

# ResultsPlus

## Examiners' Report January 2010

### GCSE History 5HB02 2A

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## General Comments

This was the first examination of the new specification and it appears to have worked very well. The new style question and answer booklet, as well as more choice available to candidates meant that there were very few blank pages at all and almost no rubric infringements. The more limited answer space for question 1 in particular meant that almost all responses were more concise and focused. Nearly all scripts showed sound time management. At the higher level there was some very impressive candidate work indeed – and it did not seem to be an issue at all for some students that they were taking the examination more than a year earlier than normal.

Centres should however make sure that they are entirely familiar with the specification content of this new examination and where there are changes from the legacy History C specification. For example, candidates on Option B The American West, seemed less confident on issues of law and order and on Option C Germany, some candidates seemed very unsure of the chronology of the Nazis' treatment of the Jews. Both of these are subject areas new to the examination, although many centres will have studied them for coursework. It would also be very useful for teachers to reinforce and reiterate the need for candidates to actually use the source in question 1. In this History specification question 1 of Unit 2 will always assess Assessment Objective 3 (understand, analyse and evaluate source material). Across all three options some candidates let themselves down because although they may have had very impressive subject knowledge they made no reference at all to the source.

It is also worth stressing the role of the bullet points. These are designed to give candidates the chronological range which can be expected in their answers and for questions 5b and 6b especially, they can also show an alternative viewpoint to that proposed in the actual question. Teachers might find it useful to remind candidates that they serve as a guide. Not using the bullet points does not penalise candidates in any way; and conversely their sole use in a response is not credited.

## Option 2A – Britain 1815-51

### Question 1

Many candidates gained full marks by making a valid inference from the source about the significance of Queen Victoria being present at the opening of the Great Exhibition or the obvious splendour of the building itself. Some students did not receive full marks, because although they may have shown relevant and frequently impressive knowledge about the Great Exhibition they unfortunately failed to make any use of the source at all.

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Examiner Comments

This is a clear example of a Level 2 – 4 marks response for question 1. It makes several valid inferences which are supported from the source.

That it must be very important if Queen Victoria and her family were at the opening. Also the picture is filled with people showing how popular the Great exhibition was it also looks very big and expensive as it is made from glass. The people in the foreground of the painting are very poshly dressed which shows that the opening of the Great exhibition was an important event.

## Question 2

Stephenson was a much more popular option than Brunel. There were some very well informed and well argued responses. Those that scored level 3 were able to identify and explain the specific contributions made by the individual chosen to the development of railways; for example Stephenson's locomotives and his solutions to problems constructing the Liverpool to Manchester railway. For Brunel, candidates commented on his work as an engineer and his contribution to the development of railways in the West Country. Level 2 responses were descriptive or narrative accounts of the individual's work. Responses in level 1 were generally vague and often could have applied to either individual. Some candidates scored low by drifting into accounts on the nature of railway travel or the effects of railways in general.

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Examiner Comments

This is an extract from a level 3 response. It clearly focuses on the importance of Stephenson and the student supports their response with specific details

Also he made the narrow gauge of which was used on many railway tracks as it was the cheapest. He when he teamed up with other people he built many important railways like the Liverpool-Manchester railway, which was the first railway built. In building these railways he had to overcome many problems like that marsh. This was marsh land that wasn't fit to build on. He drained it and then built a raft type feature which the railway was build on. Another problem was a cutting that had to be done to build the railway through it. So he was important to railways and he contributed a lot of times and they were all successful. He was a great example to other railway builders

### Question 3

Many candidates scored level 3 by explaining the basis for opposition to the railways from a range of groups. The fears of landowners, canal companies and safety concerns were all cited; as well as informed detail about resentment and fear towards groups of navvies. Only a few candidates mentioned religious opposition to Sunday travel. Those in level 2 tended to list opposition to the railways without explaining reasons or offering any supporting details. Level 1 responses were general unsupported statements or simply reiterated the bullet points.

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Examiner Comments

This is a typical level 1 response. The comments are simple statements and although there is some relevant knowledge it relies almost totally on the bullet points.

There were oppositions to the building and use of railways in the 1800's because the people of them days had never traveled at such high speed and they thought that they would become blind. The people who built the railway were in large groups called the Navvies. On the day of the opening of the Liverpool - Manchester railways in 1830 a man was killed by one of the trains he was called William Huskisson. In 1843 the stage coach service between London and Bristol had stopped due to the train service.

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Examiner Tip

This candidate is merely stating information without giving any explanation. Simply by adding phrases such as "because", "so that", or "this meant", it could have been a level 2 response. The candidate would then invariably have mentioned how people's fears of the behaviour of navvies, loss of business, and concerns of railway safety led to opposition to the railways.

### Question 4

Responses to the Poor Law Amendment Act that successfully accessed level 3 focused on the increasing ineffectiveness of the existing systems of poor relief and their inability to cope with a rising population, industrial conditions in the North and the spiralling costs of poor rate provision. Some well informed candidates were also able to comment on the influence of Malthus and the Utilitarian movement. Level 2 answers tended to describe either the problems of poverty or the Poor Law Amendment Act itself rather than why it was passed. Level 1 responses gave general comments on poverty or simply rephrased the bullet points. Some candidates also confused the Poor Law Amendment Act with the 1832 Parliamentary Reform Act.



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Examiner Comments

The extract from the response below is mainly level 2 as it is a descriptive answer of the systems of poor relief before the 1834 Poor Law Amendment Act. The final part however moves it into a low level 3 response as it begins to focus on the reasons for Parliament passing the Poor Law Amendment Act.

then the population was rising even more. There were also different systems such as the roundsmen system, this is where the idle poor got some help, the idle poor were those who could work but couldn't get a job or chose not to so the commissioners gave out tickets to the paupers to go and find a job harvesting or something and the government would pay so much of the wages. This was quite successful for a while but then the workers who employed the paupers kept their wages low because they knew the government would top it up anyway. Another system was to

join all the <sup>local</sup> parishes together into unions, this was also unsuccessful because the population was too high and the unions (workhouses) were too nice, but after some time they decided to make the workhouses that bad. That people would only go there as a last resort, it was made less eligibility and soon the price of looking after the poor dropped.

There was then the royal commission which was set up to discover why there were so many poor and why the population was changing and then they had to find a new system, they eventually came up with helping ~~that~~ as less as they could and old age, all people or orphans would still receive outdoor relief. This was seen and heard

### Question 5a

Level 3 answers were able to give a range of problems in coal mines from gas explosions, to flooding and cave-ins. Such responses included how the nature of exploitation and demands of the work led to health and physical problems for women and children working in the coal mines. Most level 3 candidates also gave specific details of the tasks performed by children. Some also explained how the increasing demand for coal and deeper mining led to further problems. Level 2 answers were more descriptive and fairly frequently became lengthy comments on exploitation and moral concerns about states of undress. Level 1 responses often became confused with factory conditions

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Examiner Comments

The extract below is a secure level 3 response. It shows a clear understanding of the focus of the question and the response is supported with relevant details.

women were used to carry large trays of coal to the surface of the mines on their backs. This was extremely dangerous because it severely crippled the women's backs as the trays were very big and very heavy. Also, in those days pregnant women didn't get maternity leave like they do now so they were still working almost until the baby was born and carrying the trays was a very dangerous job for heavily pregnant women.

One of the biggest problems for children was the jobs that they were given to do. Because they were small they had to open and close the trap doors to let the coal carts through. This was dangerous because there were no lights down the mines so if they didn't open the door quick enough they could easily have been crushed to death, and many were. ~~They also~~ Also if they left the doors open for too long they could let gas through from other sections of the mine which could quite easily suffocate everyone or cause an explosion.

### Question 5b

High-scoring candidates used a wide range of details such as the work of model factory owners (such as Robert Owen and Titus Salt) as well as the attempts made by successive governments to improve factory conditions. They then offered an evaluation to reach a judgement. Level two responses were often generalised descriptions of factory conditions. Some candidates mistakenly argued that the shift system was an improvement, rather than a device used by some factory owners to get around government legislation.

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Examiner Comments

The extract below is from a typical level 2 response. It describes some of the improvements in factory conditions with some supporting and relevant details.

Before 1833 the conditions in factories were awful, there were long hours (13-14 hours a day), ~~you~~ no guards on the machines which ~~was~~ caused many accidents and often lead to death, and children as young as 4 were working because they were cheap for the owners and no record of births meant that some people didn't know how old they were. However not all factories were like this, for example Robert Owens' factory wasn't and he was one of the people who started the change.

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Examiner Tip

The response here could have moved into level 3 with more specific comments on how Robert Owen actually improved working conditions for factory workers.

### Question 6a

Although this was a less popular choice of question it produced a higher proportion of excellent responses. Level 3 answers often explained the issues of under and over representation, the growing differences between the North and South and understood the context of fear of revolution. Level 2 answers mainly described the desire to extend the franchise or drifted from the main focus of the question by either describing the problems of passing the Reform Act itself or describing its shortcomings. Level 1 responses made simple unsupported comments or confused parliamentary reform with poor law or even factory reforms.

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Examiner Comments

This response scores full marks. It clearly understands the focus of the question and is supported with accurate details.

(a) The aims of the 1832 ~~at~~ reform act was to allow more people to vote. This was because lots of people felt that they ~~at~~ should be included in the vote especially the middle class. ~~They~~ Before the reform act only ~~to~~ 1 in 10 people could vote and they were all wealthy people with lots of money. This was because you had to ~~rent~~ <sup>own</sup> land that would be worth <sup>over</sup> £40 a year if it was rented. A lot of people complained about this as they said that how are ~~the working~~ people able to change things if only rich people can vote. Also the MP's were rich as they didn't get paid so had to be wealthy. The aims of the reform act was to sort out these problems to make the country more happy. However after the reform act it only increased the number of people who could vote from 1:10 to 1:5. These were all men and no women could vote. The extra people were all middle class and no working class people were included in the vote.

Another aim was the redistribution of seats. ~~This~~ There was many MP's for towns that had a small amount of people in (rural towns) and no MP's for new industrial cities e.g Manchester. Therefore the reform act wanted to sort out this problem by redistributing the seats so that each town had the correct number of MP's compared to the population. Some towns ~~lost~~ lost seats whereas others gained them.

The Reform act helped however did not solve the problem because it didn't change:

- No women could vote.
- No working class could vote.
- Still based on property whether you could vote
- No secret ballots.
- ~~to~~ MP's were still unpaid.

**Question 6b**

This produced some very excellent responses which weighed up the various factors that led to the collapse of the Chartist movement to make a judgement based on the proposition in the question. Most candidates were able to recognise the divisions in the Chartist movement between O'Connor and Lovett and divided support for moral or physical force Chartism. Chartist tactics and opposition to them were discussed well with many able to comment on the Plug Riots as well as the Newport Uprising. Few candidates mentioned support falling away as economic conditions improved. Level 2 responses mainly described the work of O'Connor and/or the Chartist movement without focusing on the reasons for the movement's collapse. Level 1 responses were often little more than an additional detail added to one or more of the bullet points.

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Examiner Comments

This is an extract from a level 4 response. It is part of sustained answer which is supported with precise knowledge which assesses the role of O'Connor's leadership as a factor in the collapse of Chartism.

As time went on the chartists didnt gain support and instead lost it along the way. They were too ambitious the the mid 1800's and were deffently too violent. Therefore I think that O'conner was ~~a~~ one main reason why they collapsed as he encouraged the violence and was quite an aggressive person. If Lovett had of been leading the Chartist they may of won over the support of important middle class people and gained more. ~~by~~

((b) continued) However I think that the chartist movement would of collapsed anyway because by the 1850's things were getting better due to railways and there was less need for the ~~vote~~ right to vote. The economy was looking better and there was more jobs available. Also the living conditions had improved as the link between disease and conditions had been proved. There was no need for the right to vote as there wasn't that much to complain about. Therefore there was no need for Chartists.

## Statistics

### *5HB02 2A Grade Boundaries*

Grade	Max.Mark	A*	A	B	C	D	E	F	G	U
Grade boundaries	50	47	41	35	29	24	19	14	9	0
UMS	100	90	80	70	60	50	40	30	20	0



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