

General Certificate of Secondary Education
History A (Schools History Project)
Developments in Crime and Punishment in
Britain, 1200–1945

A952/22

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.
Additional materials: Answer Booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet.
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- Write your answers, in black ink only, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part-question.
- The total number of marks for this paper is **53**.

ADVICE TO CANDIDATES

- Read each question carefully. Make sure you know what to do before you start each answer.
- You will be assessed on the quality of written communication in your answer to question 6. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **5** printed pages and **3** blank pages.

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Answer ALL the questions.

1 Study Source A.

What impressions of Dick Turpin does this source give you? Use the source to explain your answer. **[6]**

2 Study Sources B and C.

How similar are these two sources? Use the sources and your knowledge to explain your answer. **[9]**

3 Study Source D.

How far do you believe what this source shows you about Dick Turpin? Use the source and your knowledge to explain your answer. **[8]**

4 Study Source E.

How useful is this source as evidence about Dick Turpin? Use the source and your knowledge to explain your answer. **[8]**

5 Study Source F.

Why do you think this picture was published at that time? Use the source and your knowledge to explain your answer. **[9]**

6 Study all the sources.

‘Dick Turpin was just a vicious criminal.’

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]

 Spelling, punctuation and grammar **[3]**

Paper total: [53]

Developments in Crime and Punishment in Britain 1200–1945**Dick Turpin – Hero or Villain?****Background Information**

There can be no doubt that Dick Turpin is the most famous of the eighteenth-century highwaymen. He was born in Essex in 1706, and became a butcher before taking to a life of crime. He was finally captured and executed in York in 1739. Many stories have been told about his exploits, including his ride from London to York on his faithful horse, Black Bess. In these stories he is presented as a daring adventurer, noble in spirit, robbing the rich, but always considerate towards the weak and poor.

Was Dick Turpin really like this, or was he simply a vicious criminal?

Source A

The unfortunate Turpin, being committed to prison in York Castle, lived in as much pleasure as the prison would allow, eating, drinking and getting drunk with anybody who would spend their time with him. Neither did he alter his behaviour even after he was found guilty and sentenced to hang. After it was found out that he was the Turpin who was so famous for his robberies in the southern parts of England, many people from all parts came daily to see him. He continued in good humour to the last, spending his time in joking, drinking and telling stories.

From a newspaper report of March 1739.

Source B

They had not been long in the shop when one of them pulled out a knife, and then they threatened the master of the house, his wife and daughter with immediate death, if any of them offered to make the least outcry. While some of the gang stood sentries in the shop, to prevent the family making any noise, the rest searched the house for anything of value that they could easily carry off, but they were generous enough to give back some clothes of about £6 in value, when the daughter begged them to do so. There being a sack of flour in the shop, they emptied it on the floor, and put all their plunder in it, and carried it off.

From an account of a robbery of a shop in October 1734 by members of the Gregory Gang, of which Dick Turpin was a member. Almost certainly, Turpin was involved in this robbery. This account was published in a pamphlet in January 1735.

Source C

You know that here in England a man cannot travel without running the risk of being robbed. Your friend was surprised last year near Cambridge by the famous Turpin. The highwayman, after having repeated the order to stop, in order to punish him for his disobedience, fired a pistol at him, but the shot happily missed. Your friend, fearing a second shot, resolved to obey. The highwayman took his watch and his snuff-box, leaving him only two shillings to continue his journey. Before he left him, he required his word of honour that he would not cause him to be pursued, nor inform against him to the authorities, which being given, they parted most courteously.

From a letter written in 1738 by a French visitor to Britain.

[Turn over

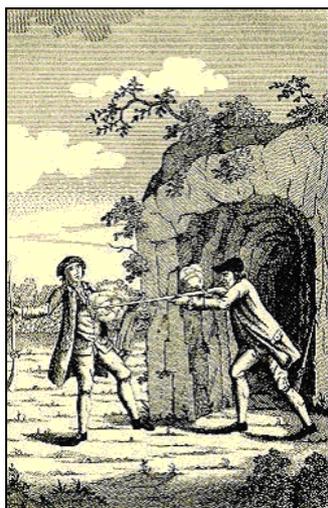
Source D

A nineteenth-century picture of Dick Turpin riding Black Bess. This picture is of a figure from a Victorian toy theatre.

Source E

The story of Dick's dashing ride to York will live forever, joined with the name of his faithful mare, Black Bess. All along the Great North Road the legend is truth; every village through which the highwayman galloped during that famous ride has its own peculiar tale and memory of Turpin's feat. From London to York, a whole book of Turpin stories could be collected from innkeepers; here you may learn how Turpin refreshed his mare with strong ale and see the actual tankard he used; and there, how he leaped the five-bar toll gate! And yet the ride never took place, and the splendid mare never died at the moment of victory within sight of the towers of York. The death of Black Bess makes painful reading, but, after all, she only ever lived in the imagination.

From a book about Dick Turpin published in 1911.

Source F

Dick Turpin killing Thomas Morris, who had come to arrest him, outside the cave he used as a hideout in Epping Forest, Essex, May 1737. The illustration comes from a book published in 1774 which aimed to warn people of the evils of a life of crime.

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Copyright Acknowledgements:

Developments in Crime and Punishment in Britain 1200–1945

Source A: Quoted in J Sharpe, Dick Turpin: The Myth of the English Highwayman, Profile Books Ltd, 2004, p6

Source B: Quoted in J Sharpe, Dick Turpin: The Myth of the English Highwayman, Profile Books Ltd, 2004, p110

Source C: from www.outlawsandhighwaymen.com/leblanc

Source D: from www.outlawsandhighwaymen.com/pictures/turpin2

Source E: Quoted in J Sharpe, Dick Turpin: The Myth of the English Highwayman, Profile Books Ltd, 2004, p209-10

Source F: from www.exclassics.com/newgate/turpin2

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Unit A952/22: Developments in Crime and Punishment
in Britain 1200–1945

Specimen Mark Scheme

The maximum mark for this paper is **53**.

NOTES TO EXAMINERS

OCR will have sent you a copy of the booklet INSTRUCTIONS FOR EXAMINERS. 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 (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 totaling.

Spelling, Punctuation and Grammar 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.

Note to examiners:

When 'contextual knowledge' is referred to in the mark scheme, this means reward is given for specific historical detail that does not appear anywhere else on the paper.

Question Number		Mark
1	<p>Study Source A. What impressions of Dick Turpin does this source give you? Use the source to explain your answer. [6]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Use of source but no inferences (impressions). <i>e.g. 'I can tell that Dick Turpin liked eating, drinking and getting drunk.'</i></p> <p>Level 2 Valid inference(s). One inference = 2 marks, two = 3 marks, three = 4 marks. <i>e.g. 'I can tell that he was brave, sociable etc.'</i></p> <p>Level 3 Valid inferences, supported. One supported = 5 marks, two = 6 marks. <i>e.g. 'I can tell he was brave because even after he was sentenced to hang he still kept his good humour.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-4]</p> <p>[5-6]</p>
2	<p>Study Sources B and C. How similar are these two sources? Use the source and your knowledge to explain your answer. [9]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Provenance only . <i>e.g. 'They are different because one is a letter written by a French visitor but the other was published in a pamphlet.'</i></p> <p>Level 2 Uses source content, but no valid comparisons. i.e. candidates might 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 3 Similarity and/or difference of source details. Similarity or difference = 4-5 marks (5 marks for two sims/diffs). Similarity and difference = 5-6 marks (5 marks for one of each, 6 marks for any extra sim/diff) <i>e.g. 'They are similar because both sources describe an armed robbery, but they are different because one takes place in a shop and the other on a highway and in the first a knife is used but in the second a pistol.'</i></p> <p>Level 4 Comparison of inferences about the character of Turpin/the robbers. Nasty or nice = 7-8 marks. Only award nine marks if support for inference given from <i>both</i> sources.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4-6]</p> <p>[7-9]</p>

Question Number		Mark
2 cont'd	<p>Nasty and nice = 8-9 marks. Only award ten marks if support for <i>both</i> inferences is given from <i>both</i> sources.</p> <p><i>e.g. 'They are similar because in both sources the robbers are violent. In Source B they threaten to kill the family, and in Source C Turpin fires his pistol at the traveller. However, even though they are violent, they also show a good side, as in Source B they let the daughter keep the clothes, and in Source C Turpin parts from the traveller on good terms.'</i></p>	[7-9]
3	<p>Study Source D. How far do you believe what this source shows you about Dick Turpin? Use the sources and your knowledge to explain your answer. [8]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Undeveloped provenance. i.e. no explanation of why provenance is an issue. <i>e.g. 'No, I don't believe it because it comes from a Victorian toy theatre.'</i></p> <p>Level 2 Uncritical acceptance/rejection. i.e. identifies things in the picture which are/are not believed. <i>e.g. 'I can believe it because it shows him shooting a pistol and riding away, which is what highwaymen did.'</i></p> <p>Level 3 Commonsense rejection of source details. i.e. no use of specific contextual knowledge. <i>e.g. 'I don't think he would be wearing a hat because it would come off as he galloped along.'</i></p> <p>Level 4 L2 plus L3.</p> <p>Level 5 Explained provenance. i.e. arguments for rejecting details of the cartoon are based on explanations of the provenance. <i>e.g. 'I do not believe that this is a realistic picture of Dick Turpin. It was produced for a toy theatre so because children would be playing with it they won't make Turpin look like a real violent criminal, he'll be made to look like a hero.'</i></p> <p>Level 6 Rejects on the basis that it represents the myth of the highwayman. i.e. understands that the image is romanticised to reflect the highwayman myth, but stops short of cross-reference. <i>e.g. 'By the nineteenth century a myth about highwaymen had developed, which represented them as glamorous, dashing heroes. This picture is an example of that. It isn't even intended to be an accurate picture of Turpin, so I don't believe it.'</i></p> <p>Level 7 Specific cross-reference about Turpin. i.e. to other sources or to specific contextual knowledge.</p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p> <p>[5-6]</p> <p>[6-7]</p>

Question Number		Mark
3 cont'd	<p><i>e.g. 'No, I don't believe this at all. We know the whole story of Black Bess and the ride to York was made up. When I look at Source E it says Black Bess only ever lived in the imagination, so why would I believe this picture from a toy theatre?'</i></p>	[8]
4	<p>Study Source E. How useful is this source as evidence about Dick Turpin? Use the sources and your knowledge to explain your answer. [8]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Provenance alone. <i>e.g. 'It is useful because it comes from a book about Dick Turpin.'</i></p> <p>Level 2 Not useful because of what it does not say. i.e. something specific about Dick Turpin. <i>e.g. 'It is not very useful because it doesn't tell us anything about the robberies Turpin did with the Gregory Gang.'</i></p> <p>Level 3 Useful for details it gives about Dick Turpin. i.e. but assuming these details to be true. <i>e.g. 'It is very useful evidence because it tells us about how he rode to York.'</i></p> <p>Level 4 Both L2 and L3.</p> <p>Level 5 Useful for telling us that the ride was a myth. <i>e.g. 'It is a useful source because now we know that the whole story of the ride to York was made up.'</i></p> <p>Level 6 Useful because it is reliable/tells us the truth. Any answer based on contextual knowledge of the ride being a legend. <i>e.g. 'This is a useful source because although it gives a lot of information about the ride to York, we know that this is one of the stories that has been made up about Turpin, so it puts the story of the ride into its proper light.'</i></p> <p>Level 7 L5 or L6 plus evaluation of utility built upon awareness of what people want to believe about Turpin. If no L5/L6, then award L3. <i>e.g. 'Even though the ride never took place, this source is still useful because it shows how strong the Turpin myth has become and how people want to believe the ride was true, and that Turpin was a hero.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p> <p>[5]</p> <p>[6-7]</p> <p>[8]</p>
5	<p>Study Source F. Why do you think this picture was published at that time? Use the source and your knowledge to explain your answer.</p> <p>Note: this question is only concerned with <i>reasons</i>. [9]</p>	

Question Number		Mark
5 cont'd	<p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Commonsense, generalised answers. i.e. no use of source content. <i>e.g. 'I think it was published to entertain people.'</i></p> <p>Level 2 To show what happened. <i>e.g. 'I think it was published to show how Turpin shot a man outside his cave.'</i></p> <p>Level 3 Because of Turpin's fame. <i>e.g. 'I think it was published because Dick Turpin was very famous and people were interested in what he did.'</i></p> <p>OR Simple purpose unexplained <i>e.g. 'I think the author wanted to warn people about the evils of a life of crime.'</i></p> <p>Level 4 Purpose of source explained by using detail in the source. i.e. what the publisher wanted to say to the audience, or the impact the published hoped to have on the audience. <i>e.g. 'I think the reason why it was published was to make Turpin look evil (he is shooting the man who came to arrest him) and prevent people thinking of highwaymen as heroes so they would not become highwaymen themselves.'</i></p> <p>Level 5 Purpose of source explained by contextual knowledge. <i>e.g. 'It was published because at that time people were worried about the increasing amount of crime, highway robbery was still common so people thought it was an important issue.'</i></p> <p>Level 6 L4 and L5.</p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-5]</p> <p>[4]</p> <p>[6-7]</p> <p>[8]</p> <p>[9]</p>
6	<p>Study all the sources.</p> <p>'Dick Turpin was just a vicious criminal.' 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]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Answers on Dick Turpin – no valid source use. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Non-specific source use. 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. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p>

Question Number		Mark
<p style="text-align: center;">6 cont'd</p>	<p>Level 3 Uses source(s) to support OR oppose the idea that Dick Turpin was a vicious criminal. One mark for each source used Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Uses source(s) to support AND oppose the idea that Dick Turpin was a vicious criminal. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Award TWO bonus marks for ANY consideration of the reliability, sufficiency, etc of source but mark must not exceed 10.</p> <ul style="list-style-type: none"> • To score in L3/L4 there must be source use, i.e. direct reference to source content. • 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. 	<p style="text-align: center;">[4-7]</p> <p style="text-align: center;">[8-9]</p>
	Spelling, Punctuation and Grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG: 3
Paper Total		[53]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	SPaG	Total
1	1	2	3		6
2	2	1	6		9
3	2	1	5		8
4	2	1	5		8
5	3	2	4		9
6	2	0	8	3	13
Totals	12	7	31	3	53

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