

Mark Scheme (Results)

January 2013

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.

- 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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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 the Great Exhibition of 1851?</p> <p>Source A: A picture of the Great Exhibition of 1851.</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 from the source or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>E.g it was in a big building, lots of people visited</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g sense of extravagance, money spent on building, sense of grandeur</i></p>

Question Number		
2		<p>The boxes below show two individuals who helped to bring about reforms.</p> <p>Choose one and explain the importance of his work.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Earl of Shaftesbury's work for miners</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Robert Owen's work for factory workers</div> </div> <p>Target: recall; analyse significance or importance (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 comments that could apply to either individual</p> <p><i>E.g worked fewer hours, better houses, schools</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the individual's importance.</p> <p>Student gives a descriptive or narrative account of the individual chosen.</p> <p><i>E.g Earl of Shaftesbury: introduced a Mines and Collieries bill into Parliament, led Royal Commission on mines Robert Owen: school, sick pay, no physical punishments in mill, shop for workers, setting up of GNCTU, idea of ten hours</i></p>
3	7-9	<p>The focus is on the importance of the individual.</p> <p>Student will show an understanding of the importance of the chosen individual in improving working conditions.</p> <p><i>E.g Earl of Shaftesbury: role in inspecting mines and report leading to 1842 Mines and Collieries Act Robert Owen: significance of his work in New Lanark, attempts to persuade others, contribution to the setting up of the GNCTU, role in Ten Hour movement</i></p>

Question Number		
3		<p>In what ways did the Chartists try to achieve their aims?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1837: O'Connor set up <i>The Northern Star</i> newspaper. • 1839: The Newport Rising. • 1848: Approximately 200,000 people met at a Chartist rally on Kennington Common. <p>Target: recall, analyse effects or causation (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 had marches, had meetings, had a newspaper</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/narrates the Chartist movement OR explains ONE method in detail</p> <p><i>E.g describes various methods, petitions, Newport Rising, The Plug Plots, events at Kennington Common.</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 more than one method used by the Chartists to try and achieve their aims.</p> <p><i>E.g shows variety of methods used by the Chartists, explains the different approaches favoured by different leaders, persuasion or force/"moral force" vs "physical force."</i></p> <p>Reserve top of level for range of factors explored or links between the factors shown.</p>

Question Number		
4		<p>In what ways were the lives of the rich and poor different in England in the years 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"> • The aristocracy owned large amounts of land. • In 1851 a worker in Liverpool had a life expectancy of only 26 years. • Some very rich families had 50 servants. <p>Target: recall; analyse key features (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 the rich had many houses, had servants, the poor worked in factories</i></p> <p>Reserve top of level for answers which state more than one example</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 lives of rich and poor.</p> <p><i>E.g. describes the living conditions of the rich and the conditions for the poor</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 differences identified with sufficient accurate and relevant detail.</p> <p>Student explains and supports a range of examples to show differences in the lives of the rich and poor.</p> <p><i>E.g explains the varied lives of the aristocracy, the distinctions between the "labouring poor", may discuss similarities and differences in daily life, may comment on the gentry and middle classes</i></p> <p>Reserve top of level for depth of answer.</p>

Question Number		
5 (a)		Describe the ways in which the coming of the railways improved the quality of life for people in Britain. Target: recall; analyse effects or change (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 they got jobs, it was cheaper to travel, they could travel to work</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 changes to people's lives with the coming of the railways. <i>E.g describes the growth of seaside towns, distribution of food, more awareness of the lives of the poor, employment opportunities</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 improvements to the quality of people's lives with the coming of the railways. <i>E.g explains how people benefitted from a variety of economic, political and/or social effects of the railways.</i> Reserve top of level for depth of answer in context of the mid 19 th century.

Question Number		
5 (b)		<p>'The reform of Parliament in 1832 was a major improvement to Britain's electoral system.' 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"> • Before the 1832 Reform Act one in ten men had the right to vote. • After the 1832 Reform Act there were no longer any rotten boroughs. • 1841: There was bribery during the Sunderland by-election. <p>Target: recall; analysis of effects or consequences (AO1 and AO2: 16 marks)</p> <p>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) or asserts improvement(s) to the electoral system.</p> <p><i>E.g there were more seats in the North, more people could vote</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>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the changes brought about by the 1832 Reform Act.</p> <p><i>E.g describes the end of rotten boroughs, the redistribution of seats, increased franchise.</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 the improvements and/or lack of improvements to the electoral system brought about by the 1832 Reform Act.</p> <p><i>E.g explains the redistribution of seats, increased franchise, the continued use of open voting, lack of extension of franchise to the working class, dissatisfaction led to rise of Chartism</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 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 an analysis of the extent of improvement made to the British electoral system by the 1832 Reform Act and makes a judgement.</p> <p><i>E.g weighs up the extent of change brought about by the 1832 Reform Act against the dissatisfaction of some for lack of changes brought about</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>

		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
6 (a)		Describe the reasons why some people wanted to change the systems of poor relief used in England before 1834. Target: recall; analyse 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 it cost a lot, many people would not work</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 systems of poor relief used in England before 1834. <i>E.g describes the Roundsman/Speenhamland systems, increasing numbers of poor</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 identifies and explains the reasons why some people wanted to change the systems of poor relief used in England before 1834. <i>E.g explains how problems of population growth, increase in poverty, trade fluctuations and varied systems of poor relief were leading to many seeking changes to the Poor Laws.</i> Reserve top of level for depth of answer in context of early 19 th century.

Question Number		
6 (b)		<p>'The navvies were the most important people involved in the construction of railways in Britain'. 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"> • Brunel was an engineer for the Great Western Railway. • George Hudson was known as the 'Railway King'. • By 1847 over 250,000 navvies were building railways in Britain <p>Target: Analyse significance/importance (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 the railway navvies and/or the building of railways.</p> <p><i>E.g they did the hard work, they built tunnels</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 the work of navvies and/or others in the building of railways.</p> <p><i>E.g describes the work undertaken by navvies, the dangers they faced, describes the work of speculators and engineers</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>
QWC i-ii-iii		

		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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