

Examiners' Report

June 2013

GCSE History 5HB02 2A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UG036203

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

For all three Depth Studies in this Unit there were some impressive responses which focused clearly on the set question with specific and accurate details to support the response. Often these candidates also demonstrated a clear understanding of the historical context such as the extremes of wealth and poverty in early 19th century Britain, the nature and geography of conflict in the American West or the fragile nature of democracy in Weimar Germany and the consequent lives of Germans under the Nazi dictatorship.

There was little evidence of candidates running out of time and therefore having insufficient time to respond to all questions required by the rubric of the examination. Most candidates were also able to gain at least half of the SPaG marks for this unit although the absence of capital letters even for individual names and specific events were noticeable as well as the almost constant use of “would of” and so on.

The lower scoring responses were often statements that were not specific to the period or location such as “posters were put up to support the government”, “people moved for a better life”, or “the Chartists wanted to make things better”. There were occasional scripts that were very hard to read, showed a complete misunderstanding of the subject material or were learnt responses to previously set examination paper questions for this unit. There were also candidates that lost marks by writing outside the time period of the set question such as detailing the Final Solution on question 3 of the Life in Germany paper or writing about poor relief before 1834 on question 4 on the Transformation of Britain paper.

Question 1

Most candidates reached Level 2 by providing a valid and supported inference from Source A. The inferences made were normally about pollution, population density and employment opportunities in industrial towns. A few candidates did not focus on the key focus of "industrial towns" in the question and wrote low or no scoring answers on areas such as working conditions in factories or differences in the lives of rich and poor in early 19th century Britain.

1 What can you learn from Source A about industrial towns in Britain in the early nineteenth century?

(4)
From Source A you can see that there is a lot of smoke fumes being produced which would have caused a lot of air pollution which is dangerous to the environment and people's health. You can also see that the towns are very cramped together which shows that living conditions would have been busy and crowded. You can also see some people building something doing work on the outskirts of town on the bottom left. They are possibly working for money or trying to build a new settlement to escape the crowded towns.

(Total for Question 1 = 4 marks)



ResultsPlus
Examiner Comments

This was awarded full marks. The first four lines themselves are sufficient with a valid, supported inference from the source.

Question 2

Level 3 answers clearly focused on the "improving lives" thrust of the question and frequently showed impressive specific knowledge on the Co-operative Movement or the Ten Hours Movement.

On the Ten Hours Movement high scoring responses often included references to Robert Owen, the "Yorkshire Slavery" letters and the taking up of the campaign by MPs such as Hobhouse. At this Level candidates often explained how the Ten Hour Movement raised awareness of working hours rather than bringing about actual improvements to workers' lives. For the Co-operative Movement there were responses at Level 3 which showed a range of ways in which workers' lives were improved with co-operative societies providing cheaper goods, educational opportunities as well as insurance and funeral services.

Most responses at Level 2 were often lengthy biographies of Robert Owen or descriptive accounts of the Co-operative movement without a focus on improvements to workers' lives.

At Level 1 comments were general and could apply to almost any movement to improve workers' lives such as increasing pay, less working hours or better working conditions.

There was the occasional candidate whose subject misunderstandings tried to link the movements with the 1832 Reform Act or the 1834 Poor Law Amendment Act or even the Co-operative society as a movement which campaigned for people to "get on better" and to "stop people having fights."

2 The boxes below show two movements.

Choose **one** and explain how it improved workers' lives.

(9)

The Co-operative movement

The Ten Hour movement

The co-operative movement was an amazing thing. It offered good quality food at low prices. It meant that workers had somewhere to spend their money and still get enough to feed their family rather than going to a 'tommy shop' and getting very little.



ResultsPlus
Examiner Comments

This response has sufficient knowledge which is clearly relevant to the Co-operative movement that is awarded low Level 2.

Question 3

The highest awarded responses normally gave three or four well organised paragraphs which clearly dealt with various and different effects that the coming of the railways had on the British economy.

Such responses identified the impact of the railways on the growth of industries such as iron and coal, as well as the growth of specific seaside resorts, the employment opportunities offered by railways themselves such as the need for navvies and the use of railways for travel to work. Some also commented on the economic impact of railways on canals. Level 2 answers were much more general without specific details or included other examples which were not economic effects such as education, improvements in diet, and the use of railways by the government to put down the Chartists or the problems involved in the building of railways. There were few Level 1 answers and such responses were again very general statements such as "people got jobs on trains", "things were built for trains."

The occasional response misread the question entirely and offered narrative and descriptive accounts of aspects of railway history such as the Rainhill Trials, the building of the Liverpool to Manchester railway or the work of individuals such as Stephenson and Brunel.

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

The Railways as we know changed Britain enormously firstly by providing quicker and more efficient travel than pony and cart or canal and it also changed things such as diets, the life lives of the poor as they could not experience such things before that the railway brought. The railways also linked and benefited many places for example the Manchester to Liverpool railway constructed by George Stephenson in 1825 meant that there was now a link between a city and a port and this boosted the wealth of both cities through this connection through the railways.

The railways were also an incredibly profitable venture and there was a lot of money that could be made from them and it made its share holders rich sometimes too rich in the case of George Hudson the railway king who owned and held shares in nearly every single railway he came across and it made him a millionaire through his investments.

Many banks also invested in railways in order to obtain vast wealth from them, railways also benefited businesses as they provided fresher goods from farms and cities from ports with less chance to go off which also meant an incredible change in diet, people were ~~seen~~ in farms.

Some of which were eating fresh fish for the first time. Also sea side towns such as Blackpool and Scarborough had much to gain as they were popular destinations for visiting, middle and wealthier class people wanting to get away from the cities and so the economies in these towns boomed from the wealth brought to them via the railways. The railways also made a massive impact as the coal and steel industries as the railways could carry heavier and bulkier goods than a horse and cart of a canal ever good which meant that mines and mine owners became wealthier because of it.

The railways as well as all this provides many, many jobs as engineers were needed to construct the tracks, the carts, the mechanical bridges and such needed for them, navies were needed to dig out the tracks and lay the lines as well. And towns with a multitude of railway lines going through them such as Salford and Great Crewe "railway towns" gained vast wealth due to railways.

Also seeing as how fast the railways could transport these heavy new materials such as coal and even to factories in industrial towns, more mines and iron works had to be set up to meet need

demand ~~with~~ which resulted in more wealth for those coal and iron work owners and also more jobs to run them. Factories in mills in industrial towns such as Birmingham and Manchester also heavily benefitted from railways as the coal coming into them meant that more and more cotton could be produced and product could be made increasing wealth in many of these mills and factories meaning that the mills could also provide more jobs to people and also gain more profit from it.

However as there was this massive explosion in wealth due to the railways many businesses also suffered because of them coaches and coaching companies also lost money and business, horse trainers lost their livelihoods as people favoured the quicker railway travel. Carriers also lost money and business as nobody (or still) used them to transport goods due to their slow pace and many people who worked in such industries also suffered too and there was fairly little wealth for such things anymore due to this.



ResultsPlus Examiner Comments

This is a full mark answer. It is clearly focused on the set question and supports the factors identified with accurate and relevant details. A range of factors are explored and links between them are made.

Question 4

The highest scoring responses explained different reactions to the 1834 Poor Law Amendment Act by different social classes, the resentment of those paying rates and the geographical location of some opposition groups. Some common misunderstandings included Poor Law Unions being Trade Unions, the belief that £5 million more was spent on poor relief after the 1834 Poor Law Amendment Act and that the Stockport Workhouse was resented and therefore attacked by the rich. Lower scoring candidates often missed the focus of the question and wrote about systems of poor relief before 1834. The weakest answers often became a platform for some students to voice their opinions on railways in Britain today or narrate their own personal experiences of travelling by train.

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

Many people reacted to the 1834 Poor Law Amendment Act, some in a good way and others reacted badly.

People's opinions ~~different about~~ differed about different things, for example; some people thought too much money was spent on poor relief and others thought ~~not~~ not enough. Between 1839 and 1843 less than £5,000,000 was spent, which may sound like a lot to us but for the amount of people who needed poor relief, it actually wasn't that much.

Another example would be that many people thought indoor relief was a good way of dealing with those unable to get a job, indoor relief means working within a workhouse (worst place to be), as the workhouses were able to deal with those unemployed in such a way that they'd be desperate for a job. However others thought the workhouses were a bad idea because it gave the poor; a bed, food (not nice but still food), a job, and more. This made people say 'why would they want to leave when they get everything handed to them?' but a few people thought the workhouses were a horrible place to be and didn't think anyone should have to work there.



ResultsPlus

Examiner Comments

This response has some focus but lacks sufficient detail for Level 3. The first part is repetition of the stimulus material and the second part of the answer shows an understanding of the question but the comments are generalised and descriptive. This was awarded low Level 2.

Question 5

5a) Level 3 responses gave specific and accurate details of the Speenhamland and Roundsman systems of poor relief and looked at the “problems” aspect of the set question for those paying rates as well as the behaviour of employers and those receiving poor relief. Level 2 responses tended to be lengthy and often accurate descriptions of poor relief in England before 1834 without a clear focus on the “problems” aspect of the set question. At Level 1 comments were general and invariably could have referred to almost any system of poor relief such as “people did not like them getting money” or “they had lots of children”. Some candidates saw it as an opportunity to air their own personal views on financial support for the poor in society and often made references to welfare spending in contemporary Britain. Such responses could not be awarded a mark.

5b) There were some very detailed analyses at Level 4 which had a clear understanding of the context of parliamentary reform and the electoral system in Britain in the first half of the 19th century. The relief of the aristocracy and the gains made by the middle class were weighed up against radical and working class disappointment with the 1832 Reform Act. Many answers showed how this consequently led to the formation of the Chartist movement. Answers at this level included some candidates acknowledging that some women lost out in 1832 rather than gained whilst recognising that there was not real expectation at all for female enfranchisement and so consequently nothing for supporters of votes for women to be disappointed about. These answers invariably also included the continued existence of open voting and therefore there was no elimination of corruption and bribery during elections. Most Level 3 responses were explanations which either supported or refuted the statement without dealing with the extent of disappointment after the Great Reform Act. Responses awarded Level 2 were descriptive accounts of the electoral system, a narrative of the passing of the Act or learnt responses to previous questions such as the improvements made or the aims of the Act. Level 1 responses were general comments such as “not as many as they wanted could vote” and “people still wanted more changes.”

It has been raised in this report to centres on previous occasions but there are still a significant number of candidates with the misunderstanding that the 1832 Reform Act introduced the secret ballot. The occasional student also stated that the 1832 Reform Act was immediately followed by the setting up of the Suffragette movement.

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) Both the Roundsman system as well as the Speenhamland system faced problems. But before I mention the problems I am going to mention what they were.

The roundsman system was a form of poor relief as the system allowed others to find jobs. The roundsman system was set up to help the poor get jobs, they gave the poor cards which allowed them to take them to an employer who would either decline or give them a job. The problem with this system was that too many people were looking for jobs and there wasn't many jobs for them.

The Speenhamland system looked at the prices of bread and improved them to be more affordable to the people. Then they looked at the size of the family and how much benefits they were getting to determine the price of bread. The problem

((a) continued) With this system was that due to bad crops and employees costs farmers decided to sell them at a higher price. They sold them at a price that most people couldn't afford so the Speenhamland system was ignored.

(b) The 1832 Reform Act was made to reform the way in which people in England voted. Before the Reform Act many people voted as not many people had the opportunity, only a couple did like 2 women from a rich house. The poor didn't have the chance to vote.

The Reform Act took away many MPs from towns and gave other towns the chance to have ^{an MP} ~~the vote~~ as well.

The changes that the Reform Act made were giving double the number of men the chance to vote although the women lost out on their vote as well as not many people gained the vote which was a disappointment.

Many cities became ~~large~~ pocket boroughs whereas others missed out or lost their status. After the 1832 70 cities became pocket boroughs.

((b) continued) Leeds and Manchester benefitted from the reform act as they gained MPs for the first time. These MPs were going to represent them in the house of parliament. Although Leeds and Manchester benefitted from this many others did not as they either lost one or both of their MPs.

'The changes brought about by the 1832 Reform Act were a disappointment for many people', I agree with this statement as the reform act didn't give many people the chance to vote, it only doubled it and most of the people that did have the chance to vote weren't poor at all, and the MPs were not poor either so they might not speak out for them. The women also lost the right to vote which made the reform act unfair to them. Although some of the men might have

((b) continued) been poor, I believe that the
re form act was unfair and disappoint-
ing, to the many who wanted
help from this act.



ResultsPlus
Examiner Comments

Part a was awarded low Level 3 as it shows focus and understanding of problems of systems of poor relief in England before 1834 for a question with no stimulus provided. Part b was awarded mid Level 2 for a description of changes but with insufficient focus or detail for Level 3. 2 marks were given for SPaG.

Question 6

6a) Level 3 answers included clear details on the role of the government on the development of railways with examples such as the 1844 Railway Act, Parliamentary Trains, the role of the Clearing House and its involvement in the "Battle of the Gauges." At Level 2, candidates wrote more about the development of railways in general with less focus on the government's role and many seemed confused or were guessing about what actually constitutes the "government." Individuals such as Hudson, Stephenson and Brunel were seen by a significant number of students as actually part of the government. Many also believed that the government employed and paid railway navvies as well as appointing engineers. There were also some references relevant to the government and railways today such as the use of fines for railway companies if trains were late. A few candidates thought the government privatised the railways during this period.

6b) The highest scoring responses offered an introduction which offered a range of contributory factors to explain the failings of the Chartist movement. Then analysis was offered on the role of the government weighed up against other possible reasons such as an improving economy, divisions within the movement itself between "moral" and "physical force" Chartists. The movement's false petitions and use of violence such as at Newport were also frequently used to explain loss of credibility and support for the movement. There was also the occasional student who challenged the premise in the question and provided a high scoring analysis which claimed that the movement had some success. There were also some candidates who explained the movement's wider achievements beyond parliamentary reform such as its educational work, campaigns for improving working conditions as well as the significant number of female Chartists.

For some reason this question seemed to attract a very significant number of responses, which produced a response to a previous set question on the leadership of the movement as the main factor to explain the problems facing the Chartist movement. Many of these answers completely failed to even mention the role of "government opposition" at all and so remained in Level 2. Other Level 2 answers often told a lengthy "story" of the movement.

Some candidates had a confused chronology and believed that the Chartists were responsible for events at Peterloo as well as the protests leading up to the 1832 Reform Act. The occasional candidate also argued confidently that the Chartists were a major campaign group for the building of railways and caused "Railway mania."

Indicate which question you are answering by marking a cross . 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 government played quite an important role in the development of the railways. Especially as the railways greatly diminished the laissez faire attitude.

When a railway company was set up, it had to ask parliament ~~to~~ for permission to build the railways. Parliament could either allow it or not.

E.g. The Liverpool to Manchester railway company asked parliament to build a railway in 1825. Parliament refused and it wasn't until 1826 that the government allowed it - they had control.

The ~~gov~~ government also played a role in the actual development of the railways.

E.g. The battle of the gauges. George Stephenson - engineer of the Stockton-Darlington Railway used a thinner gauge than his opposition friend.

Parliament was involved in choosing which rail gauge to use. Despite the wide gauge winning the race, Parliament chose the thinner gauge as it was more cost effective.

((a) continued) Again, the Government was playing a massive part in the railway development.

The Government continued to interfere with the railways in the latter stages of their development.

f.g. they made it compulsory to have safety inspectors.

They set up the Railway Clearing House which made it easier for businesses and people to use the rails. At the RCH, ~~was~~ standardised ~~fare~~ fares and prices people had to pay for freight.

The Government also passed the Railways Act 1842 which helped make the railways a more centralised transport network.

(b) ~~to some ways~~ to agree that the Government was one of the main reasons for Chartism's failure however there were also other reasons that contributed.

Firstly, the Chartists were very segregated. People had different ideas about what they should do and ~~how~~ how they should do it. For example, in London, leader William Lovett wanted to use purely moral force to get their point across. This included rallies & petitions (however all 3 of the Chartist petitions failed)

On the other hand, in the North, Feargus O'Connor got crowds angry with his aggressive speeches and the want to use physical force (in the form of riots & marches).

~~This is an~~ O'Connell's aggressive ideas were helped with his writing in the Northern Star.

This is an obvious segregation within the movement. People wanted to do things differently which meant that there was no 'mass' movement which could take the form the Government could take easily.

((b) continued) Another reason for failure is the fact that support for the chartists was not constant when employment was low, and bad trade and harvests were up, chartists gained momentum as people falling on hard times looked for answers. (e.g. Early 1830's)

However, when trade was good and wages and employment & wages were on the up, people were more settled and so the chartists support dropped.

Furthermore, the chartists failed to do things that they planned. The first petition from the chartists was delivered by John Fielden and Thomas Attwood, and contained 1,280,000 signatures (how many were real we don't know). This was dismissed by parliament and despite planning a general strike, the chartists did nothing. ~~Their second petition~~

The Newport rising ¹⁸³⁹ however, is a good example of the Government's powerful opposition which contributed to the ending of the Chartist Movement. In South Wales, 7000

workers decided to march to Newport to free a fellow worker. However they were late and Government troops were waiting. This

((b) continued) resulted in the arrest of many chartists especially their leader, John Frost who was arrested for treason.

The chartists final attempt of a petition also failed in 1848 when O'Connell planned to hold a meeting on Kennington Common to deliver a petition that he said contained 6m signatures. When they arrived, 150,000 special constables were waiting and banned the march on parliament, so O'Connell had to hand it in himself. (Only 20,000 out of the 500,000 chartists turned up.) Once parliament read the petition, they found it included fake signatures such as 'pig face' and only 2 million were legitimate. This allowed the government to pass off the movement as a joke.

Overall, I believe that the main reason for Chartist failure was the fact that they were segregated and disorganised. I.e. their movement was too much of a mess for the government to take it seriously.



ResultsPlus

Examiner Comments

This response was awarded full marks for part a) which is focused and detailed on the government's role in the construction of railways. Part b) was awarded low Level 4. It is a good analysis of various factors but the role of government as the thrust of the set question is not fully developed. The argument offered in the introduction is also not sustained throughout the response. 4 marks were awarded for SPaG.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

1. Candidates should always focus on the set question rather than providing a response to a question from a previous examination paper.
2. Specific, relevant and accurate details are needed to access Level 3 of the mark scheme
3. Some candidates lose SPaG marks through basic errors
4. Centres should familiarise themselves with the changes in the content and assessment of the Depth Studies for the 2015 examination onwards.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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