

Mark Scheme (Results)

Winter 2011

GCSE

GCSE History B (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.
- **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.

Unit 2: Schools History Project Depth Study

Option 2A: The transformation of British society, c1815-c1851

Question Number		
1		What can you can learn from Source A about living conditions in urban areas in the mid-nineteenth century? 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 or states an unsupported inference. Award 1 mark for each relevant item. <i>Eg; houses built near to factories, railway lines, lots of smoke</i>
2	3-4	Developed statement An inference about urban conditions is drawn and supported from the source. <i>Eg; rapid growth, problems of disease and overcrowding, lack of planning</i>

Question Number		
2		<p>The boxes below show two groups of people.</p> <p>Choose one and explain their importance in the construction of railways.</p> <p style="text-align: center;"> <input type="text" value="Navvies"/> <input type="text" value="Speculators"/> </p> <p>Target: recall; importance of key events(AO1 and A02: 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 each group OR comments which could apply to either.</p> <p><i>Eg. Navvies: built the lines, physical work</i> <i>Speculators: gave money, were rich</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of the group chosen in the construction of railways.</p> <p>Student gives a description of the group. Their importance in the group's construction of railways is asserted or implied.</p> <p><i>Eg. Navvies: actual construction of the lines; blasting of tunnels, building of viaducts</i> <i>Speculators: raised money to build railway, work of George Hudson</i></p>
3	7-9	<p>The focus is on the importance of the group chosen in the construction of railways.</p> <p>Student will show an understanding of the importance of the group chosen in the construction of railways. The significance/influence of the group will be considered.</p> <p><i>Eg. Navvies: need to overcome problems of construction</i> <i>Speculators: raised money and invested, importance of individuals such as George Hudson.</i></p>

Question Number		
3		<p>In what ways did working conditions in coal mines improve for women and children in the years 1815-51?</p> <ul style="list-style-type: none"> • 1815: Children were often employed in coal mines. • 1842: The Mines and Collieries Act. • 1850: Mines Inspectors were allowed underground. <p>Target: recall, cause and consequence (AO1 and A02 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 offers a valid comment on working conditions in coal mines.</p> <p><i>Eg; lots of accidents; poor health</i></p> <p>Reserve top of level for answers which state more than one change.</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 on working conditions in coal mines.</p> <p><i>Eg; deeper mines being built; problems of explosions, rock falls, gas, ill health; describes work carried out by women and children; describes 1842 Mines and Collieries Act</i></p> <p>Reserve top of level for depth and range 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 explains improvements of working conditions for women and children in coal mines</p> <p><i>Eg; increasing demand for coal led to deeper mines and therefore increased risks; use of new safety lamps; work of Shaftesbury; 1842 Mines and Collieries Act stopped employment of women and children under ten; may explain limitations such as ignored by many mine owners, lack of inspectors.</i></p> <p>Reserve top of level for range of improvements explored or the links between factors shown.</p>

Question Number		
4		<p>Why did the Government reform working conditions in textile factories in the years 1815-51?</p> <ul style="list-style-type: none"> • <i>Laissez-faire</i> was a commonly held belief. • 1831: Richard Oastler set up the Ten Hours Movement. • 1833: The Royal Commission reported on the employment of women and children in factories. <p>Target: recall, cause and consequence (AO1 and A02: 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 offers a valid comment on Factory Acts and/or reason for the government passing of Factory Acts.</p> <p><i>Eg. Factory Acts limited how long people could work; people concerned at working conditions.</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 on a number of Factory Acts and the role of the government.</p> <p><i>Eg; 1819 Factory Act; Royal Commission and 1833 Factory Act (Ten Hour Act); 1847 Factory Act.</i></p> <p>Reserve top of level for depth and range 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 explains reasons for the government passing a number of Factory Acts in the years 1815-51.</p> <p><i>e.g. change in belief from laissez-faire to government intervention; impact of campaigns by Oastler and Shaftesbury with support from some MPs; 1833 Royal Commission showed need for government intervention; further campaigns for reform of factory conditions led to 1847 Factory Act.</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 changes brought about by 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 a valid comment on the 1832 Parliamentary Reform Act. <i>Eg; MPs in the north; to 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 mostly relevant and accurate. Student describes the 1832 Parliamentary Reform Act. <i>Eg; the redistribution of parliamentary seats; the extension of the vote; did not include secret ballot.</i> Reserve top of level for depth and range of supporting detail provided.
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 explains changes brought about by the 1832 Parliamentary Reform Act. <i>Eg; increase representation from northern areas and increase middle-class representation but set against maintaining the influence of the aristocracy and to prevent the threat of revolution</i> Reserve top of level for sense of context of parliamentary reform in the early nineteenth century.

Question Number		
5 *(b)		<p>'The methods used by the Chartists meant they had little chance of success'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • William Lovett and Feargus O'Connor disagreed over methods • The government could use railways to move troops quickly. • 1848: The Chartists' Third Petition was rejected by parliament. <p>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> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and A02: 16 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers some detail on the Chartists or offers undeveloped reason(s) for their lack of success.</p> <p><i>Eg; they were divided; they used violence; the petitions had false names; lists demands of the Chartists</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 narrates or describes the Chartists.</p> <p><i>Eg; Chartist leaders; the variety of protest methods used; the Newport Rising; forces available to the government</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 explains why the Chartists were not more successful.</p> <p><i>Eg; The demands of the People's Charter; the use of petitions; divisions within the movement; forces available to the government at both Newport Rising and the meeting at Kennington Common; government intervention into working conditions; wider economic improvements from late 1840 onwards.</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 various problems facing the Chartists and how these limited their chance of success.</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 whether the Chartists had any chance of success.</p> <p><i>Eg; the internal divisions within the Chartist movement itself; the movement seen as violent following events at Newport; the appeal of other organisations; the extent of resources available to the government; wider social and economic changes contributing to the end of Chartism.</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 Chartist movement. Target: recall; understanding of key features (AO1 and A02: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid statement about the Chartists.</p> <p><i>Eg; they wanted MPs to be paid; they wanted more people to have the vote</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mainly relevant and accurate.</p> <p>Student describes the Chartists aims.</p> <p><i>Eg; lists aspects of the Charter; to improve the living and working conditions of the working-class</i></p> <p>Reserve top of level for range of examples and detail included.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student explains the Chartists' aims.</p> <p><i>Eg; reduce bribery and corruption; give more working-class representation; franchise necessary to improve living and working conditions</i></p> <p>Reserve top of level for depth of answer and context.</p>

Question Number		
6 *(b)		<p>'The systems of poor relief used before 1834 were not successful'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Very few parishes had workhouses. • 1832: The cost of poor relief was over £7 million a year. • The Speenhamland System was based on the price of bread. <p>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> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and A02: 16 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 offer detail on poor relief.</p> <p><i>Eg; people given some money; had to move to find work</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 narrates or describes the system(s) of poor relief.</p> <p><i>Eg; use of overseers; indoor and outdoor relief; Roundsman System and Speenhamland System</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 explains the ineffectiveness of the systems of poor relief before 1834.</p> <p><i>Eg; Roundsman system discouraged work; Speenhamland System increasingly expensive; small number of workhouses; problems trade cycles in northern areas; Swing Riots in the south</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 variety of factors.</p>
<p>4</p> <p>QWC i-ii-iii</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 extent of ineffectiveness of the systems of poor relief.</p> <p><i>Eg; systems of poor relief set against wider social and economic context of changes brought about by industrialisation and changes in agriculture; problems of poor harvests, rising prices and fall in trade.</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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