Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History B (5HB02)
Paper 2A
Unit 2: Schools History Project Depth Study
Option 2A: The transformation of British society, c1815–c1851

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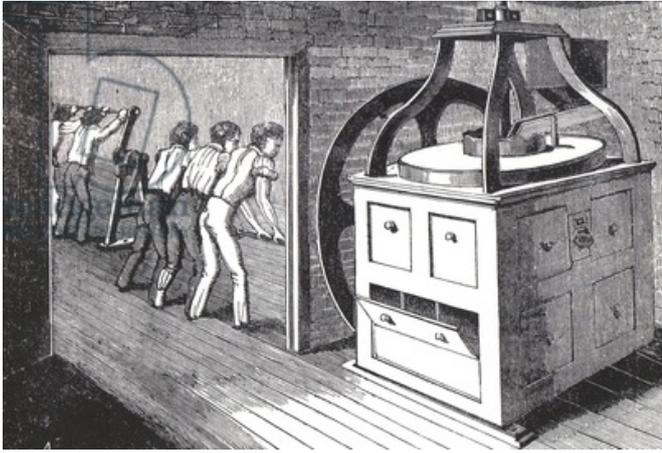
General Marking Guidance

- 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.

Question Number	
1	What can you learn from Source A about life in a workhouse? **Source A:** An engraving made in 1836 of workhouse inmates grinding corn. **Target**: comprehension and source inference (AO3).

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–2**	**Simple statement.** Candidate offers a piece of information or states an unsupported inference. *e.g. They are having to work.* Award 1 mark for each relevant statement to a maximum of 2.
2	**3–4**	**Developed statement.** A valid inference is drawn and supported from the source. *e.g. Turning the crank shows inmates have to do physically demanding work, mundane work, they are thin because they are poorly fed.*

Question Number	
2	The boxes below show two areas from which people moved in the years c1815-c1851. Choose **one** and explain why people moved from these areas to towns and cities in England. | Rural areas in England	Highland areas of Scotland
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Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	**Generalised statements with little specific content.** Candidate offers generalised comments about people moving that could apply to either area, or offers limited detail about one area. *e.g. To get jobs, there were fewer jobs in the countryside, people were forced to leave Scotland.*
2	**4–6**	**Descriptive answer which will state but not examine the reasons for moving from the area to towns and cities in England.** Candidate describes migration from the area to towns and cities in England. *e.g. Rural areas of England – describes changes in the countryside, rising rural poverty and the need for people in industrial towns.* *Highland areas of Scotland – describes changes in farming and the need for people in industrial towns.*
3	**7–9**	**The focus is on the reasons why people moved from the area chosen to towns and cities in England.** Candidate will explain the role of factors leading to people moving. *e.g. Rural areas of England – explains the impact of changes such as enclosures and new machinery on encouraging migration to newly industrialised areas of England.* *Highland areas of Scotland – explains the impact of changes of land ownership and types of farming on encouraging migration to newly industrialised areas of England.*

Question Number	
3	In what ways did individuals contribute to the development of railways in Britain? You may use the following in your answer. • Isambard Kingdom Brunel • Entrepreneurs such as George Hudson You **must** also include information of your own. **Target**: knowledge recall and selection, analyse effects or consequences in a historical context (AO1/AO2).

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	**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. *e.g. Brunel planned railway lines, built bridges.* *Hudson put money into the railways.*
2	5–8	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate gives a narrative or descriptive account of individuals. *e.g. Brunel – describes the work of Brunel and his engineering achievements.* *Hudson – describes Hudson's wealth and buying of railways.* Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example describing the work of George Stephenson.
3	9–12	**The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.** Candidate identifies and explains the contribution made by the individual chosen to the development of railways in Britain. *e.g. Brunel – explains how Brunel's engineering led to the development of railways, wide gauge made travel comfortable.* *Hudson – explains how Hudson's wealth and role as a speculator known as 'Railway King' contributed to the development of railways as part of 'railway mania'.* Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the contribution of George Stephenson's work as an engineer to the development of railways in Britain.

Question Number	
4	Why did many people want to reform the electoral system before 1832? You may use the following in your answer. • Pocket boroughs • Ballot not secret You **must** also include information of your own. **Target**: knowledge recall and selection, analyse causation in a historical context (AO1/AO2).

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	**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. *e.g. They wanted more people to have the vote, they wanted to vote in secret.*
2	5–8	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate gives a descriptive answer of the electoral system before 1832 or narrates events leading to reform in 1832. *e.g. Describes pocket boroughs and open voting, describes under-representation of northern towns and cities.* Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example representation.
3	9–12	**The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.** Candidate identifies some of the reasons which led to many people wanting to reform the electoral system before 1832. *e.g. Explains how the existence of pocket boroughs and open voting led to many wanting to reform the electoral system, explains how the under-representation of towns and cities such as Manchester increased demands for reform.* Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example problems of under-representation of industrial areas

Question Number		
5 (a)		Describe the attempts of the Ten Hour Movement to improve factory working conditions. **Target**: knowledge recall and selection, analyse 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. *e.g. They wanted people to work fewer hours, they started a campaign.*
2	4–6	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate describes the Ten Hour Movement and/or factory conditions. *e.g. Describes and/or narrates the work of the Ten Hour Movement, describes factory conditions and/or improving working conditions.* 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 the work of the Ten Hour Movement in attempting to bring improvements to factory working conditions. *e.g. Explains how the Ten Hour Movement's attempts made people more aware, the impact of the 'Yorkshire Slavery' letters, the importance of links made with Parliament.* Reserve top of level for depth of answer in context of early 19th century Britain.

Question Number		
5 (b)		'The Swing Riots were the main reason for the review of the Poor Law in 1832.' Do you agree? Explain your answer.
		You may use the following in your answer.
		• New agricultural machinery
		• The Speenhamland System
		You **must** also include information of your own.
		Target: knowledge recall and selection, analyse effects or causation 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.
Level	Mark	Descriptor
	0	No rewardable material.
1 **QWC** **i-ii-iii**	**1–4**	**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. *e.g. People burnt down farms, smashed machines.* 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.
2 **QWC** **i-ii-iii**	**5–8**	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate describes the Swing Riots and/or poor relief before the Poor Law Amendment Act. *e.g. Describes/narrates the Swing Riots, describes systems of Poor Relief used before 1834 such as the Roundsman and Speenhamland Systems.* Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the problems with the Roundsman System. 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.

3	9–12	**The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**
		Candidate identifies and explains the role of the Swing Riots and/or other factors in leading to a review of the Poor Law.
		e.g. Explains the role of factors such as the Swing Riots in creating fear for the authorities and/or other factors such rising costs, problems with existing systems of poor relief such as the Speenhamland System, the work of Chadwick in leading to a review of poor relief by 1832.
		Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the the problems of the Roundsman System.
QWC i-ii-iii		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.
4	13–16	**The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.**
		Candidate shows full understanding of the review of the Poor Law in 1832 and attempts to assess the role of the Swing Riots as a factor against other factors in order to make a judgement
		e.g. Weighs the role of the Swing Riots as a factor in bringing about a review of the Poor Law in 1832 against other factors such as rising costs, deficiencies of current systems of poor relief.
		NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the problems of other existing systems of poor relief such as the Roundsman System.
QWC i-ii-iii		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.

		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**	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 dangerous working conditions in coal mines in the years c1815-c1851. **Target**: knowledge recall and selection, analsyse 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. *e.g. Many people got injured, there were many deaths.*
2	**4–6**	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate describes working conditions in coal mines. *e.g. Hard physical work, explosions, lack of light, poor ventilation.* 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 a range of dangerous working conditions in coal mines in the years c1815-c1851. *e.g. Dangers for workers from gas explosions, rock falls, physical deformity.* Reserve top of level for depth of answer in context of Britain c1815-c1851.

Question Number		
6 (b)		'The Chartists' own mistakes were the main reason for their failure'. Do you agree? Explain your answer.
		You may use the following in your answer.
		• Divided leadership
		• The Newport Rising
		You **must** also include information of your own.
		Target: knowledge recall and selection, analyse effects or consequences 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.
Level	Mark	Descriptor
	0	No rewardable material.
1 QWC i-ii-iii	1–4	**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. *e.g. They lied on the petitions, they used violence, they were divided.* 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.
2 QWC i-ii-iii	5–8	**Statements are developed with support from material which is mostly relevant and accurate.** Candidate describes/narrates the Chartist movement and reasons for the movement's failure. *e.g. Describes and/or narrates events such as petitions and divided leadership.* Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the forces available to the government, improvements in the economy. 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.
3	9–12	**The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.** Candidate identifies and explains the mistakes made by the Chartists and/or other factors as a reason for their failure. *e.g. Explains how false petitions, divided leadership, improving*

QWC i-ii-iii		*economy, the use of violence, government forces led to the failure of the Chartists.* Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the forces available to the government, improvements in the economy*. 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.
4 **QWC i-ii-iii**	**13–16**	**The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.** Candidate shows a full understanding of the failure of the Chartists and weighs up the role of their own mistakes and other factors to make a judgement. *e.g. Weighs up the role of the Chartists' own mistakes as a factor for their failure against other factors such as forces available to the government, improvement in economic conditions.* **NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the forces available to the government, improvements in the economy.** 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.
		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**	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.