

Mark Scheme (Results)

Summer 2016

GCSE History B (5HBO2/2A)
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.

Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.
- 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?

Question Number		
1		<p>What can you learn from Source A about the Great Exhibition of 1851?</p>  <p>Target: comprehension and source inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. Candidate offers a piece of information or states an unsupported inference.</p> <p><i>e.g. It was in a large building, lots of people went there.</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p>
2	3–4	<p>Developed statement. An inference is drawn and supported from the source.</p> <p><i>e.g. States that Source A was designed to look impressive, the amount of people shows that it was a popular event.</i></p>

Question Number				
2		<p>The boxes below show two groups.</p> <p>Choose one and explain the group's attempts to improve the lives of workers.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">The GNCTU</td> <td style="text-align: center;">The Co-operative Movement</td> </tr> </table> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p>	The GNCTU	The Co-operative Movement
The GNCTU	The Co-operative Movement			
Level	Mark	Descriptor		
	0	No rewardable material.		
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments that could apply to either group, or offers limited detail about one group.</p> <p><i>e.g. They wanted to work fewer hours, they set up shops.</i></p>		
2	4–6	<p>Descriptive answer which will state but not examine the group's attempts to improve the lives of workers. Candidate describes/narrates the group.</p> <p><i>e.g. The GNCTU - formation, government action, Owen as President. The Co-operative Movement - setting up a shop, spread of shops, running of events.</i></p>		
3	7–9	<p>The focus is on the attempts made to improve workers' lives. Candidate will explain attempts made by the group to improve the lives of workers.</p> <p><i>e.g. The GNCTU - shows how the size and actions of the GNCTU attempted to support workers against the government. The Co-operative Movement - shows how the organisation and ideals of the movement attempted to improve workers' lives in the form of goods and/or insurance, savings, education and participation of women.</i></p>		

Question Number		
3		<p>Why was there so much opposition to the building of railways?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Church • Landowners <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse motivation in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. There were accidents, railways damaged land.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive answer of opposition to the building of railways.</p> <p><i>e.g. Describes opposition from landowners, fear of accidents, opposition to Sunday travel, canal owners, stage coach companies, fear of navvies.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example fear of navvies, fears for safety.</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>Candidate identifies and explains reasons for opposition to the building of railways.</p> <p><i>e.g. Explains the damage to land led to opposition from landowner, loss of business led to opposition from stage coach companies and canal owners, Sunday travel was opposed by the Church, fear of navvies in large gangs led to local opposition.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example fears of navvies, fears for safety.</p>

Question Number		
4		<p>Why did the government find it so easy to deal with the Chartist movement?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The police and the army • Chartist tactics <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or consequences in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. They had bad leadership, the government had more power.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive account of the Chartist movement and its relations with the government.</p> <p><i>e.g. The problems of a divided leadership made Chartism weaker, the government had forces available, the Chartist petitions had fake signatures, the economy was improving.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the discrediting of petitions, alienation with the movement's use of violence.</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>Candidate identifies and explains reasons for the government's ability to deal easily with the Chartist movement.</p> <p><i>e.g. The government found it easier to deal with a Chartist movement that had a divided leadership, the government had forces available which it could deploy, the use of fake signatures discredited the movement, economic improvements led to falling support.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the discrediting of petitions, alienation with the movement's use of violence.</p>

Question 5

5(a)		Describe the key features of the apprentice system in the years c1815-51. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. They used young children, children could be 'bought'.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the apprentice system. <i>e.g. Describes child labour in factories and or the system by which children were sent from work houses.</i> Reserve top of level for depth and range of supporting 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. Candidate identifies key features of the apprentice system and supports these. <i>e.g. Describes the use of the apprentice system as a means of cheap labour, the 'buying' of children from workhouses, reduced need for poor relief, children trained for specific occupations.</i> Reserve top of level for depth of answer in context of early nineteenth century Britain.

Question Number		
5(b)		<p>'The 1832 Reform Act solved the problems of the electoral system in Britain.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Industrial towns • Rotten boroughs <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse cause and consequence in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. More people could vote, changed boroughs.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes/narrates the electoral system and/or the 1832 Reform Act.</p> <p><i>e.g. Describes the terms of the Act and/or electoral system such as the redistribution of seats, changes to the franchise, the continuation of open voting.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example open voting, limited franchise.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
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>Candidate identifies and explains they ways in which the 1832 Reform Act solved AND/OR did not solve the problems of the electoral system.</p> <p><i>e.g. Explains the changes in terms of the franchise and/or the changes to the redistribution of seats, the reduction in pocket</i></p>

QWC i-ii-iii		<p><i>and rotten boroughs, lack of change with the continuation of open voting.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the extent of the franchise, open voting.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate attempts to assess the extent to which the problems of the electoral system were solved by the 1832 Reform Act in order to make a judgement.</p> <p><i>e.g. Weighs up the extent of changes such as the extent of franchise, the redistribution of seats, reductions in numbers of rotten boroughs, continued use of open voting.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the extent of the franchise, open voting.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Performance	Mark	<p>Marks for SPaG</p> <p>Descriptor</p>
	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	Candidates 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	Candidates 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	Candidates 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 key features of migration from Ireland to England in the years c1815-51. Target: Knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. To get jobs, to get away from poverty.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes migration from Ireland to England. <i>e.g. Describes farming in Ireland, years of famine in the late 1840s, work as navvies.</i> Reserve top of level for depth and range of supporting 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. Candidate identifies and explains key features of emigration from Ireland to England. <i>e.g. Describes reliance on potato crop, extent of rural poverty, the effects of failed potato crops in the late 1840s, the impact of famine, opportunities for employment in England.</i> Reserve top of level for depth of answer in context of early 19 th century Britain.

Question Number		
6(b)		<p>'The Poor Law Amendment Act (1834) improved poor relief in England.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Outdoor relief • Rate payers <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. It cost less, people could not get help so easily.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the terms of the 1834 Poor Law Amendment Act and/or poor relief after 1834.</p> <p><i>e.g. Describes central administration, abolition of outdoor relief, principle of 'less eligibility', reduced costs, conditions in workhouses.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example use of workhouses, differences between northern and southern England.</p> <p>QWC i-ii-iii</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
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>Candidate identifies and explains the improvements and/or lack of improvements to poor relief in England as a result of the 1834 Poor Law Amendment Act.</p> <p><i>e.g. Explains the impact of key terms of the 1834 Poor Law</i></p>

<p>QWC i-ii-iii</p>		<p><i>Amendment Act such as the different economic and social conditions of northern and southern England and/or reduction of costs, the benefits of central administration, the use of workhouses as a deterrent.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material such as use of workhouses, differences between northern and southern England.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>4</p> <p>QWC i-ii-iii</p>	<p>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>Candidate attempts to assess the extent of improvement made by the 1834 Poor Law Amendment Act in order to make a judgement.</p> <p><i>e.g. Weighs up the benefits of a uniform system, reduced costs against other factors such as workhouse conditions and/or principle of 'less eligibility', abolition of outdoor relief and the different economic and social conditions of northern and southern England.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as reduction in costs, differences between northern and southern England.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<p>Performance</p>	<p>Mark</p>	<p>Marks for SPaG</p> <p>Descriptor</p>
	<p>0</p>	<p>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.</p>
<p>Threshold</p>	<p>1</p>	<p>Candidates 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.</p>
<p>Intermediate</p>	<p>2–3</p>	<p>Candidates 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.</p>
<p>High</p>	<p>4</p>	<p>Candidates 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.</p>

