

# **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 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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**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.

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- 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 (e.g. 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 (e.g. 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.*

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Question			Answer	Marks	Guidance
1			<p><b><u>Study Source A.</u></b>  <b><u>What can you tell from this source about the Government's attitude towards the St Peter's Field meeting? Use the source and your knowledge to explain your answer.</u></b></p>	6	
			<p><b>Level 1 Repeats/paraphrases source content about the Government's attitude, no valid inferences</b></p> <p><i>e.g. It says that the government think it would be wise not to attempt to prevent the meeting by force.</i></p>	1-2	
			<p><b>Level 2 I can tell they want to stop the meeting/don't want it to go ahead</b></p>	3	
			<p><b>Level 3 Makes valid inference(s) about the Government's attitude from the source</b>            One inference = 4 marks. Two or more = 5 marks. Allow similar words e.g. worried, scared, frightened, as separate inferences.  <i>e.g. It suggests that they were worried/ did not want it to cause trouble/did not trust the magistrates etc.</i>            Calm, relaxed etc are invalid.</p>	4-5	
			<p><b>Level 4 Valid inference, supported</b>            i.e. uses content of Source A to show how inference was made.  <i>e.g. It suggests that they did not trust the magistrates because they have to tell them not to use violence even if the meeting talks about revolution. They would not need to tell them unless they were worried about it.</i></p>	6	

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Question			Answer	Marks	Guidance
2			<p><b><u>Study Source B.</u></b>  <b><u>How far do you believe this account? Use the source and your knowledge to explain your answer.</u></b></p>	8	
			<p><b>Level 1 Uncritical acceptance/rejection</b>  i.e. no valid reason given.  <i>e.g. I do believe that they met in a house at eleven o' clock.</i>  <b>OR</b>  <b>Unsupported assertions</b>  <i>e.g. No I don't believe it because it is obviously biased/because I know it's not true etc.</i></p>	1	
			<p><b>Level 2 Explained provenance or commonsense explanation based on source detail</b>  i.e. explaining whether or not you would believe a magistrate/something published at the time/something written to the Government etc, but no discussion of purpose.  <i>e.g. I'm not sure it's very credible because this was written right after the event and maybe there wasn't time to get all the facts together.</i>  <i>Undeveloped comments about provenance = L1</i></p>	2	
			<p><b>Level 3 Yes, based on the belief that the source content is balanced in its sympathies</b>  i.e. uses content to show that the source is critical of the crowd, but still regrets what happened.  <i>e.g. I do believe it because it is not biased. You can tell he is against what the crowd was doing because he talks about their defiance, but he still regrets all the violence that has taken place.</i>  <b>OR</b></p>	3	

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			<b>Yes, based on cross-reference</b> <i>e.g. I do believe it. He says Hunt was arrested and that is confirmed by Source D.</i>		
			<b>Level 4. Cross-references details of source to decide unreliable</b> <i>e.g. It doesn't seem reliable to me. It claims that only 6 people were killed, but the Background Information tells me that there were 11 deaths.</i>	4	
			<b>Level 5 No: language shows bias against the crowd</b> <i>e.g. It's not believable. It says the crowd were a mob, and looks on them as the enemy. When he says all loyal subjects, he means all people like himself – I'm sure the crowd saw themselves as loyal too. And he says the whole town was grateful</i>	5	
			<b>Level 6 Unreliable: explained by the fact that he cannot tell Sidmouth the truth</b> <i>i.e. but falls short of explanation of purpose. e.g. I don't believe what he says. We know that Sidmouth wanted to avoid any violence, but the magistrates have messed up and the whole thing is a fiasco, but he can't possibly admit this.</i>	6	
			<b>Level 7 Unreliable: evaluates magistrate's purpose, i.e. self-justification/ avoiding blame etc.</b> <i>e.g. You can't really believe any of this. We know that the meeting has turned into an absolute disaster and so he has to try and get the magistrates out of trouble. He pretends there was a riot so the Government won't think the magistrates have disobeyed their orders.</i>	7-8	

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3			<b><u>Study Source C.</u></b> <b><u>Why do you think the magistrates seized this drawing and arrested its owner? Use the source and your knowledge to explain your answer.</u></b>	9	Note: the question asks Why? Any rewardable answer must therefore give a reason.
			<b>Level 1 Context only: because of Peterloo</b>	1	
			<b>Level 2 To stop news of Peterloo spreading</b> <i>e.g. They arrested him and seized the drawing because they didn't want news about Peterloo to be spread about.</i> <b>OR</b> <b>Any other valid reason which fails to use source content</b>	2	
			<b>Level 3 Because of the bad things the source shows</b> i.e. source details only, no further explanation. <i>e.g. Because it shows the soldiers attacking the defenceless crowd.</i>	3-4	
			<b>Level 4 Broader context than Peterloo alone</b> i.e. because of high unemployment, social distress, campaign for the vote, fear of French Revolution etc.	5	
			<b>Level 5 L3 plus because of the negative impact the picture would have on the audience</b> <i>e.g. They would seize this drawing because it is against the authorities. It shows the troops in a bad light and the magistrates would not want people to get this idea about the soldiers.</i>	6-7	



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			<p><b>Level 6 To prevent radicalisation: the purpose of the authorities</b>  i.e. what the authorities want to achieve by preventing the spreading of this kind of message, e.g. to prevent revolution. Must be a broader purpose that is beyond Peterloo itself.  <i>e.g. If the Government can prevent this kind of drawing from being published widely, then it helps to reduce the risk of revolution. They would crack down on any anti-government material as a way of keeping themselves more secure in their power.</i></p>	8	
			<p><b>Level 7 Because the message of the source is subversive</b>  i.e. understands the artist's purpose in drawing it, or the owners' purpose in owning it – the impact they wanted to produce.  <i>e.g. They would seize this because they know it can be used to whip up feeling against the authorities. The artist was obviously outraged by what had happened at Peterloo and wanted people to rise up against the Government.</i></p>	9	

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4			<b><u>Study Sources D and E.</u></b> <b><u>Does Source E prove that Source D is wrong? Use the sources and your knowledge to explain your answer.</u></b>	9	Note: the answer must have a yes/no conclusion. Just comparing the sources is not enough.
			<b>Level 1 Yes/No, assertions based on Source D or Source E alone</b> <i>eg Yes, Source D does prove it. He says the right number of people who were killed.</i> <b>OR</b> <b>Unexplained provenance</b> <i>eg I'm sure Source D must be true as it's an article in a newspaper.</i>	1	
			<b>Level 2 Yes/No, explained provenance</b> ie but no discussion of purpose. <i>eg Yes it does prove Source D is wrong because Birley was actually at the meeting and would have seen what went on.</i>	2	
			<b>Level 3 No, based on comparison of content of Sources D and E to assume they agree</b> ie there must be explicit use of content of both sources. <i>eg No, because actually they agree about most things. Both sources say that the crowd were throwing bricks at the soldiers, and they both agree that this happened before the arrest took place.</i>	3	
			<b>Level 4 Yes/No, based on comparison of content of Sources D and E to show they disagree</b> ie there must be explicit use of content of both sources, with the assumption that because they differ, one of them must be wrong. <i>eg Yes, it does. Source D claims that the soldiers charged before the people did anything wrong, but in Source E we find out that the troops behaved well.</i>	4-5	

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			<p><b>Level 5 Yes/No, based on cross-references of content of Source D and/or E to other source(s)/contextual knowledge to decide which is right</b></p> <p>Proving E is right = 6 marks, proving D is right = 7 marks.  <i>eg It does not prove Source D is wrong. Source E claims that the troops behaved well, but if you look at Source C you can see them attacking the crowd while Hunt is being arrested. This backs up Source D which says the soldiers cut their way to the platform in order to arrest Hunt.</i></p>	6-7	
			<p><b>Level 6 No: as L4 or L5, plus evaluates purpose of Source E</b></p> <p>ie sees Source E as special pleading by someone who wants to justify what he did. Answers only evaluating purpose of Source E = L5/6. These answers must argue <u>No</u>.  <i>eg [As L4/L5 plus] Really what is going on in Source E is Birley's attempt to cover up what he was responsible for. He's caused a massacre but he's trying to justify his actions.</i></p>	8-9	

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5			<p><b><u>Study Source F.</u></b>  <b><u>Who would the cartoonist who drew Source F have supported at 'Peterloo' – the crowd or the authorities?</u></b>  <b><u>Use the source and your knowledge to explain your answer.</u></b></p>	8	
			<p><b>Level 1 The authorities: supported by source detail at face value</b>            ie no interpretation of the cartoon as a comment on Peterloo/general context of the time  <i>eg The authorities because he shows the Radical reformer is just a monster who will kill everything in its path.</i></p>	1-2	
			<p><b>Level 2 The crowd: supported by source detail at face value</b>            ie no interpretation of the cartoon as a comment on Peterloo/general context of the time  <i>eg The crowd because the cartoonist obviously likes the sight of the rulers being chased and frightened by the monster.</i></p>	3-4	
			<p><b>Level 3 The authorities: explains through misinterpretation of the cartoonist's opinion about Peterloo/context of the time</b>            ie thinks the cartoonist would have approved of the authorities.  <i>eg The authorities because they tried to deal with the threat of Radical reform when they crushed the Peterloo rioters and this cartoon shows what the terrible consequences will be if they allow a French-type revolution to take place in Britain.</i></p>	5-6	

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			<b>Level 4 The crowd: explains through valid interpretation of the cartoonist's opinion about Peterloo/context of the time</b> <i>eg It has to be the crowd. The cartoonist thinks Peterloo has been a tragedy which has unleashed violence. He thinks the rulers are getting what they deserve and that they will now be swept away by a revolution because of their stupid actions.</i>	7-8	

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6			<u><b>Study all the sources.</b></u> <u><b>'The Manchester magistrates were to blame for the 'Peterloo' massacre.'</b></u> <u><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.</b></u>	10	
			<b>Level 1</b> Answers on 'Peterloo' – no valid source use	1-3	
			<b>Level 2</b> Uses source(s) for <i>or</i> against the idea that the magistrates were to blame	4-6	
			<b>Level 3</b> Uses source(s) for <i>and</i> against the idea that the magistrates were to blame	7-9	
			<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 must not exceed 10.		<b>Notes:</b> <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). Simply writing about issues in the sources is not enough.</li> <li>• Higher marks in L2/L3 to be awarded on numbers of sources used.</li> <li>• When marking, indicate each valid source use with 'Y' for magistrates to blame and 'N' for magistrates not to blame, or someone else to blame (eg the crowd, the soldiers etc).</li> <li>• Where sources are grouped, the group can only earn a single Y/N, and then only if what is claimed as support applies accurately to <b>all</b> sources in the group.</li> <li>• They can argue 'Yes, magistrates' in relation to any of the other authorities (soldiers, government). They may also argue other authorities as 'No, not magistrates'.</li> </ul>

**Q6: Spelling, Punctuation and Grammar**

Award SPaG marks on Question 6 according to these criteria:

**High Performance, 3 marks**

Candidates spell, punctuate and use the 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 the rules of grammar with considerable accuracy and general control of meaning in the context of the demand of the question. Where required, they use a good range of specialist terms with facility.

**Threshold Performance, 1 mark**

Candidates spell, punctuate and use the 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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