

# Examiners' Report

## June 2014

### GCSE History 5HB02 2A

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## **Introduction**

Nearly all candidates completed the required number of questions in the time allowed and there were few entirely blank pages. Very few candidates committed rubric offences such as answering both questions 3 and 4 or combining a) and b) sections from both questions 5 and 6.

It was noticeable that a significant proportion of candidates seemed unprepared for a question on Chartism which was surprising given its prominence in both the specification and on previous examination papers. There were also large numbers of students who believed the 1832 Reform Act brought in the secret ballot and consequently argued that bribery and corruption was eradicated from parliamentary elections in 1832.

## Question 1

Level 2 answers made valid and supported inferences from the source; such as the dangers of construction and the building of railways being dependant on manual labour. A number of candidates failed to gain Level 2 because although they made a valid supported inference from the source it was not related to construction but instead to issues such as the popularity or safety of early railway travel. Responses that failed to score made no use of the source at all and either gave their own knowledge of early railways in Britain, the Liverpool to Manchester railway or described the image.

1 What can you learn from Source A about the construction of railways in Britain?

(4)  
Source A shows me that the construction of the railways was dangerous, this is because I can see men climbing up the mountain side wearing no safety ropes etc. It also shows me that it would have taken a long time because there are no machines on site to assist the workers, just pick-axes and their hands.



**ResultsPlus**  
Examiner Comments

The response is a valid inference which is clearly supported from the source and is therefore awarded full marks.

## Question 2

Level 3 responses explained with specific support the protest methods used by either the 'moral force' or 'physical force' Chartists and the respective effects of the method chosen. Details given normally included the repercussions and consequences of forged petitions, a divided Chartist leadership, forces available to the government, the violence at Newport, the Plug Plots strikes and the meeting at Kennington Common in 1848. There were hardly any comments made about the 'Northern Star' or the movement's attempts to improve working-class education and land ownership. Level 2 responses were either general descriptions of either 'moral force' or 'physical force' Chartists without specific support, narrative accounts of the movement or descriptions about the movement's failure. Level 1 responses were simple statements that could be applied to almost any protest group such as they 'had marches,' 'wrote letters' or 'went on strike.' Common misunderstandings at all levels frequently included Chartist involvement in the Peterloo Massacre and the Swing Riots and responsibility for the bringing about of the 1832 Reform Act.

2 The boxes below show two different methods of protest used by the Chartists.

Choose **one** and explain the effects of the method of protest.

Peaceful methods:  
moral force Chartists

Violent methods:  
'physical force Chartists'

Chartism was a protest movement which strived to get the voice of the working class heard by the government. Feargus O'Connor was one of two main men in the Chartists. He believed in a violent approach to attract the attention of the government.

O'Connor organised multiple meet ups of the Chartists to draw attention to the needs of the working class. O'Connor wanted them to have a vote in Parliament as they took up the majority of society. These methods lead by Feargus O'Connor involved rioting

and violence. He organized a protest meet up and expected over 100,000 people to come. To his disappointment, only 20,000 turned up. This could be because they feared losing their jobs or were scared of the outcome.

Also, O'Connor's violent approach led to ~~in~~ imprisonment of many Chartists which showed them how the government didn't stand for their violent approach.

This violent method of protest was not successful for many reasons. One being that the Chartist group was divided and didn't have enough power as Lovett wanted a peaceful approach and O'Connor demanded violence. The Chartists didn't have enough power and so were ignored by the government. This was one of the main reasons why Chartism failed.

Also, as the petition by the Chartists contained a huge number of fraudulent signatures meaning the government took Chartism as a joke.

'They had failed to get their point to the government and instead made a fool of themselves.

To conclude, O'connors violent method was not very effective as the chartists faded there goal.  
(Total for Question 2 = 9 marks)



**ResultsPlus**  
Examiner Comments

The response is clearly focused on the set question and the explanation is supported with a range of accurate details. It is therefore awarded high Level 3.

### Question 3

Level 3 answers provided an accurate and detailed explanation of changes, and/or lack of changes made to the electoral system as a consequence of the 1832 Reform Act. These responses had details about the redistribution of seats, changes to franchise qualification and the removal of rotten and pocket boroughs. The very best responses had an impressive sense of context with the middle-class seen as small-holders, shopkeepers and factory owners and were able to see the historical significance of those wanting to gain influence within an aristocratic dominated parliament. Many high scoring responses made links about resentment at the lack of change to the emergence of Chartism and the ongoing campaign for electoral reform. There were a few instances where some candidates were clearly responding to a previously set question by focusing on "improvements" rather than "changes" and therefore often remained at low Level 3. Level 2 responses were more general descriptions of the electoral system and/or the 1832 Reform Act without an explicit focus on changes brought about to the electoral system. Level 1 comments could be applied to any of the 19th century parliamentary reform acts such as 'more people could vote,' 'there were new seats', or "it got fairer." The very common misunderstanding that the 1832 Reform Act introduced the secret ballot has been mentioned in previous Principal Examiner's reports and occasionally candidates maintained the Reform Act coincided with the suffragette campaign and protests.

Indicate which question you are answering by marking a cross in the box .

If you change your mind, put a line through the box   
and then indicate your new question with a cross .

Chosen Question Number: Question 3  Question 4

The 1832 Reform Act made many changes to the electoral system in Britain. Before the 1832 Reform Act there were many problems with the voting system. For example, there was no secret ballot; voters still had to publicly announce their vote, meaning it was open to bribery and intimidation, as candidates could threaten you into voting for them, etc. Also, the constituencies were very unfair and uneven; there were rotten boroughs, ~~there~~ <sup>where</sup> there were very few people in a constituency such as Old Sarum in 1831, where there were only 11 voters for one M.P., also rotten boroughs were where the voters were under the influence of the landowners so they got to choose the candidate. There were also a number of ~~requirements~~ requirements in different parts



of the country, like the Potwalloper, when you only needed to own a fireplace and a ~~door~~ door with a key, due to all these different systems there were only one in ten men who could vote. All these problems meant the system was very unfair and needed to be changed.

The 1832 Reform Act meant that <sup>around</sup> one in five people could now vote (18%). There was now a unified system of requirements on how you could vote; you needed to rent

### problems

or own land worth £10 or lease land worth £50. This more unified system meant many more people could vote and it was much simpler. The 1832 Reform Act also got rid of many pocket and rotten boroughs ~~and~~ and made the constituencies more evenly represented; the large industrial towns like Manchester and Sheffield were better represented, for example Manchester now had two MPs. It also ~~gave~~ gave the middle class more of a vote in what happened in Parliament. The franchise was now the same across the country, making it a system that was now easy to understand.

However, there were still problems with the electoral system after the 1832 Reform Act. The working class still had no vote and so their views were not

represented in Parliament. The vote was still public so it was still open to ~~the~~ corruption by candidates and there were still around 55 pocket boroughs, which meant that 70% of MPs were still representing the views of landowners. Also, the previous system had meant that some women could vote but now that was completely taken away. Although towns like Manchester and Sheffield were better represented it was still unfair as house prices were cheaper there, so less people could vote. MPs were still not paid meaning only the rich could be MPs and they still

had to own land to be an MP.

~~So~~ Overall, although there were many changes and improvements to the electoral system because of the 1832 Reform Act, it ~~was~~ still had many problems, which was the reason why ~~the~~ the Chartist movement started, to try and fix the problems that there still were.



**ResultsPlus**  
Examiner Comments

The response is clearly high Level 3. It is focused on the set question and clearly deals with the concept of change. It has accurate and supporting detail to support the range of reasons given. It is well structured and the second half is a supported explanation of the limited extent to changes made to the electoral system by the 1832 Reform Act.

## Question 4

Level 3 answers explained specifically the reasons of the growth in population of towns in northern England during the period and often used "push" and "pull" factors to explain migration during the early 19th century industrialisation of Britain. There were some excellent explanations of the move away from the domestic cottage industry to a large-scale industrial economy and the role of other factors such as the Irish famine, Highland Clearances and rural unemployment. A common example in high level answers was how threshing machines whilst pushing the rural unemployed towards towns also improved agricultural production and so provided food for the rising urban population. Many Level 2 answers focused more on population growth in general without linking this to reasons for the growth of northern towns. These answers frequently described the rise in the birth rate and fall in the death rate and included knowledge on developments in medicine. Level 1 responses were generally simple statements that could apply to population movement at any stage such as "to get jobs" and "to get away from being poor". Some misunderstandings of the historical context included the abolition of the Bloody Code as the main reason for the rise in population, moving to northern England to ride on the Liverpool to Manchester railway, cheaper house prices in the north, to get married, and because northern cities had a better night life.

Indicate which question you are answering by marking a cross in the box .

If you change your mind, put a line through the box   
and then indicate your new question with a cross .

Chosen Question Number: Question 3  Question 4

The population of towns in northern England grew so much in the years c1815-c1851 for various reasons.

Firstly, there was a growth in demand for goods made in factories in 1815. Britain was becoming a very industrial country and more and more factories were being built. Things like cotton and other goods were flourishing in the land ~~and then~~ in places like Manchester and Liverpool. People in the rural areas new about this and wanted a better life, so they moved to either the urban areas or the industrial areas. They had the mentality that they would be paid more and would have a better chance of getting a

job. ~~was~~ By the mid 19th century the population of places like Manchester grew immensely. Manchester grew up to 303,000!

Another cause for the population growth ~~was~~ was the threshing machines being used on farms. These machines would do the work of men as they would plow the crops

and everything that a human would have done. This put a lot of workers out of their jobs on farms ~~and~~ <sup>so</sup> they had to go and look elsewhere to find a job and the only places were industrial areas. If they didn't do so they would have been out of work, ~~and~~ wouldn't be able to ~~feel~~ buy food and might ~~starve~~ starve to death! So they felt that there were ~~the~~ better job opportunities in industrial areas.

Moreover, many potatoe crops failed in Ireland between 1845 and 1849. ~~This means~~ Ireland is very well known for its love for potatoes as ~~and~~ it is very easy to grow. Therefore if the crops didn't grow, then ~~these~~ farmers would have been left with no crops to eat or sell, which meant that they would have been out of business and wouldn't have gained any money. This would have meant that

they would've starved to death. Therefore ~~debt~~ drastic actions had to be made's "desperate ~~the~~ times calls for desperate measures".

~~the~~ Taking all these factors into consideration,

it is safe to say that they were all reasons ~~that~~ why the population grew immensely, however I think the ~~the~~ main reason was the ~~to~~ fact that towns and cities were becoming industrial. This is ~~the~~ the main reason because if the towns weren't industrial, the farmers whose crops failed or the workers who were put out



**ResultsPlus**  
Examiner Comments

This example is a high level response which gives a well-structured explanation to the set question. It is supported with relevant and accurate details.

## **Question 5**

Part a) Candidates were awarded Level 3 for an accurate account of improvements to working conditions in coal mines in the period c1815-c1851 with specific and detailed support such as the invention of the Davy lamp, the work of Shaftesbury in pushing for reforms and the terms of the 1842 Mines Act. Frequently responses at this level commented on the limitations of these developments. Level 2 responses were typically detailed descriptions of working conditions in coal mines with a general reference to improvements but lacking any specific detailed knowledge. Level 1 comments were simple statements which could apply to working conditions or mining at any stage in History such as "they made it safer" or "people checked conditions more." Common mistakes included confusing legislation regarding mines with various Factory Acts or attributing reforms to Edwin Chadwick, Robert Owen, or the Ten Hour Movement. There were also some candidates who believed improvements included the introduction of sick pay, maternity benefits, large pay rises, education for children and brand new housing for miners.

Part b) There were some excellent Level 4 analyses which analysed the significance of rising cost as the factor in bringing about changes to the Poor Law in 1834 against the roles of other factors such as deficiencies with existing systems of poor relief, the desire for consistency, the impact of the Swing Riots and the role of Chadwick. At Level 3 candidates generally explained the role of the rising costs of poor relief in bringing about changes to the Poor Law in 1834. Such answers generally had a sense of historical context and identified the utilitarian principles behind reform and apply these to desires for 'less eligibility'. Level 2 answers tended to be descriptive accounts of various systems of poor relief used in England before 1834. Level 1 statements tended to be unsupported assertions such as 'people worked less hours' and 'there was more safety'.

## **Question 6**

Part a) Level 3 responses made clear references to Brunel's contribution and consequent legacy to the development of railways in Britain with details on his engineering achievements on the Great Western Railway, with examples of bridges, tunnels, viaducts and stations. Most answers at this level also commented on Brunel's role in the 'Battle of the Gauges' and it was valid to comment that the result shows some limits to his impact. Level 2 responses were more descriptive and less detailed accounts of Brunel without a focus on his importance. Level 1 responses tended to be simple comments such as 'built better railway lines', 'improved railway travel' and 'designed new routes.' There were some candidates who attributed the general effects of the coming of the railways directly to Brunel such as employment opportunities, growth of leisure, deliveries of fresh food and the 1844 Parliamentary Train. There were also some candidates who clearly confused Brunel with Stephenson and occasionally with Hudson.

Part b) There were some excellent responses although some candidates were clearly answering previously set questions on the extent to which the government or individuals were responsible for improvements to factory conditions in the years c1815-c1851. Level 4 responses gave excellent analyses on the extent to which working conditions in factories improved in the first half of the 19th century. At this level candidates clearly had an understanding of the historical context and the influence of contemporary belief in 'laissez-faire'. These answers had impressive knowledge about the limitations to legislation

and the limits to the work of individual reformers such as Owen. Level 3 responses gave an explanation of one side of the argument or another or considered both sides of the statement as a 'on the one hand' and 'on the other hand' response but without having a sustained argument of their own judgement. At Level 2 most candidates wrote descriptions of work in factories but without details of improvements made or with confused knowledge of individuals and/or parliamentary legislation. Level 1 comments were simple statements such as 'they worked less hours', 'factory owners treated workers better' or 'the government passed laws'.

Indicate which question you are answering by marking a cross .  
If you change your mind, put a line through the box   
and then indicate your new question with a cross .

Chosen Question Number: Question 5  Question 6

(a) Isambard Kingdom Brunel introduced many new systems and ideas into the railway such as viaducts and narrow tracks. Viaducts were bridges that allowed boats to pass underneath them while trains went over them; Brunel invented these after complaints from sea-farers the railway bridges were too low.

Many people had ideas for the railway and how it could be improved. Some wanted to use wide tracks because they were safer but many narrow tracks had already been built, Brunel also wanted wide tracks but the government decided not to use them due to the number of narrow tracks already in service and Brunel used his skill to continue building them anyway.

((a) continued)

Brunel was not as instrumental to the railway as George Stephenson was but still played a very important role in the construction of the railway.

(b) Originally, factories were dangerous places and even children as ~~so~~ young as 7 worked in them for their families by perform possibly life threatening jobs such as crawling under active machines and picking up fabric. This was however improved by various acts meaning that they only worked a few hours a day and had to be 10 or over.

Workers tended to be paid barely enough to support their families and when they protested they soon came back to the factory to get their jobs back because they couldn't support their families without money. When workers and other protesters complained about these harsh conditions they were met with a 'laissez faire' attitude meaning they no one wanted to act on it.

However, some factory and mill owners



~~got~~ believed that a worker will work better if you treated them better. Robert Owens owned a mill in New Lanark and kept a 'Firm but Fair' civility towards his

((b) continued) - workers providing them with the right amount of pay to support their family and tickets to buy food from stores he owned.

However, the 'laissez Faire' attitude was still strong and not many followed Owens example and continued to treat most of their workers with the same harsh conditions as before.

It took many acts and protests to finally change working conditions in factories such as finding ways to clear the rooms of the cotton particles which were floating around, ~~the~~ the particles were carcinogenic and clogged the lungs.



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Examiner Comments

Both parts a) and b) are Level 2. The response to part a) is general and does not have sufficiently explicit links to Brunel's role in the development of railways and is very general without specific examples. Part b) is a description of working conditions in factories rather than an explanation on the extent of improvements made.

## **Paper Summary**

Based on their performance in this paper, candidates are offered the following advice:

1. To ensure full coverage of the specification to ensure access in particular to question 2 but also so that both parts a) and b) can be supported with detail for questions 5 and 6.
2. Please ensure a focus on the set question to avoid reproducing material to a previously set question. This invariably scores less than Level 3.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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