both cases people enjoy poaching.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4-5</p>	

Question	Answer	Mark	Guidance
	<p>e.g. They are different because in Source B you get the impression that poaching is all the rage and that all the young men are doing it, but in Source C it is coming to an end and the fisherman will not be able to do it anymore. So in one it is flourishing and in the other it is declining. <i>OR</i> one says they were poaching fish but the other is about poaching deer.</p> <p>Level 5 Valid comparison of source content for similarity AND difference</p> <p>Level 6 Similar: comparison of authors' opinions about poaching, but misinterprets one source</p> <p>There must be an attempt to compare opinions, and there MUST be support from source content for the CORRECT attitude.</p> <p>Level 7 Different: comparisons of authors' opinions about poaching</p> <p>i.e. in this level the difference is in what the authors think about poaching. Higher mark in the level for detailed support from the sources.</p> <p>e.g. They are different because in Source B the vicar disapproves of poaching as he says it injures the morals of the people, but in Source C the poet obviously approves of it as he calls it a pleasing pastime.</p>	<p>6</p> <p>7</p> <p>8-9</p>	

Question	Answer	Mark	Guidance
3	<p>Study Source D.</p> <p><i>Why do you think the artist painted this picture? Use the source and your knowledge to explain your answer.</i></p> <p>Level 1 Answers which use content of Source D but give no reason for painting</p> <p>e.g. The painting shows a poacher coming home with a rabbit he's caught.</p> <p>Level 2 Misinterpretations: any answer giving a reason which assumes that the painter was unsympathetic to poachers/poaching</p> <p>e.g. Because he wanted to tell people that poaching was a crime and should be stopped.</p> <p>Level 3 Everyday comments about painters/undeveloped context about poachers</p> <p>e.g. Because he wanted to make money, to entertain people (i.e. undeveloped in relation to this picture). Because there was a lot of poaching at that time etc. Because of the Game Laws etc</p> <p>Level 4 Messages: to tell/show people something about poaching - what poachers did/the lives they led etc.</p> <p>4 marks for one message, 5 marks for two or more.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4-5</p>	<p>Note: the question asks 'why'? All answers at L2 and above must give a reason for painting. This reason MUST be expressed as a reason ('because....', 'in order to show....' etc) at the relevant level.</p>

Question	Answer	Mark	Guidance
	<p>e.g. He painted it to show that poaching helped people have a reasonable standard of living/ Because the painter wanted to show that poachers were not really criminals and lived decent lives.</p> <p>Level 5 Because of the audience i.e. the attitudes of the audience towards poachers, e.g. sympathetic, interested etc. OR because of the painter's attitude</p> <p>e.g. Because he knew that people would be interested in poachers as nobody thought poaching was a real crime/ Because he sympathised with the poachers.</p> <p>Level 6 Purpose – because of the intended impact on the audience (but NOT explained using specific context)</p> <p>e.g. Because he wanted to make people feel sympathy for the poachers</p> <p>Level 7 Purpose: because of what the painter wanted to achieve, explained in context of Game Laws</p> <p>e.g. Because he wanted to show that what poachers were doing was not a serious crime so that pressure might be brought on the government to weaken the Game Laws.</p>	<p>6</p> <p>7</p> <p>8</p>	<p>Watch out for key words relating to purpose: 'to convince', 'to persuade'.</p> <p>In L7 there's no need to mention the Game Laws by name, but purpose should be explained in the context of harsh legislation/punishments for poaching.</p>

Question	Answer	Mark	Guidance
4	<p>Study Source E.</p> <p><i>Do you think Annesley was guilty of murder? Use the source and your knowledge to explain your answer.</i></p> <p>Level 1 Uses source content but does not address issue of guilty/not</p> <p>e.g. Source E says that Annesley and Redding stopped Egglestone and his son from fishing.</p> <p>Level 2 Guilty OR Not Guilty, explained using content of Source E</p> <p>e.g. Yes, it shows that he was guilty because it says he pointed the gun at Egglestone and shot him.</p> <p>OR Guilty OR Not Guilty, explained using generalised cross-reference to behaviour of poachers/ gamekeepers/society's views on poaching</p> <p>i.e. answers making a valid argument but failing to use the source content. e.g. I don't think he was guilty of murder because when someone was poaching if they got shot by a gamekeeper then that would not really be seen as murder. It was just a risk the poachers took.</p> <p>Level 3 Guilty AND Not Guilty, explained using content of Source E and/or generalised cross-reference to</p>	<p>1</p> <p>2-3</p> <p>4-5</p>	<p>It must be clear that they are arguing GUILTY or NOT GUILTY, and the material they use must be consistent with the argument.</p>

Question	Answer	Mark	Guidance
	<p>behaviour of poachers/ gamekeepers/society's views on poaching</p> <p>Level 4 L2/L3 with claims in Source E checked through valid specific cross-reference to other sources/contextual knowledge</p> <p>e.g. It certainly looks like he's guilty from Source E because he just goes up to Annesley and shoots him, but this might not count as murder because if you look at Source F it does say that anyone caught poaching shall suffer the death penalty.</p> <p>Level 5 Guilty: given the prevailing attitudes of the authorities towards poachers, it is unlikely this case would have been brought to court without strong evidence of Annesley's guilt</p> <p>e.g. I think he must have been guilty. At this time the authorities were doing all they could to stamp out poaching. Why would they put Annesley on trial for shooting a poacher unless they were pretty sure that he had done something really wrong? They obviously think he has gone too far in just shooting Egglestone without warning.</p>	<p>6-7</p> <p>8</p>	<p>In L4 cross-reference to context must use SPECIFIC knowledge, e.g. the Game Laws, Black Acts, Bloody Code, use of man traps etc. More general contextual references may be rewardable in L2/L3.</p> <p>If the answer uses specific contextual knowledge to show Guilty/Not, but has not otherwise achieved L2/L3, then award L2.</p>

Question	Answer	Mark	Guidance
5	<p>Study Source F.</p> <p><i>How useful is this source as evidence about poaching in the eighteenth century? Use the source and your knowledge to explain your answer.</i></p> <p>Level 1 Undeveloped provenance</p> <p>e.g. It's very useful because it was written at the time.</p> <p>Level 2 Useful for what it shows OR not useful for what it does not show i.e. about poaching/poachers.</p> <p>e.g. I think it is useful because it shows that poachers caused a lot of trouble and terrorised the country</p> <p>Level 3 Both aspects of L2</p> <p>e.g. [L2 example plus] But there are some other things about poaching that it does not tell us like the views of the poachers themselves saying why they did it.</p> <p>Level 4 Not useful because of its lack of reliability i.e. arguments recognising the fact that this source is disapproving about poachers, and is therefore one-sided. This must be explained using the content of the source or by cross-reference. Assertions of unreliability = L1.</p> <p>e.g. This is not useful because it is so biased against poachers. You can tell this from the language which accuses poachers of stupidity.</p>	<p>1</p> <p>2-3</p> <p>4</p> <p>5-6</p>	<p>Answers MUST address the issue of utility (or reliability) – if not, award 0. They do not have to use the word ‘useful’; there are other ways to indicate utility – ‘this is good evidence....’, ‘this tells us...’. But NOT ‘The source says/shows....’</p> <p>L4 MUST deal with lack of reliability. Do not allow answers arguing ‘Useful because reliable’</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Not useful because of its lack of reliability: explained purpose i.e. understands that the source has a moral purpose of dissuading young people from crime, and that this therefore makes it unreliable as factual evidence about poachers</p> <p>7 marks for the basic idea of deterrence, 8 marks for more detailed explanation.</p> <p>e.g. This is not useful because the source was intended to frighten children away from a life of crime by telling them stories about bad people. The writer will just be exaggerating how bad the poachers were because he is on the side of the authorities.</p> <p>Level 6 Despite its lack of reliability, it is still useful as evidence of what the authorities wanted people to think about poaching/poachers</p> <p>e.g. It is useful because even though it is clearly painting poachers in the worst possible light, we can still use it as evidence of the kind of propaganda arguments the authorities used to dissuade people from poaching.</p>	<p>7-8</p> <p>9</p>	<p>In this level getting to the idea of ‘discouraging/detering’ the children is enough (the provenance of Source F does not tell them this).</p>

Question	Answer	Mark	Guidance
6	<p>Study all the sources.</p> <p><i>‘Most people saw poachers as criminals.’ 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.</i></p> <p>Level 1 Answers on poachers – no valid source use</p> <p>Level 2 Uses source(s) for <i>or</i> against the idea that people saw them as criminals</p> <p>Level 3 Uses source(s) for <i>and</i> against the idea that people saw them as criminals</p> <p>Bonus of up to two marks (i.e. +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. Do not award a bonus for simplistic or undeveloped assertions about source type/bias etc.</p>	<p>1-3</p> <p>4-6</p> <p>7-9</p> <p>10</p>	<p>The question asks about ‘people’. Valid comment on a source will have at least implicit awareness of <i>who</i> the people seeing them as criminals (or not) are. We know poaching WAS a crime – that’s not the question.</p> <p>When marking, indicate each valid source use with ‘+’ for people saw them as criminals and ‘-’ for people did not.</p> <p>Notes:</p> <ul style="list-style-type: none"> To score in L2/L3 there must be source use, i.e. direct and valid 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 (i.e. a direct quote is not necessary when a letter has already identified the source being used). Simply writing about issues which crop up in the sources is not enough. When sources are grouped, the comment made must be valid for ALL sources in the group. Award only one plus/minus for the group. Decide the mark in L2 by number of sources used: 4 marks for one, 5 marks for two, and 6 marks for more than two. Decide the mark in L3 by pairs of plus/minus awarded. One pair for 7 marks, two pairs for 8 marks, three or more pairs for 9 marks. So <i>plus/minus/minus</i>, would be 7 marks; <i>plus/plus/plus/minus/minus</i> would be 8 marks. Ignore unpaired pluses and minuses.
!	Spelling, Punctuation and Grammar (SPaG) are assessed using the separate marking grid on page 18.		SPaG: 3

APPENDIX 1

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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