

Mark Scheme (Results)

Summer 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 learn from Source A about the conditions children faced working in mines? 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>E.g they did hard work, the tunnels were small</i>
2	3-4	Developed statement An inference is made and is supported from the source. <i>E.g children needed for the small tunnels; physically demanding; led to physical deformity; dangerous conditions.</i>

Question Number		
2		<p>The boxes below show two individuals.</p> <p>Choose one and explain the importance of his attempts to improve conditions for working people.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Oastler and the Ten Hour Movement</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Owen and the GNCTU</div> </div> <p>Target: recall; significance of event (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 or could apply to either group</p> <p><i>E.g Ten Hour Movement - wanted shorter hours; got MPs to help them</i> <i>GNCTU - very large; supported strikes.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine their attempts to improve working conditions.</p> <p>Student describes or gives a narrative of the group. Their role is asserted or implied.</p> <p><i>E.g The Ten Hour Movement - describes work of Oastler</i> <i>GNCTU - describes role of Owen; widespread support.</i></p>
3	7-9	<p>The focus is on their attempts to improve working conditions.</p> <p>Student will identify their attempts to improve working conditions.</p> <p><i>E.g Ten Hour Movement -Oaster's wider beliefs; connections with MPs and Shaftesbury; publicity and comparisons with slavery; led to Royal Commission and eventual government intervention</i></p> <p><i>GNCTU - initial success; internal divisions; eventual decline as working class support moved to Chartism.</i></p>

Question Number		
3		<p>Why was the Great Exhibition of 1851 so important for Britain?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Thousands of peoples travelled to the exhibition by railway • The entrance fee was lower on some days so that poorer people could visit <p>The exhibition included steel-making displays</p> <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 offers a valid comment or reason.</p> <p><i>E.g easy for people to get to; to help industry.</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. Links remain implicit.</p> <p><i>E.g role of Prince Albert; variety of exhibits; description of building; included cheap entry for all; use of railways.</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 identifies and explains reasons for the Great Exhibition.</p> <p><i>E.g context of 1851; made possible by railways; symbolic of progress; role of Prince Albert; Britain's relations with colonies; to develop trade; all social classes able to visit; may describe some of the opposition.</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>Why had so many railways been built in Britain by 1851?</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 1830s travel by rail from Liverpool to Manchester was twice as fast as going by stage coach • In 1847 over 250,000 navvies were employed building the railways • 'Railway Mania' developed in the 1840s <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 offers a valid comment on building of railways.</p> <p><i>E.g speed; helped trade.</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 the building of railways.</p> <p><i>E.g increased speed and transport links, development of industry, growth of leisure</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 building of railways.</p> <p><i>E.g willingness of individuals to invest; availability of labour; technological advances; demands of industry; sense of progress</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		Describe how the Swing Riots (1830-32) showed the problems of poverty in the countryside. 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 comment on the Swing Riots <i>E.g they wanted more money; there were many riots; many were arrested</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 or narrates events of the Swing Riots. Links remain implicit. <i>E.g attacking of property and machines; threats to landowners; MPs worried by protests; suppression of rioters</i> Reserve top of level for 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 explains how the Swing Riots showed the problems of poverty <i>E.g actions of rioters illustrated the problems of low pay and high unemployment, low poor rate</i> Reserve top of level for depth of answer and context.

Question Number		
5 *(b)		<p>'The 1832 Parliamentary Reform Act brought major changes to the electoral system in Britain.' 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"> • Before 1832 one in ten men could vote • The 1832 Reform Act created 42 new boroughs • After the 1832 Reform Act 70 MPs were from pocket boroughs <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 may offer detail of change following 1832 Reform Act.</p> <p><i>E.g changed boroughs; more people could vote</i></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>
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 results of 1832 Reform Act.</p> <p><i>E.g describes terms of the Act; redistribution of seats</i></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>
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 results of 1832 Reform Act.</p> <p><i>E.g; some changes limited; some changes fairer; shows improvements and/or limitations.</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 give a variety of results.</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 a judgment supported by precisely selected and accurate material.</p> <p>Student attempts to reach a judgement on the results of the 1832 Reform Act</p> <p><i>E.g considers extent of change; context of government fears of too much reform</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 reasons for the growth of urban areas in Britain 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 offers comment on growth of urban areas <i>E.g more jobs in the towns; many in the countryside were poor</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 growth of urban areas. Links remain implicit. <i>E.g decline in jobs in rural areas; jobs in factories; housing needed for the new factories; urban growth and urban problems</i> Reserve top of level for 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 explains the various reasons for urban growth <i>E.g combination of "push" and "pull" factors; consequences of Industrialisation; migration patterns within Britain</i> Reserve top of level for depth of answer and context.

Question Number		
6 *(b)		<p>'The work of Chadwick was the most important reason why the Poor Law was reformed 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"> • By 1832 Poor Relief cost over £7 million • In 1832 Chadwick was appointed to the Royal Commission on the Poor Law • Before 1834 many parishes did not have workhouses <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 may offer detail on Chadwick or new Poor Law</p> <p><i>E.g; Chadwick wrote a report; wanted to save money</i></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>
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 role of Chadwick or new Poor Law</p> <p><i>E.g Chadwick's report used by Commission; expense of Poor Law; wanted to deter people</i></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>
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 role of Chadwick</p> <p><i>E.g problems with old systems of poor relief; Chadwick played a major role with his report; Chadwick wanted to reduce costs; influenced by Bentham</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 show a range of threats/not threats.</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 a supported by precisely selected and accurate material.</p> <p>Student attempts to reach a judgement on Chadwick's role</p> <p><i>E.g Chadwick as author of the report and secretary to the commission set against wider context of ideas such as utilitarianism, Malthus and laissez-faire.</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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