



# Mark Scheme

Summer 2017

GCSE History B (5HB02/2A)

Unit 2: Schools History Project Depth Study

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 5HB02\_2A\_msc\_20170817

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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, ie 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:
  - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - 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 work of railway navvies?</p> <p><b>Source A:</b> A picture of railway navvies drawn c1850.</p>  <p><b>Target:</b> comprehension and source inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p><b>Simple statement.</b> Candidate offers a piece of information from the source or states an unsupported inference.</p> <p><i>e.g. lots of men were needed, navvies worked in the countryside.</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p>
2	3–4	<p><b>Developed statement.</b> A valid inference is drawn and supported from the source.</p> <p><i>e.g. lack of machinery meant lots of men were needed; they had to use hand tools for heavy manual work; they worked in isolated areas.</i></p>

Question Number					
2		<p>The boxes below show two reasons for the review of the Poor Law in 1832. Choose <b>one</b> and explain why it led to the review.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">The Swing Riots</td> <td style="width: 20px;"></td> <td style="text-align: center;">The poor rates</td> </tr> </table> <p><b>Target:</b> knowledge recall and selection, analyse causation in a historical context (AO1/AO2).</p>	The Swing Riots		The poor rates
The Swing Riots		The poor rates			
Level	Mark	Descriptor			
	0	No rewardable material.			
1	1–3	<p><b>Generalised statements with little specific content.</b> Candidate offers generalised comments that could apply to either reason, or offers limited detail about one.</p> <p><i>e.g. They wanted the government to reduce poverty, spend less on poor relief.</i></p>			
2	4–6	<p><b>Descriptive answer which will state but not examine the reasons why the chosen item led to the review.</b> Candidate describes/narrates the Swing Riots or poor rates.</p> <p><i>e.g. Swing Riots - poor harvests and rising bread prices led to attacks on farmers' properties, notes sent from 'Captain Swing', attacks on overseers, farmers and landowners threatened, the arrest of rioters..</i> <i>Poor rates - the increasing population, parishes could not cope, ratepayers felt costs of poor relief were too high.</i></p>			
3	7–9	<p><b>The focus is why the reason chosen led to the review of the Poor Law in 1832.</b> Candidate will explain the role of the Swing Riots or poor rates as reasons which led to a review of the Poor Law.</p> <p><i>e.g. Swing Riots -explains the consequences of the Swing Rioters on landowners, belief that the protests could lead to rebellion led government to set up a Royal Commission to look at how to improve poor relief.</i> <i>Poor rates - explains the resentment felt by ratepayers towards the higher costs of poor relief, the consequence of growth of poverty, the cutting of poor relief by some parishes, areas where Speenhamland System operated ignoring the cost of bread.</i></p>			

Question Number		
3		<p>In what ways did the development of railways affect British society by 1851?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Fresh food</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analyse effects or change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></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. people could travel more, people could get to work quicker.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate gives a narrative or descriptive answer of the coming of the railways.</p> <p><i>e.g. describes the changes brought about by the coming of railroad such as fresh food, seaside towns, education and newspapers, housing.</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 travelling to work, education and newspapers.</p>
3	9–12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Candidate identifies and explains changes to British society brought about by the coming of the railways.</p> <p><i>e.g explains the changes brought about by the coming of railroad such as better diet, growth of seaside towns, the spread of education and newspapers, changes in housing.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example travelling to work, education and newspapers.</p>

Question Number		
4		<p>Why did the population of many towns in England grow so quickly in the years c1815-c1851?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Industrialisation</li> <li>• Migration from Scotland</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analyse causation in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></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. lots of people moved there for jobs, factories were built, there were fewer jobs in the countryside.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate gives a narrative or descriptive account of the growth of many towns in England.</p> <p><i>e.g. describes the growth of industrial towns and/or migration to towns.</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 poverty in rural areas.</p>
3	9–12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Candidate identifies and explains reasons for the growth of many towns in England.</p> <p><i>e.g. explains the demand for more manufactured goods, the effects of increasing rural poverty and unemployment, the consequences of more sheep farming in Scotland, the consequences of industrialisation in the north.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example poverty in rural areas.</p>



Question Number		
5 (a)		Describe the problems of parliamentary representation before the 1832 Reform Act  <b>Target:</b> knowledge recall and selection, analyse key features and characteristics of periods studied <b>(AO1/AO2)</b> .
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.  <i>e.g. not many people could vote, voting was not secret.</i>
2	4–6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate describes parliamentary representation before 1832.  <i>e.g. working-class people could not vote, voting was open, over-representation and under-representation.</i>  Reserve top of level for depth and range of supporting detail included.
3	7–9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b> Candidate identifies and develops the problems of parliamentary representation before 1832.  <i>e.g. the lack of working-class representation meant parliament was dominated by the aristocracy, open voting led to bribery, industrialisation meant that new urban areas were not represented, growing demands for industrialists to be represented in parliament.</i>  Reserve top of level for depth of answer in context of Britain before 1832.

Question Number		
5 (b)		<p>'The role of the government was the main reason why working conditions in factories improved in the years c1815-c1851.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Factory Acts</li> <li>• Robert Owen</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, evaluate cause/ consequence in a historical context (AO1/AO2). <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met. <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. people did not have to work as long, factories were safer.</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><b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate describes/narrates working conditions in factories and/or factory reform.</p> <p><i>e.g. describes the terms of Factory Acts, the work of Robert Owen, the Ten Hour Movement, Shaftesbury.</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 Ten Hour Movement, Shaftesbury.</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		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Candidate identifies and explains that the government's role was/was not the main reasons why working conditions in factory improved in the years c1815-c1851.</p> <p><i>e.g. explains the improvements made to working conditions in factories brought about by the government's passing of Factory Acts, and/or Robert Owen, the Ten Hour Movement, Shaftesbury in bringing about improvements to factory working conditions.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the Ten Hour Movement, Shaftesbury.</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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</b></p> <p>Candidate attempts to assess the extent to which the role of the government was the main reason for improvements to working conditions in factories.</p> <p><i>e.g. weighs up the extent to which the government's Factory Acts brought improvements to factory working conditions set against Robert Owen, the Ten Hour Movement, Shaftesbury in bringing about improvements to factory working conditions.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such the Ten Hour Movement, Shaftesbury.</b></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>
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2–3</b>	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	<b>4</b>	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		
<b>6(a)</b>		Describe the improvements made to working conditions in coal mines in the years c1815-c1851.  <b>Target:</b> knowledge recall and selection, analyse key features and characteristics of periods studied.(AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.  <i>e.g. there were fewer accidents, it was safer.</i>
<b>2</b>	<b>4–6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate describes working conditions in coal mines and/or narrates changes.  <i>e.g. describes the working conditions in coal mines, the types of work carried out, describes use of Davey Lamp, The Mines Act 1842.</i>  Reserve top of level for depth and range of supporting detail included.
<b>3</b>	<b>7–9</b>	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b> Candidate identifies and exemplifies the improvements to working conditions in coal mines.  <i>e.g. describes the ways in which the Davey Lamp reduced risk of explosions, shows improvements made by The Mines Act 1842.</i>  Reserve top of level for depth of answer in context of Britain c1815-c1851.

Question Number		
<b>6(b)</b>		<p>'Disappointment with the 1832 Parliamentary Reform Act was the main reason why most people joined the Chartist movement.'</p> <p>Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Parliamentary representation</li> <li>• The economy</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, evaluate cause/ consequence in a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></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. many could still not vote, voting was still open, people joined to get better working conditions, people wanted more pay.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5–8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate describes the terms of the 1832 Reform Act and/or the appeal of the Chartist movement.</p> <p><i>e.g. describes the vote still based on property, open voting continued, working class still did not have the vote, joining the Chartists for better working and living conditions, political reforms.</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 better working and living conditions, to get working-class MPs.</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</p>
<b>QWC i-ii-iii</b>		

		<p>organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9–12</b></p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Candidate identifies and explains the ways in which disappointment with the 1832 Reform Act and/or other factors led to people joining the Chartist movement.</p> <p><i>e.g. explains the dissatisfaction with continued lack of working-class representation, open voting and the right to vote still based on property and/or the role of the economy and the consequences of industrialisation leading to support for the Chartists.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material such as improvements to working and living conditions, to get working-class MPs.</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><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13–16</b></p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</b></p> <p>Candidate attempts to assess the extent to which dissatisfaction with the 1832 Reform Act was the reason why most people joined the Chartists.</p> <p><i>e.g. weighs up the extent to which dissatisfaction with the reforms made in 1832 led to many joining the Chartists as well as other reasons such as wider economic concerns of unemployment and falling wages</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as improvements to working and living conditions, to get working-class MPs.</b></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>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2–3</b>	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	<b>4</b>	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.



