

Mark Scheme (Results) January 2010

GCSE

GCSE History (5HB02/2A)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Unit 2: Schools History Project Depth Study

Option 2A: The transformation of British society, c1815-51

Question Number		
1		What can you can learn from Source A about the importance of the Great Exhibition of 1851? Target: comprehension and inference from source (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information from the source or states an unsupported inference. Award 1 mark for each relevant item. <i>E.g. there were lots of people there; it was a big exhibition.</i>
2	3-4	Developed statement An inference is drawn and supported from the source. <i>E.g. important because it was opened by the Queen; a lot of money has been spent.</i>

Question Number		
2		<p>The boxes below show two important individuals.</p> <p>Choose ONE and explain his importance in the development of railways in Britain.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">George Stephenson and the building of railways</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Isambard Kingdom Brunel and the Great Western Railway</div> </div> <p>Target: recall; importance of key individuals (AO1 and AO2:9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements about importance of individual OR comments which could apply to either individual.</p> <p><i>E.g. Stephenson: built railway engines. Brunel: built bridges and tunnels.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of work.</p> <p>Student gives an account of the work of the individual OR a narrative of the development of the railways.</p> <p><i>E.g. Stephenson: built Stockton to Darlington; Stephenson and the Rocket; Rainhill Trials; Liverpool to Manchester Railway. Brunel: GWR engineer; gauge competition; built bridges, tunnels</i></p>
3	7-9	<p>The focus is on the importance of the individual in developing the railways</p> <p>Student will show an understanding of the importance of the individual chosen. The significance/influence of the individual will be considered.</p> <p><i>e.g. Stephenson: locomotives worked well; Stockton to Darlington showed potential of railways; solving of technical problems of Liverpool to Manchester Railway; first passenger railway; trade developed; eventual adoption of his narrower gauge; led to the development of a railway system.</i></p> <p><i>Brunel: work as an engineer and speed of railways; London to Bristol railway line; demanded trial of the gauges.</i></p>

Question Number		
3		<p>Why was there opposition to the building and use of railways?</p> <ul style="list-style-type: none"> • Large groups of navvies built the railways • William Huskisson was killed at the opening of the Liverpool-Manchester railway in 1830 • 1843: The stage coach service between London and Bristol stopped <p>Target: recall, cause and consequence (AO1 and AO2 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student states example(s) of opposition without development</p> <p><i>E.g. people were scared, people lost money</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes opposition.</p> <p><i>E.g. farmers feared effects on cattle, Church groups against Sunday travel, canal owners would lose money</i></p> <p>Reserve top of level for 4 examples.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student explains the basis for opposition supported by a range of examples.</p> <p><i>E.g. loss of business for certain groups; fears of change; afraid of navvies; resistance by landowners and some towns; fears of safety and dangers of railways.</i></p>

Question Number		
4		<p>Why did Parliament pass the Poor Law Amendment Act in 1834?</p> <ul style="list-style-type: none"> • The Speenhamland system was linked to the price of bread • Different systems of poor relief were used • In 1832 a Royal Commission was set up to investigate Poor Relief <p>Target: recall; cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may give a list of reasons why the PLAA was passed without comment or development</p> <p><i>E.g. the old system had problems, there many poor people growing, many people were lazy.</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a narrative or descriptive answer.</p> <p><i>E.g. describes systems or problems of poor relief already in place (Elizabethan Poor Law/Roundsman/Speenhamland system) describes rising costs; describes resentment at rising costs.</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains reasons which led to the Poor Law Amendment Act 1834.</p> <p><i>e.g. increasing ineffectiveness of systems of poor relief already in place; problems in urban and rural areas by 1830s; trade cycle caused problems; new influences on the government such as utilitarianism and Malthus; setting up of a Royal Commission; Royal Commission making its report.</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		Describe the problems faced by women and children working in coal mines in the years 1815-1851. Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student states valid problem(s) without development. <i>E.g. moving heavy loads; young age; injuries and deaths; health problems; explosions; rock falls.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes working conditions in the coal mines <i>E.g. hard physical work; gas explosions</i> Reserve top of level for depth / range of examples and details included.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student identifies and explains range of problems resulting from working conditions/the nature of the work in the mines which women and children faced <i>E.g. details offered of dangerous conditions and problems such as gas explosions, rock falls and physical injuries</i>

Question Number		
5 (b)		<p>'Working conditions in textile factories improved in the years 1833 to 1851.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1833 Factory Act: stated that children under 9 could not work in textile factories • 1844 Factory Act: included safety regulations for machinery • Many factory owners used a shift system <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers detail of government improving working conditions or asserts extent of success of government's improvement of working conditions.</p> <p><i>E.g. the government introduced inspectors; 10 hour working days started, factories were safer</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes some improvements in factory conditions.</p> <p><i>E.g. reports began; describes Factory Acts 1844/1847; describes work of Shaftesbury/Owen/Ten-Hour Movement, may assert better/worse but does not assess improvements</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student identifies and explains improvements in factory conditions and/or identifies and explains lack of improvements</p> <p><i>E.g. gives details of government legislation and improvements; too few inspectors; factory owners wanted profit; work by individuals who were keen to improve conditions but only a limited number of them.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for indicating that there were limitations in implementation.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess improvements based on their impact and to make a judgement.</p> <p><i>E.g. reforms were slow; context of laissez-faire; debates on working conditions; weighs up success and failure of government legislation.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Question Number		
6 (a)		Describe the aims of the 1832 Parliamentary Reform Act. Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers an aim of the 1832 Reform Act without development. <i>E.g. improve things, give more people the vote</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mainly relevant and accurate. Student describes with some details the 1832 Parliamentary Reform Act. Links to aims remain implicit. <i>E.g. give more votes to the north, more votes to middle class, to prevent revolution.</i> Reserve top of level for range of examples and detail included.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student analyses the aims of 1832 Reform Act supported by selected detail <i>E.g. more distribution of seats to north, extending the franchise to the middle-class, reduce threat of revolution while still maintaining aristocratic power.</i> Reserve top of level for depth of answer and context of early 19 th century.

Question Number		
6 (b)		<p>'Feargus O'Connor's leadership was the main reason why the Chartist movement collapsed.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Lovett and O'Connor disagreed about the use of "physical force" • 1838: More than 500 Chartists were imprisoned after the Newport Uprising • 1848: The Chartists' Third petition included many false signatures <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge</p> <p>Student offers detail of O'Connor's leadership, the Chartist movement, or its failure.</p> <p><i>E.g. O'Connor was violent; the Petition had false names; many were opposed to the Chartists.</i></p> <p>QWC i-ii-iii</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the failure of Chartism OR may describe work of O'Connor</p> <p><i>E.g. describe the activities/aims of the Chartists; divisions amongst the leadership; narrates the Chartist movement</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student identifies and explains O'Connor's role OR identifies and explains the reasons for the collapse of the Chartist movement.</p> <p><i>e.g. explains O'Connor's role and beliefs; explains the problems in the Chartist movement; the methods used by the Chartists; the improvements in the economy and working conditions; the governments use of force</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which consider O'Connor and other reasons.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess the role of O'Connor's leadership in the failure of the Chartist movement weighed against the work of other factors to make a judgement.</p> <p><i>E.g. range of political and economic factors; role of individuals; reasons for decline in the 1840s; nature of the aims of the Chartist movement; the extent of force available to the government</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

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