

Mark Scheme (Results) Summer 2011

GCSE History B (5HB02/2A)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **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		What can you learn from Source A about the impact of the railways in Britain? Target: comprehension and inference from source (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant item. <i>E.g the station is big, people are travelling</i>
2	3-4	Developed statement An inference is drawn and supported from the source. <i>E.g employment opportunities, creation of wealth, splendour of buildings, technology, timekeeping</i>

Question Number		
2		<p>The boxes below show two problems the Chartists had. Choose one and explain what effect it had on the Chartist movement.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 200px; text-align: center;">A divided leadership</div> <div style="border: 1px solid black; padding: 5px; width: 200px; text-align: center;">Opposition from the government</div> </div> <p>Target: recall; importance of key individuals and events (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 about effects on the Chartists</p> <p>OR</p> <p>Comments could apply to either</p> <p><i>E.g divided leadership: they were not so strong, had different ideas</i></p> <p><i>Opposition from government: the government had troops, the government could use force</i></p>
2	4-6	<p>Descriptive answer which will state but not examine how the problem caused difficulties for the Chartists.</p> <p>Student gives a descriptive account or narrative of the effects</p> <p><i>E.g divided leadership: Lovett and the southern Chartists believed in non-violence/moral force, O'Connor in the north prepared to use physical force</i></p> <p><i>Opposition from the government: rejection of petitions, soldiers put down Newport Rising, banning of 1848 march</i></p>
3	7-9	<p>The focus is on the difficulties for the Chartists of the problem chosen.</p> <p>Student will show an understanding of the effects chosen on the Chartists. The significance of the effects will be considered.</p> <p><i>E.g Effects of divided leadership: different aims between</i></p>

		<p><i>Lovett and O'Connor, how O'Connor deterred some from joining</i></p> <p><i>Effects of opposition from government: rejection of petitions and force used such as army at Newport and army/police at Kennington in 1848</i></p>
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Question Number		
3		<p>Why did so many people migrate from Ireland and Scotland to England in the period c1815-c1851?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1811-21: The first 'highland clearances' in Scotland • 1845-6: The Irish potato famine • Gangs of navvies were employed to build railways <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student states example(s) without development</p> <p><i>E.g they were poor, no jobs, more jobs in England</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B Do not credit repetition of the 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 describes migration from Ireland and/or Scotland</p> <p><i>E.g describes the potato famine in Ireland, Highland clearances in Scotland, employment opportunities in England</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student explains the reasons for migration supported by a range of examples</p> <p><i>E.g combination of "push" and "pull" factors showing combination of poverty and specific events in</i></p>

	<p><i>Ireland/Scotland together with growth of specific employment in England such as during "railway mania."</i></p>
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	<p>Reserve top of level for range of factors explored or links between the factors shown.</p>
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Question Number		
4		<p>Why were some people dissatisfied with the 1832 Parliamentary Reform Act? You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • After the 1832 Reform Act 31 there were fewer than 300 voters in 31 boroughs • After the 1832 Reform Act one in five men had the right to vote • There was no secret ballot. <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student states example(s) without development</p> <p><i>E.g many could still not vote, could still see how people vote</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B Do not credit repetition of the 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 describes the 1832 Parliamentary Reform Act and/or lists effects/describes one problem following the 1832 Reform Act</p> <p><i>E.g describes those that could now vote, redistribution of seats.</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student explains and supports a range of examples for dissatisfaction with the 1832 Reform Act</p> <p><i>E.g lack of representation for working-class, still problems of over-and under-representation, aristocratic power maintained, corruption and intimidation</i></p>

		Reserve top of level for range of factors explored or links between the factors shown.
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Question Number		
5 (a)		Describe the work of the Earl of Shaftesbury in improving working conditions in coal mines. Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>E.g he wanted workers to work less hours, he visited mines</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes the work of Shaftesbury and/or working conditions in mines <i>E.g introduced a bill into Parliament, led Royal Commission on mines.</i> Reserve top of level for depth and range of supporting details included.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student considers the contribution made by Shaftesbury to the improvement of working condition in mines <i>E.g role in inspecting mines and report leading to 1842 Mines and Collieries Act; extent of implementation</i> Reserve top of level for depth of answer in context of early 19 th century.

Question Number		
5 (b)		<p>'The Poor Law Amendment Act of 1834 set up an effective method of poor relief.' Do you agree? Explain your answer</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The 1834 Act grouped 2,066 parishes into 112 Unions. • 1845: The Andover Workhouse Scandal. • The cost of poor relief fell from £7million a year in 1831 to £5 million a year in 1851. <p>Target: recall; analysis of consequence within an historical context (AO1 and AO2: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers detail(s) of 1834 Poor Law Amendment Act or asserts extent of success of PLAA.</p> <p><i>E.g people had to go into workhouses, it cost less money</i></p> <p>Writing communicates ideas using everyday language and showing 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 describes 1834 Poor Law Amendment Act and/or its effects</p> <p><i>E.g the work of the Royal Commission and Chadwick, more workhouses built, end of "outdoor relief", describes conditions in the workhouses</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection</p>
QWC i-ii-iii		

		<p>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>
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<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 effects of the Poor Law Amendment Act and ways in which it was successful/unsuccessful</p> <p><i>E.g shows how the PLAA was to serve as a deterrent, to apply across the whole country, different responses in the north to in the south</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 consider a range reasons.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It of an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to analyse the extent of success of the Poor Law Amendment Act to make a judgement.</p> <p><i>E.g assesses the success of the PLAA against criteria such as the aims of the Act, the extent to which Act was implemented and responses to it</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 methods of poor relief used before 1834. Target: recall; understanding of key features (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 states valid example(s) without development.</p> <p><i>E.g people were sent to workhouses, they got money for how many children they had</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 system(s) of poor relief used before 1834</p> <p><i>E.g describes system(s) such as Roundsman/Speenhamland, the use of both "indoor" and "outdoor" relief, the rising costs of poor relief</i></p> <p>Reserve top of level for depth and range of supporting details included.</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 identifies and explains the various systems of poor relief used before 1834</p> <p><i>E.g shows that there were various systems of poor relief being used before 1834, regional variations</i></p> <p>Reserve top of level for depth of answer in context of early 19th century.</p>

Question Number		
6 (b)		<p>'The role of the government was the most important factor in improving working conditions in factories in the years c1815-c1851.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Robert Owen did not employ children under 10 in his New Lanark Mills. • 1831: A parliamentary committee investigated factory conditions. • 1833-1850: The government passed four Factory Acts. <p>Target: : recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a detail on improvement in working conditions in factories</p> <p><i>E.g people worked less hours, there were inspectors, they stopped children working, factories were safer</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 describes some improvements in factory conditions</p> <p><i>E.g reports began, describes Factory Acts, describes work of Shaftesbury/Owen/Ten-Hour movement, may assert improved/did not improve without an assessment</i></p> <p>Writing communicates ideas using a limited range of</p>
QWC i-ii-iii		

		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. Reserve top of level for depth and range of supporting detail.
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3	9-12	<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 identifies and explains work of the government in improving factory conditions and/or identifies and explains lack of improvements/role of individuals</p> <p><i>E.g gives details of government legislation, shortcoming such as too few inspectors and use of shift-system, gives details of the role of individuals who were keen to improve working conditions such as Owen and Shaftesbury, others keen to maintain profit.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which give a range of reasons.</p>
QWC i-ii-iii		

4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and relevant material.</p> <p>Student attempts to assess the role of the government in Improving working conditions in factories weighed up against the role of individuals/limitations to reach a judgement</p> <p><i>E.g weighs up the the work of the goverment/laissez-faire against the work of individuals/campaigns to assess Improvements in factory conditions.</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>
QWC i-ii-iii		

		Reserve top of level for answers which can make and support a judgement on the proposition in the question.
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