

Examiners' Report June 2012

GCSE History 5HB02 2A

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Introduction

This was the sixth examination of this unit. At the high end there were some outstanding examples of student work. These responses showed high levels of analysis and were supported with accurate, detailed and relevant historical knowledge. The responses were sharply focused on the set question being asked. There were some students who clearly had an impressive sense of the historical context of Britain in the first half of the nineteenth century.

As this is the sixth examination paper (as well as there being two specimen papers) obviously many students will have used past examination papers. This is clearly a valuable teaching and learning activity. However, it was more apparent in this examination than before that many students were trying to "fit" a learnt response to questions previously set on this particular paper. This will invariably deflate the student's overall score.

It was pleasing to see very few blank pages and few rubric offences on questions 5 and 6.

Question 1

Many students achieved Level 2 with valid inferences which were then clearly supported by the source. These normally included inferences such as the risk of serious injuries (the single prop); the work leading to deformities (the confined spaces and physical demands); the likelihood of illness (lack of air); and the risk of physical deformities (the back-breaking and cramped work space). Low scoring responses tried to give a range of inferences which could not be supported such as the dust, damp and cold leading to health problems. Others wrote lengthy answers which described in very good detail work in mines and child labour in early 19th century Britain but without using the source at all. The occasional student used it as an opportunity to voice their own opinions on child labour.

1 What can you learn from Source A about working conditions in coal mines?

(4)

From source A we can tell that coal mines were very dangerous, for example how small the ~~too~~ tunnels are, the children workers ~~have to~~ can't stand up so all day they are crouched down. The child pushing the coal trailer, this ~~was~~ would have seriously hurt his back whilst pushing it and if ~~this is~~ the cart fell back on him the weight of it could have ~~be~~ seriously injured him. We can tell how dark it is in the mines, this would ~~be~~ damage ~~of~~ all the workers eyesight.

(Total for Question 1 = 4 marks)



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Examiner Comments

The example here shows a full mark response. The student has made supported inferences with explicit reference to the source.

Question 2

Students had a choice of explaining migration to English towns and cities from either Ireland or the English countryside in the first half of the 19th century. For the Ireland option the highest scoring answers gave details on emigration as due to factors such as the Irish potato famine, reduced land holding, and pressures from land owners. Those who chose the English countryside option included details of enclosure, increasing mechanisation (such as threshing machines), and the decline of cottage industries. Level 3 responses often explained that these "push" factors (as many students referred to them) were then linked to the "pull" factors, such as the growing demand for workers in the textile industry and the need for railway navvies.

Some excellent responses had a clear sense of the historical context and included explanations of the impact of demobilisation from Napoleonic Wars, the price of bread and failure of the Swing riots to halt technological change. In Level 2, responses either normally explained one of the "push" or "pull" factors when both were needed to explain migration from one particular location to another at a certain point.

Level 1 answers were invariably comments which could apply to migration at any stage in history or between any two areas such as "to get jobs," "they were poor". The weakest candidates offered statements in a contemporary context claiming that people migrating wanted a better night life, to get a nice house, a good job, education for children, that the countryside was 'boring', or even that the Irish moved to England so that they could sell their potatoes for a lot more money. Some students wrote about the Highland Clearances specifically which was obviously not relevant for this particular question.

2 The boxes below show two areas from which people moved.

Choose **one** and explain why people moved from these areas to towns and cities in England in the years c1815–c1851.

(9)

Migration from the English countryside

Migration from Ireland X

In Ireland potato was the only crop which could be grown, as farmers did not have enough money to make soil not very wet. Therefore the only source of food in 19th century was potato.

Potato disease that was in Ireland in 1841, 1845, 1847 & 1849 meant that the only source of food was rotten & therefore people were starving. It combined with the famine this meant

that the people had to move out from Ireland to the mainland of Britain.

The act of Parliament in 1847, which stated that families holding more than $\frac{1}{4}$ acre of land could not get the poor relief, added further problem; as if people did not get poor relief in form of food they would ^{starve &} die. This situation forced even more

people to sell their land & therefore to move out of Ireland to USA & cities like London, where there was a lot of demand for unskilled labour.

All of this in combine with no help of British government to the Catholics made people to migrate from Ireland.



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Examiner Comments

This response was given Level 3, 7 marks. It has good, accurate and specific knowledge on migration from Ireland. More on the "pull" of English towns and cities would have resulted in a higher mark.

Question 3

At level 3, opposition was clearly explained from a range of specific groups such as church groups, landowners, canal companies. These responses also often gave specific and accurate examples of the fears of navvies, opposition from Eton and from individuals such as Wellington.

Others identified opposition from aristocrats such as the Duke of Wellington who feared the consequences of allowing the "lower orders" to "move about" and they explained the basis of this fear very well.

Level 2 answers were either much more general and lacked detail, or failed to recognise the thrust of the set question and wrote descriptions of the building of railways, the growth of railways or their social and economic effects.

Level 1 answers were very general and made comments which could have applied to any transport development at any time in history such as too much went over people's land or "people lost jobs." Some students resorted to a modern perspective and wrote about the greenhouse effect or gave accounts of their own personal experiences of travelling by rail.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

Building of the railways was a success, however some of the people lose. This people were opposing the building of the railways

When the Liverpool to Manchester railway was building there was a lot of opposition, which came from different groups of people. But the biggest opposition came from the canal & stagecoach companies, who before 1825 ^{provided} were the only way way to travel; they mobilised opposition in the Parliament, as most of the canal companies owners were MPs. As they understood that the development of & building of the railways would made their profits to go down, as railways would be ~~to~~ better &

quicker way of transporting goods & passengers.

In addition to this, a lot of opposition to the railways came also from local people, as they thought that navies - who were building the railways, would make

their area unclean & unsafe, especially for their daughters. Subbaterans were also opposing the building of the railways, as they thought that because of the railways people won't be attending Sunday Churches as they would like to travel. In addition to this, they also opposed as navies were working on Sunday, which as they believed - has to ^{be} kept holy.

Opposition was also coming from the local farmers & manufacturers, as they understood that they would lose their monopoly; however in the end they understood that they will benefit from the railway network, as they will be able to sell ~~of~~ their goods in other areas.

All in all, opposition was coming from the many places for number of different reasons, but the biggest opposition came because of the economical reasons from the canal companies. But, ~~all~~ ^{most} of the opposition was reduced as times went by. Opposition was also coming from the Colleges, like Eton College,

who were worried that railways near
by will lower the rhythm of the town.
~~by~~ But as the times past down
most of the opposition was reduced.



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Examiner Comments

This response was given full marks. It has a clear focus on the set question and explains the reasons for opposition from a range of groups and supports these with accurate details.

Question 4

Level 3 answers identified opposition from specific groups and effectively explained the various reasons for their opposition. This normally included the poor themselves, farmers, parishes, factory owners in the North, writers, and social reformers.

At Level 2 many students gave long descriptions of conditions in workhouses with only an implicit focus on why these conditions might produce opposition. Some students also confused workhouses and factories, and wrote about factories or a mixture of the two. There was even the occasional candidate who wrote entirely about the 1832 Reform Act, and some gave their own views on how governments should deal with poverty.

Indicate which question you are answering by marking a cross in the box.

If you change your mind, put a line through the box

and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

Some people opposed the changes
brought about by the 1834 Poor Law
Amendment Act because the poor who
could work could now not receive any
outdoor relief as this was now only for
the impotent poor. This was resented

by the poor because they would no longer ~~receive~~ receive any money and if they did ~~not~~ not want to starve and die, they would have to enter workhouses which were now required to be provided by All Poor Law Unions. Workhouses ~~was~~ were the 'less eligible' option for poor people. They were ~~also~~ designed so only poor people who ~~was~~ were desperate would enter them. They were cruel, with long working hours, bad conditions, violence and horrible food. The poor people were made to wear uniforms and made to feel humiliated and everyone knew they were part of a workhouse. An example of the terrible conditions was in 1845: ~~where~~ The Andover

workhouse scandal, ~~where~~ where the conditions were so ~~horrible~~ awful that the workers ~~where~~ were found sucking the marrow out of ~~the~~ the bones they were suppose to be crushing. This over course caused outcry, from not only the poor but from people such as Shaftsbury who believed the poor deserved better conditions. This would have led to commissions and government intervention.

For many people things seemed worse than before. The over-generous 1601 Poor Law was abolished and ideas such as the Speenhamland system ~~was~~ were diminished, leaving opposition from

the poor. People such as Evangelicalists and ~~the~~ Tory paternalists opposed the cruel overworking of children and women, and the long working hours also were a major concern, especially to ~~the~~ Lord Shaftsbury who in 1844 and 1847 passed major acts to stop the overworking in factories.

In the North opposition was common because of the cyclical working cycles meaning the poor would much rather stay outside workhouses and work when they could. In the North there were also periods of economic depression where people would again much rather stay outside of the workhouses. The poor rates increased dramatically leaving the only opposition from the poor and people who cared for the poor.

Many people would also have been opposed to change as many poor people could receive outdoor relief even if they decided not to work, for them this would have been better than having to go into workhouses and in the end meant it was worse for them now than it was before.



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Examiner Comments

This response was given low level 3 and 9 marks. It does give a developed explanation of opposition from the poor but loses the focus of the question with descriptions of the Andover Workhouse and comments that relate to factories.

Question 5 (a)

At Level 3 students offered specific details about the GNCTU wanting better working conditions, and the bringing together of other Unions with a recognition that a united group could potentially gain much more. These answers often had a clear understanding of the wider economic and political context.

Some candidates remained in Level 2 for writing only about Robert Owen.

At Level 1 some students were able to comment on the GNCTU as a union or a working class group but went no further.

At Level 1 comments were general and could have applied to many organisations at many times, such as "better conditions" or "workers treated better."

Question 5 (b)

Given the nature and demands of the question 'do you agree?' the best responses often began with a brief and effective introduction setting up a line of argument agree/disagree/ to some extent, which is followed throughout and returned to in the conclusion. Many responses recognised and explained that a properly extended franchise was a key part of the Chartist platform but not the only factor. This was linked to an increasing awareness that the vote could gain representation which could then alleviate other grievances. Others focussed on the argument that the 1832 Great Reform Act had not addressed many issues such as corruption.

Answers at Level 4 had a clear understanding of the historical context and the wider political and economic background.

Level 3 answers were good explanations on the growth of the Chartist movement but many scored lower within the level for drifting into leadership problems and reasons for the failure of the Chartist movement. These were both clearly responses to previously set questions.

Level 2 answers were generally descriptions of the movement, lists of the Chartist demands, their methods and of Chartists' leaders.

Indicate which question you are answering by marking a cross in the box.

If you change your mind, put a line through the box

and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) The GNCTU was set up in 1834. The GNCTU - Grand National Consolidated Trades Union - was created by Robert Owen, a man already known for his 'model villages', where he had promoted ideas such as loyal workpises, children working shorter hours and a ^{basic} education, not just through a

writing, but though playing, was necessary and should be provided to everyone.

Robert Owen began the GNCTU because a law had recently been passed to allow trade unions, so Robert Owen took his chance to create one.

His aims were to have shorter working hours, better wages and to have a weekly charge for the Union. This charge was of 1s (5p), so he created this charge because he aimed to plan a strike, ~~and act upon it~~ and get all members of the GNCTU to take part. This strike would last a month, and would normally mean people who took part would lose their whole wages for the month. This is why when the weekly charge came into play. With

((a) continued) This money, families could be provided for, and strikers would still be payed during this strike. It was a brilliant idea.

However, the GNCTU did have certain problems. The fact that Owen had made it a union to open to every trade may & may have seemed a good idea at first, but soon it proved awkward, because people with different jobs demanded different things, and not all could be listened to.

As well as this, Owen may have been a good man with good intentions, but he was not a good organiser. People who joined were not entirely sure of the aim, so many did not pay the weekly charge, not understanding what was planned. It did dissolve quite quickly, and the strike never happened, but it did prove unions could be created, and work, at least for a short period.

Overall, it was set up in 1834 so as to achieve a few aims set out by Robert Owen, the leader.

(b) I do agree that people joined the Chartist movement so as more men could vote. Or, at least, so that a man could represent them in Parliament who understood what their situation was, what they needed and do their best to achieve this.

~~At the~~ At the beginning of the Chartist movement, votes weren't available to everyone, and not everyone could run for election. Only those with money or land normally had these privileges. MPs were not paid, so they couldn't be poor people - their families and themselves would starve during the campaign. Therefore, Chartism arose, as a group based around a Charter with six aims, one so that every man could vote and that another was that there would be secret ballots, as there are today. Then, voting would be done in public meaning

voters could be bribed a vote, or voting one way, then bullied if they voted another, or vice versa.

Another reason I believe people joined the Chartist movement ~~is that~~ so that more men could vote is that many women ^{joined, there were even} ~~joined~~ some all women Chartist groups. These women, however, never

((b) continued) supported or promoted the idea of women themselves getting the vote - this wouldn't happen until the 20th century - but, instead, wanted the men to be able to get it. Either they did this because they knew that if they also asked for women to be able to vote, the men would have no chance, or because they trusted the men enough, knowing they would vote for the family, not just for themselves. Women would often provide food for meetings, or sew banners for peaceful rallies.

Some may claim that Chartists joined the movement for one of the ~~other~~ other aims on the Charter, such as better hours of work, but I thoroughly disagree. With the vote, these aims could be attained. If they did not have the vote, but the other aims had been seen to, then they would have ~~so~~ had no power over whether these changes would have been permanent or not.

Many joined with the aim to make the vote available to all because much had changed,

especially with new, steam-powered machines putting men out of work. Jobs available were

(b) continued) changing, as were the skills were needed. Many were faced with not enough money to make ends meet, and they felt that they needed to be listened to, that reform was necessary. Either that, or a revolution, that the Government feared and didn't want.

Sadly, the Chartist movement did not achieve any of its six aims. It had problems, such as leadership being split between William Lovett - leader of petitions, rallies and the 'moral force' - and Connor O'Flanagan - writer of the militant Chartist news paper 'Northern Star', a fiery speaker who could whip crowds into a fury and ~~leader of one~~ a prisoner. However, it can't be disagreed that Chartism did get the ball rolling. Nothing may have occurred during its time, but soon enough, more men did achieve the vote, an idea brought about and insisted upon by Chartists.

So, in conclusion, I believe most members of Chartism did join so all men could get the vote. This was, at the time, an outlandish and impossible aim, but, thanks to Chartists, it did become believable and was later, finally, achieved.

TOTAL FOR PAPER = 50 MARKS



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Examiner Comments

The responses included here gained full marks for Question 5. Both parts show a clear focus on the set question and have accurate and specific support. Part (b) shows a clear and sustained argument.

Question 6 (a)

Candidates were often very knowledgeable about George Stephenson and many responses scored full marks by explaining the significance of his role and his contribution to the development of railways in Britain: for example, in solving technical problems such as Rainhill Trials, Stockton to Darlington Chat Moss, Olive Mount, Sankey Viaduct on the Liverpool and Manchester Railway; or providing the standard gauge which is used across Europe to this day.

This was often accompanied by some 'legacy' type comment on his significance such as influencing others, and the gauge size still used today.

Level 2 answers described his work without any comment on his significance or specific details.

Level 1 answers described the growth of railways in general or confused Stephenson with Brunel.

Question 6 (b)

Most Level 4 responses linked factors and/or suggested that 'just' reform groups or 'just' the government or 'just' individuals would be insufficient alone to improve working conditions in factories and, as a result, produced excellent 'multi-causal' responses and showed a real ability to weigh up various factors and reach a substantiated judgement.

Level 3 responses were detailed explanations on the reasons for improvements to working conditions.

Level 2 answers tended to describe working conditions, list and detail various Factory Acts, or narrated the work of reformers.

Level 1 answers tended to copy the bullet points and add a simple detail.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) ~~The GNCTU was set up as a trades Union Basically ~~at~~ many ~~different~~ different trade unions joining together to make a big trade union ~~then~~~~

~~Their aims was to: increase wages, improve working conditions and more employment. The way~~

they did this is by adding lot of people into the trade union

George Stephenson was the inventor of the steam engine locomotive. He invented and made the first ever railway from Stockton to Darlington. Which would be used to carry coal from the coal mines.

George Stephenson decided that the Ganges should be 3ft long as this would be cheaper and quicker to be made and placed down. He was nicknamed the 'Father of Rails' as he was such an amazing engineer.

(b) I believe that pressure from the reform groups was the most important factor in improving working conditions in factories.

Firstly Robert Owen was the one of the main characters in the reform groups as he decided that it would be better for the people who worked in factories was abused. He said if a child is brought up being abused and ~~be~~ hit if they have done something wrong then they will grow up to be naughty. Where as if they are treated ~~with~~ ^{with} kindness then they will grow up to be good. So to

do this he built a mill at New Lanark, where there would be any violence and the people working there will be treated with respect. At first many people disagreed ~~with the~~ with the idea but soon it caught on. He also built schools and said that every child should attend school until they are 7 ten years old.

The ~~city~~ Earl of Shaftesbury supported the 'ten hour movement' ~~this~~ in parliament. This was mainly because of ~~the~~ the

((b) continued)

working conditions he had witnessed in mines and factories. The ten hour movement means that the ~~maximum~~ maximum to hours you could work is ten. This put a lot of pressure for reform because they could see the ~~difference~~ difference in working conditions. As before this system would work 20 hours a day.

Also the GNCTU was also involved in changing working conditions in factories as ~~it~~ joined trade unions together to make a huge trades union which consisted of around half a million people. These people would then protest to parliament about changing things like working conditions ~~and~~ and wages.

But even though these people like Robert

Owen and Shattlesbury played a huge part, sometimes didn't always work to help the reform. For example the Tollpudde Martyrs was a group of people who joined the GNCTU and would use secret oaths so they ~~to~~ they will always stay together. But ~~using~~ using these oaths was illegal and was found out by a

((b) continued)

man called 'James Frampton'. This man ~~was~~ ~~the~~ told everyone about them and they was soon captured and was sent to 15 years in Australia working as a slave. This was used as a deterrent so people wouldn't join the GNCTU and it soon shut down.

In conclusion we can see that I believe that pressure from the reform groups was the main reason for reform.



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Examiner Comments

Part (a) was awarded Level 2, 5 marks for some accurate comments on Stephenson but without any focus on his role.

Part (b) was awarded Level 2, 7 marks for a descriptive and narrative account.

Paper Summary

There was clearly outstanding performance by some students who gave impressive analytical responses with well-selected and very accurate subject knowledge. Both teachers and students should be careful of not producing pre-prepared answers to questions which may require **similar** content to previous examination questions but have a **different** focus. Students' responses need to recognise the thrust of the set question to reach the higher marks.

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