

Mark Scheme (Results)

January 2012

GCSE History

5HB02 2A: The transformation of
British society c1815-c1851

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated History telephone line: 0844 576 0034

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code UG030644

All the material in this publication is copyright

© Pearson Education Ltd 2012

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		<p>What can you learn from Source A about the opening of the Liverpool to Manchester Railway in 1830?</p> <p>Source A: An engraving of the opening of the Liverpool to Manchester Railway in 1830 at Liverpool station. It was the first passenger railway in Britain.</p>  <p>Target: Comprehension and inference from source (AO3a: 4 marks)</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. many people there, people travelling on new trains</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g. sense of occasion, celebration, people look important, lack of safety</i></p>

Question Number		
2		<p>The boxes below show two Acts of Parliament.</p> <p>Choose one and explain the aims of the Act of Parliament.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1832 Parliamentary Reform Act</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">1834 Poor Law Amendment Act</div> </div> <p>Target: recall, analysis of motivation (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.</p> <p><i>E.g</i> 1832 Parliamentary Reform Act: to give more people the vote, to make things fairer 1834 Poor Law Amendment Act: to save money, to make things harder for the poor</p>
2	4-6	<p>Descriptive answer which will state but not examine the aims of the Act of Parliament.</p> <p>Student gives a narrative or descriptive account of the Act of Parliament. The aim is asserted or implied. Links remain implicit.</p> <p><i>E.g</i> 1832 Parliamentary Reform Act: describes changes made, redistribution of seats 1834 Poor Law Amendment Act: describes terms of the Act, changes brought about</p>
3	7-9	<p>The focus is on the aims of the Act of Parliament</p> <p>Student will explain rationale supported by range of detail.</p> <p><i>E.g</i> 1832 Parliamentary Reform Act: explains changes made to the franchise with the 1832 Reform Act, make the system fairer, more middle class representation, government aims to prevent revolution 1834 Poor Law Amendment Act: reduce costs, context of Bentham's ideas, more uniform system of poor relief, principle of 'less eligibility'...</p>

Question Number		
3		<p>What was the impact of industrialisation on the employment of children in textile factories and coal mines in the years c1815-c1851?</p> <ul style="list-style-type: none"> • Children were employed as 'trappers' in coal mines. • Many factory owners used the pauper apprentice system. • Between 1802 and 1847 Factory Acts were passed. <p>Target: recall, analysis of effects/consequences (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 industrialisation and/or employment of children</p> <p><i>E.g children worked in factories, it was dangerous, working conditions were poor</i></p> <p>Reserve top of level for answers which state more than one effect 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 narrates or describes industrialisation and/or employment of children. Links remain implicit.</p> <p><i>E.g dangerous conditions in mines and/or factories, use of children because it was cheaper, use of fines, pauper apprentice system, captive workforce</i></p> <p>Reserve top of level for 3 examples.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the impacts identified with sufficient accurate and relevant detail</p> <p>Student identifies and explains the effects of industrialisation on employment of children</p> <p><i>E.g shows how the development of factories and machinery allowed the use of child labour and/or shows how working conditions became an issue for those who wanted reform</i></p> <p>Reserve top of level for range of impacts explored</p>

Question Number		
4		<p>Why did the Chartist movement appeal to many working-class people in the 1830s and 1840s?</p> <ul style="list-style-type: none"> • 1832: The Parliamentary Reform Act • 1834: The failure of the GNCTU • 1838: The People's Charter <p>Target: recall, analysis of effects or causation (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 the Chartist movement.</p> <p><i>E.g they wanted the vote for more people, they wanted things to be fairer, they did not like the 1832 Reform Act</i></p> <p>Reserve top of level for answers which state more than one point</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 narrates or describes the Chartist movement. Links remain implicit</p> <p><i>E.g examples of demands, the views of different Chartist leaders, the various methods used by the Chartists</i></p> <p>Reserve top of level for depth and range of supporting detail</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 why the Chartist movement appealed to working-class people.</p> <p><i>E.g shows how disappointment with the 1832 Reform Act and/or economic depression/poor harvests/the failure of the GNCTU led to working-class support for the Chartist movement</i></p> <p>Reserve top of level for range of factors explored.</p>

Question Number		
5 (a)		Describe the role of Isambard Kingdom Brunel in the development of railways in Britain. Target: recall, analysis of significance or importance (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 simple statement. <i>E.g he was an engineer, he built bridges, he built new railway lines</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 the work of Isambard Kingdom Brunel. Links remain implicit. <i>E.g engineer for GWR, battle of the gauges, building of bridges and tunnels</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 describes the role of Isambard Kingdrom Brunel in the development of railways. <i>E.g shows his contribution to the development of railways with him as an engineer, London to Bristol mainline, demanded trial of the gauges.</i> Reserve top of level for depth of answer and historical context.

Question Number		
5 (b)		<p>'The economic effects of the railways on Britain were more important than the social effects in the years c1815-c1851.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1848: A quarter of Britain's iron was used by the railway industry • Suburbs developed on the outskirts of many towns • Towns such as Brighton and Scarborough grew as seaside resorts <p>Target: recall, analysis of effects or consequences (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 simple detail on the effects of railways.</p> <p><i>E.g there were more jobs, people travelled more, went on holiday</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 changes in the economy and states that this was a consequence of the railways. Links remain implicit.</p> <p><i>E.g describes the changes in trade, industry and employment and/OR the effects on leisure, holidays as a result of the railways</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 how the development of railways led to changes in the economy and/or social effects</p> <p><i>E.g shows the importance of the railways for the economy, industry and/or agriculture OR the social effects of railways</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 factors.</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 reach a judgement on the economic effects of railways weighed up against social effects</p> <p><i>E.g weighs up the economic effects of railways and sets them against the social effects of the railways.</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 importance of the Great Exhibition of 1851. Target: recall, analysis of importance (AO1 and AO2: 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 simple statement.</p> <p><i>E.g many people visited; helped industry</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 mostly relevant and accurate.</p> <p>Student describes the Great Exhibition of 1851.</p> <p><i>E.g 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 provided.</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 describes the importance of the Great Exhibition of 1851.</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</i></p> <p>Reserve top of level for depth of answer and historical context</p>

Question Number		
6 (b)		<p>'Migration from Scotland and Ireland was the main reason for the growth of towns in England in the years c1815-c1851.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • After 1815 there was a large increase in Britain's overseas trade. • 1845-46: The Irish Potato Famine. • By 1851 many farmers were using agricultural machines. <p>Target: recall, analysis of effects or causation (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 simple detail on growth of urban areas and/or migration from Scotland and Ireland.</p> <p><i>E.g they were poor, moved for jobs in England</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><i>N.B. Do not credit repetition of bullet points without development.</i></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 growth of urban areas and/or migration from Scotland and Ireland.</p> <p><i>E.g describes the potato famine in Ireland and/or Highland Clearances, employment opportunities in England</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 growth of urban areas as due to migration from Scotland and Ireland OR the role of other factors.</p> <p><i>E.g shows how migration from Scotland and Ireland was responsible for the growth of urban areas in northern England OR how the growth was due to other factors such as rural unemployment, employment opportunities in factories</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 for depth of answer</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 reach a judgement on the effects of migration from Scotland and Ireland on the growth of urban areas weighed up against other factors.</p> <p><i>E.g shows how a combination of "push" and "pull" factors including migration from Scotland and Ireland contributed to the growth of urban areas in northern England</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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG030644 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

