

Mark Scheme (Results)

Summer 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 industrial towns in Britain in the early nineteenth century?</p> <p>Source A: A picture of an industrial town in northern England in the early nineteenth century.</p>  <p>Target: comprehension and inference from source (A03a: 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 lots of factories, lots of smoke</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g factories offered employment, pollution, growth</i></p>

Question Number		
2		<p>The boxes below show two movements.</p> <p>Choose one and explain how it improved workers' lives.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Co-operative movement</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Ten Hour movement</div> </div> <p>Target: recall; analysis 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/could apply to either option</p> <p><i>E.g The Co-operative movement: gave shops, lessons</i> <i>The Ten Hour movement: worked shorter hours, less dangerous.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine ways in which workers' lives improved.</p> <p>Student gives a narrative or descriptive account. Improvements to workers' lives asserted or implied. Links remain implicit.</p> <p><i>E.g The Co-operative movement: narrates or describes the Co-operative Movement</i> <i>The Ten Hour movement: narrates or describes the Ten Hour movement</i></p>
3	7-9	<p>The focus is on improvements made to workers' lives</p> <p><i>E.g</i> <i>The Co-operative movement: explains how the movement improved workers' lives such as financially and educationally</i> <i>The Ten Hour movement: explains the contribution made by the Ten Hour movement in improving working conditions</i></p>

Question Number		
3		<p>In what ways did the growth of the railways have an impact on Britain's economy?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • George Hudson was known as the 'Railway King'. • Places such as Swindon and Crewe were known as 'railway towns'. • A new ironworks was built in Middlesbrough. <p>Target: recall, analysis of effects or change (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 a valid comment</p> <p><i>E.g towns grew, there were more jobs, factories made trains</i></p> <p>Reserve top of level for answers which state more than one impact.</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 describes/narrates the impact of the railways. Links remain implicit.</p> <p><i>E.g. describes growth of industries, growth of towns, increasing employment opportunities, role of speculators</i></p> <p>Reserve top of level for depth and range 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 identifies and explains the impact of the coming of the railways on Britain's economy</p> <p><i>E.g explains the impact of the railways on increasing demand for iron, coal, growth of specific towns, the range of employment opportunities offered by railways</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>Why did people react in different ways to 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"> • By 1838 there were 573 Poor Law Unions. • Between 1839 and 1843 less than £5,000,000 was spent on poor relief. • 1842: The Stockport Workhouse was attacked. <p>Target: recall, analysis of effects or consequences (AO1 and AO2; 12 marks)</p>
	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment</p> <p><i>E.g. people protested, people did not like workhouses</i></p> <p>Reserve top of level for answers which state more than one reason.</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 reactions to the 1834 Poor Law Amendment Act. Links remain implicit.</p> <p><i>E.g. describes the 1834 Poor Law Amendment Act, the abolition of "outdoor relief", trade fluctuations, less cost by ratepayers; gives general account of opposition.</i></p> <p>Reserve top of level for depth and range 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 identifies and explains a number of different reactions to the 1834 Poor Law Amendment Act.</p> <p><i>E.g. explain opposition to the 1834 Poor Law Amendment Act for different reasons; explains why some supported the 1834 Poor Law Amendment Act</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		Describe the problems of the Roundsman and Speenhamland systems of poor relief. Target: recall, analysis of key features (AO1 and A02: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a simple detail. <i>E.g they got a ticket, they got more money for more children</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 system of poor relief. Links remain implicit. <i>E.g describes the Roundsman system: the use of tickets and local employment describes the Speenhamland system: based on family size and price of bread.</i> <i>Peg at 5 responses that deal with only one system.</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 problems of the system of Poor Relief. <i>E.g Roundsman system; discouraged work, kept wages low, Speenhamland: encouraged larger families, kept wages down, parishes had no control over price of bread, rising costs</i> <i>Peg at 7 responses that deal with only one system</i> Reserve top of level for depth of answer

Question Number		
5 (b)		<p>'The changes brought about by the 1832 Reform Act were a disappointment for many people.' 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 1832 Reform Act doubled the number of men that could vote. • After 1832 there were approximately 70 pocket boroughs. • The 1832 Reform Act gave cities such as Leeds and Manchester MPs for the first time. <p>Target: recall, analysis of change (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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</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 a simple detail on the 1832 Parliamentary Reform Act</p> <p><i>E.g they were more seats, more people could vote, voting was not in secret</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 narrates or describes the 1832 Parliamentary Reform Act. Links remain implicit.</p> <p><i>E.g describes the end of most 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 why many people were and/or were not disappointed following the 1832 Parliamentary 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 leading 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 depth and range of supporting detail</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 extent to which people were disappointed by the extent of reform.</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 role of the government in the development of railways in Britain. Target: recall, analysis of key features (AO1 and A02: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a simple detail. <i>E.g they gave money, allowed lines to be built</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mainly relevant and accurate. Student describes or narrates the role of the government when railways were built. <i>E.g describes the clearing of land, giving permission.</i> Reserve top of level for range of examples and detail 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 describes the role of the government in the development of railways <i>E.g describes role of government in ensuring safety, the use of Railway Clearing Houses, the government's intervention in the "Battle of the Gauges", the 1844 Railway Act</i> Reserve top of level for depth of answer and historical context

Question Number		
6 (b)		<p>'The main reason for the failure of the Chartist movement was opposition from the government.' 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"> • William Lovett led the 'moral force' Chartists. • Many signatures on Chartist petitions were false. • 1848: On the day of the Kennington Common rally, 150,000 Special Constables were on duty. <p>Target: recall; analysis of causation (AO1 and A02: 9 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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</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 simple detail on the Chartist movement</p> <p><i>E.g they were divided; they used violence; lists the Chartists' demands</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>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 or narrates the Chartist movement. Links remain implicit.</p> <p><i>E.g describes Chartist leaders; the variety of protest methods used; the Newport Rising; forces available to the government</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		

<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 role of opposition from the government as a factor for the failure of the Chartist movement AND/OR explains the role of other factors.</p> <p><i>E.g The demands of the People's Charter; the use of petitions; divisions within the movement; forces available to the government at both Newport Rising and the meeting at Kennington Common; government intervention into working conditions; wider economic improvements from late 1840 onwards.</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 depth and range of supporting detail.</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 extent to which opposition from the government was a reason for the failure of the Chartist movement.</p> <p><i>E.g weighs up the importance of opposition from the government against other factors as an explanation for the failure of the Chartist movement.</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.

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