

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB02/2A)

Unit 2: Schools History Project Depth
Study

Option 2A: The transformation of
British society, c1815-c1851

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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.

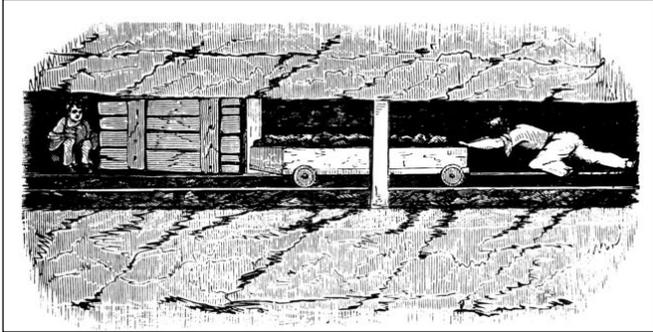
Placing a mark within a level mark band

- 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.
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- 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 working conditions in coal mines?</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. they had to pull/push heavy loads, it was dark</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g. the work could lead to physical deformities, tunnels were dangerous, children needed for small tunnels</i></p>

Question Number		
2		<p>The boxes below show two areas from which people moved.</p> <p>Choose one and explain why people moved from these areas to towns and cities in England in the years c1815-c1851.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Migration from the English countryside</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Migration from Ireland</div> </div> <p>Target: recall, analyse the process of change (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 or could apply to either example.</p> <p><i>E.g people moved away, there were no jobs</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the reasons .</p> <p>Student gives a narrative or descriptive account of rural unemployment / population changes in Ireland OR describes the growth of towns and cities</p> <p><i>E.g Rural unemployment – describes changes in employment and/or move to towns</i> <i>Ireland - describes The Irish Potato Famine</i></p>
3	7-9	<p>The focus is on reasons for migration from the chosen area</p> <p>Student will identify both “push” and “pull” factors</p> <p><i>E.g explains how factors led to the migration from rural areas OR Ireland to urban areas in England</i></p>

Question Number		
3		<p>Why did some people oppose the building of railways in Britain in the years c1815-c1851?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer and any other information of your own.</p> <p>In 1815 most transport was by canal or stagecoach. By 1851 Britain had nearly 7,000 miles of new railway, much of which crossed private land. On most railway lines trains ran every day, including Sundays.</p> </div> <p>Target: recall, analysis of 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 valid comment(s) on opposition to the railways</p> <p><i>E.g people thought they were not safe, people were scared.</i></p> <p>Reserve top of level for answers which state more than one Comment. 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 opposition to the building of railways. Links remain implicit.</p> <p><i>E.g describes opposition from landowners, fears of accidents, opposition to Sunday travel, canal owners lost money</i></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 groups and explains reasons for opposition from different groups to the building of railways.</p> <p><i>E.g loss of business, fears of change and safety, resistance from certain towns and Church groups who were affected by the railways.</i></p> <p>Reserve top of level for at least three opposing groups explored.</p>

Question Number		
4		<p>Why did some people oppose the changes brought about by the 1834 Poor Law Amendment Act?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • All Poor Law Unions were required to provide a workhouse. • In the north of England there were often periods of economic depression. • 1845: The Andover Workhouse Scandal. <p>Target: recall, analysis 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 valid comment(s) on the 1834 Poor Law Amendment Act</p> <p><i>E.g people did not like workhouses, they had to go into workhouses</i></p> <p>Reserve top of level for answers which state more than one comment</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 opposition to the 1834 Poor Law Amendment Act</p> <p><i>E.g describes workhouses, different problems in the north, lists objections</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 reasons for opposition to the 1834 Poor Law Amendment Act</p> <p><i>E.g reformers, the poor, factory owners, farmers</i></p> <p>Reserve top of level for range of groups explored.</p>

Question Number		
5 (a)		Explain why the GNCTU was set up in 1834. Target: recall, causation (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 simple statement(s) on the GNCTU</p> <p><i>E.g for workers to get more pay, to put pressure on the government</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 GNCTU.</p> <p><i>E.g the bringing together of trade societies, role of Robert Owen</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 explains reasons for the setting up of the GNCTU</p> <p><i>E.g context of workers wanting better conditions, shorter hours, co-operative, funds to support strikers</i></p> <p>Reserve top of level for range of reasons explained.</p>

Question Number		
5 (b)		<p>'People joined the Chartists mainly because they wanted more people to have the vote'. 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"> • After the 1832 Parliamentary Reform Act one in five men had the right to vote. • Support for Chartism was highest in the new industrial towns. • Voting was carried out in public. <p>Target: recall, analyse effects or causation (AO1 and A02: 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 Chartists and/or the 1832 Reform Act</p> <p><i>E.g people wanted more say, they wanted the vote</i></p> <p>Writing uses 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 narrates or describes the Chartists and/or the 1832 Reform Act. Links remain implicit.</p> <p><i>E.g describes the aims and/or actions of the Chartists and/or reasons why some people were dissatisfied with the 1832 Reform Act</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 style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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 reason(s) for the growth of the Chartists</p> <p><i>E.g shows how dissatisfaction with restricted franchise/continued influence of upper classes led to people joining the Chartists AND/OR the role of other factors such as economic depression, appeal of the Chartist organisation itself</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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 significance of parliamentary reform for people joining the Chartists weighed up against other social/economic causes</p> <p><i>E.g weighs up the effects of dissatisfaction with the 1832 Reform Act set against other factors such as economic depression, the end of the railway boom and the passing of the 1834 Poor Law Amendment Act</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 role of George Stephenson in the growth of railways in Britain. Target: recall, analyse 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 simple statement(s). <i>E.g he built locomotives</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 work of George Stephenson <i>E.g built Stockton to Darlington railway, the Rocket, Rainhill Trials, Liverpool to Manchester railway</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 explains the significance of George Stephenson in the development of railways in Britain. <i>E.g locomotives worked well, Stockton to Darlington showed the potential of the railways, solving of technical problems of the Liverpool to Manchester Railway</i> Reserve top of level for depth of answer and historical context.

Question Number		
6 (b)		<p>'Pressure from reform groups was the most important factor in improving working conditions in factories'. 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"> • Between 1815 and 1851 the government passed a number of Factory Acts. • The Ten Hour Movement was supported by the Earl of Shaftesbury in parliament. • Robert Owen set up a mill at New Lanark. <p>Target: recall, analyse effects or causation (AO1 and A02: 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 work of reform groups/individual/the government in improving working conditions in factories</p> <p><i>E.g the government passed laws, Owen improved things for his workers</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> Reserve top of level for answers which offer several valid points.</p> <p>QWC i-ii-iii</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 reform of working conditions in factories</p> <p><i>E.g describes the work of reformers such as Robert Owen/Oastler and the Ten Hour Movement and/or lists the Factory Acts</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> <p>QWC i-ii-iii</p>

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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 improvement in factory conditions as due to reformers and/or the government</p> <p><i>E.g shows how individual reformers impacted on reform of working conditions and/or shows how the government's Factory Acts led to improvements in working conditions</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 achieve a balance of economic and other aspects.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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 role of reformers weighed up against the role of the government in improving factory conditions.</p> <p><i>E.g weighs up the extent to which reform groups had an impact/ put pressure on the government to pass legislation</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> <p><i>E.g evaluates the contributions of reform groups/individuals/government in bringing about improvement in factory working conditions.</i></p>

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