

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB02/2A)
Unit 2: Schools History Project
Development Study
Option 2A: The transformation of
British society, c1815-c1851

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG039139

All the material in this publication is copyright

© Pearson Education Ltd 2014

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.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage 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:

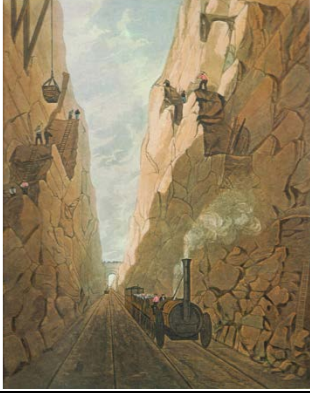
i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>What can you learn from Source A about the construction of railways in Britain?</p> <p>Source A: A painting of the construction of the Liverpool to Manchester Railway which opened in 1830. It shows work at Olive Mount.</p>  <p>Target: comprehension and inference from source (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement</p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>e.g. men are working on the rocks, they had to dig deep</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g. dependent on manual labour, dangerous, demanding</i></p>

Question Number		
2		<p>The boxes below show two different methods of protest used by the Chartists.</p> <p>Choose one and explain the effects of the method of protest.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Peaceful methods: 'moral force Chartists'</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Violent methods: 'physical force Chartists'</div> </div> <p>Target: analyse consequence (AO1/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements</p> <p>OR</p> <p>Makes unsupported statement about the method used.</p> <p><i>e.g. they had marches, they attacked buildings</i></p>
2	4-6	<p>Descriptive answer which will state but not examine how the method was used by the Chartists.</p> <p>Student will describe or narrate Chartist protests.</p> <p><i>e.g. describes or narrates role of Lovett and use of marches and petitions</i> <i>describes or narrates role of O'Connell and Newport Rising, Plug Plots</i></p>
3	7-9	<p>The focus is on how the method was used by the Chartists.</p> <p>Student will explain the effects of the protest method chosen</p> <p><i>e.g. explains the consequences of protests by "moral force" Chartists and role of Lovett</i> <i>explains the consequences of protests by "physical force" Chartists and O'Connell</i></p>

Question Number		
3		<p>In what ways did the 1832 Reform Act change Britain's electoral system?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Before 1832 one in ten men could vote. • 1831: Old Sarum had 11 voters. • After 1832 Manchester had two MPs. <p>Target: recall, analyse process of change (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student states example(s) without development.</p> <p><i>e.g. there were more seats, more people could vote</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 descriptive account of Britain's electoral system and/or the 1832 Reform Act.</p> <p><i>e.g. describes changes in distribution of seats, changes in nature of boroughs, changes in male franchise</i></p> <p>Reserve top of level for the quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support their response with sufficient accurate and relevant detail.</p> <p>Student explains the effects of the 1832 Reform Act</p> <p><i>e.g. explains consequences such as distribution of seats, increase in the franchise and decrease in corruption with removal of rotten and pocket boroughs</i></p> <p>Reserve top of level for range of aspects explored or links between the factors shown.</p>

Question Number		
4		<p>Why did the population of towns in northern England grow so much in the years c1815-c1851?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • After 1815 there was a growth in demand for goods made in factories. • New threshing machines were being used on farms. • 1845-49: Many potato crops failed in Ireland. <p>Target: recall, analyse the process of change (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge. Student states example(s) without development.</p> <p><i>e.g. more children were born, people moved to England</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 description of population changes in the years c1815-c1851.</p> <p><i>e.g. describes the growth of towns, population movement from rural areas, the Irish Famine, the Highland Clearances.</i></p> <p>Reserve top of level for the quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support their response with sufficient accurate and relevant detail.</p> <p>Student will explain the reasons for the rapid growth of England's population in the years c1815-c1851</p> <p><i>e.g. explains the combination of "push" and "pull" factors leading to the growth of population in England such as Irish famine, Highland Clearances, changes in rural areas against employment opportunities with growth of industry in areas of England.</i></p> <p>Reserve top of level for range of factors explored or links between the factors shown.</p>

Question Number		
5 (a)		Describe the improvements made to working conditions in coal mines in the years c1815-c1851. Target: recall; analyse effects or change (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. they got better lamps, they stopped women working in mines</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 changes to working conditions in coal mines in general terms <i>e.g. describes the dangers of working in coal mines, the employment of women and children</i> Reserve top of level for depth and range of supporting 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 describes improvements to working conditions in coal mines in the years c1815-c1851. <i>e.g. describes the extent of improvements made by Davy Lamp, the role of Shaftesbury and effects of 1842 Mines Act.</i> Reserve top of level for depth of answer.

Question Number		
5 (b)		<p>'The rising cost of poor relief was the main reason why the Poor Law was changed in 1834.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • In the 1800s the population in England grew rapidly. • Before 1834 different systems of poor relief were used in England. • 1832: A Royal Commission was set up to investigate poor relief. <p>Target: recall, analyse causation (AO1 and AO2) 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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on poor relief.</p> <p><i>e.g. it cost less, people had to go to workhouses</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the 1834 Poor Law Amendment Act and/or systems of poor relief before 1834/poor relief after 1834.</p> <p><i>e.g. describes the Speenhamland/Roundsman systems, conditions in workhouses, the use of Outdoor Relief and the idea of "less eligibility."</i></p> <p>Reserve top of level for depth and range of supporting details</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</p> <p>QWC i-ii-iii</p>

		of the rules of grammar with general accuracy.
3	9-12	<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 explains whether reducing cost was the main factor AND/OR other problems with the systems of poor relief were the main reason for changes to the Poor Law in 1834.</p> <p><i>e.g. shows that reducing cost by ending outdoor relief and deliberately poor conditions in workhouses was the main reason for changes to the Poor Law in 1834 AND/OR other reasons for change such as different methods of poor relief used, corrupt overseers, the rapidly rising population, the desire for more central control.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student weighs up the role of reducing costs against other factors for changes to the Poor Law in 1834.</p> <p><i>e.g. analyses the desire for reductions in rising costs of poor relief as a factor for changes to poor relief in 1834 set against other factors such as central control, a common system of poor relief throughout the country, the problems of a rapidly rising population.</i></p> <p>Reserve top of level for range and depth of answer.</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>
QWC i-ii-iii		
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2-3	Students spell, punctuate and use the 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.
High	4	Students 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.

Question Number		
6 (a)		Describe the importance of Brunel in the development of railways in Britain. Target: recall; analyse significance or importance (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. he built bridges, he was an engineer</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 the work of Brunel. <i>e.g. describes or narrates Brunel's work as an engineer such as the building of bridges, viaducts, the 'Battle of the Gauges'</i> Reserve top of level for depth and range of supporting 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 describes the importance of Brunel in the development of railways. <i>e.g. explains the contribution made by Brunel's engineering and the 'Battle of the Gauges' to the development of railways in Britain.</i> Reserve top of level for depth of answer.

Question Number		
6 (b)		<p>'Working conditions in factories improved greatly during the years c1815-c1851'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Between 1815 and 1851 Factory Acts were passed. • Many people believed in 'laissez-faire'. • Robert Owen owned factories in New Lanark. <p>Target: recall, analyse effects or change (AO1 and AO2) 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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on working conditions in factories.</p> <p><i>e.g. people worked fewer hours, children could not work as much</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes improvements to working conditions.</p> <p><i>e.g. describes or narrates Factory Acts and/or the work of individual reformers such as Shaftesbury, Owen, the Ten Hour movement.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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>QWC i-ii-iii</p>

3	9-12	<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 explains that working conditions in factories did AND/OR did not improve a lot in the years c1815-c1851.</p> <p><i>e.g. explains how working conditions in factories did improve with Factory Acts and/or the work of individuals AND/OR explains the lack of improvements due to shortcomings of Factory Acts and/or the limitations of reform by individuals and/or reform groups.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student weighs up the extent to which working conditions in factories improved during the years c1815-c1851.</p> <p><i>e.g. analyses the extent to which real improvements were made to working conditions in factories given the shortcomings of legislation and the effects of individuals and reform groups.</i></p> <p>Reserve top of level for answers which show understanding of historical context.</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>
QWC i-ii-iii		
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2-3	Students spell, punctuate and use the 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.

High	4	Students 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.