

Examiners' Report

June 2015

GCSE History 5HB02 2A

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Introduction

In nearly all of the examination scripts candidates had completed the required number of questions and there were very few entirely blank pages. There were almost no rubric offences such as answering both questions 3 and 4 or combining a) and b) sections from both questions 5 and 6. There was a wide variation in the numbers choosing specific questions; approximately two-thirds of candidates choose question 4 rather than question 3 and around three-quarters selected question 6 in preference to question 5. Although the numbers choosing the optional element of Question 2 are not available as data gathered from scanned answer booklets it was clear that the vast majority of students chose from rural areas of England rather than from Scotland.

This was the first examination of the revised 'strengthened' specification. The main change for this Depth Study Unit was the altered nature of the stimulus material in questions 3, 4, 5b and 6b to two short bullet points and the mark scheme requirement for candidates to use information beyond the stimulus material to reach the higher marks within Levels 2 and 3 for questions 3, 4, 5b, 6b. In 5b and 6b information beyond the stimulus is needed to enter Level 4. What was clearly noticeable is that some candidates were clearly answering a previously set question. This meant that their response might have had sufficient and accurate details but did not show an understanding of the focus of the set question and consequently was awarded very low Level 3 or high level 2.

Question 1

To gain Level 2 many students made valid and supported inferences about life in workhouses from the source regarding physically demanding, tedious work or the lack of safety. Responses which were credited at Level 1 were often comments about what could be seen in the source. There were still some candidates that scored zero with lengthy and often accurate descriptions of life in workhouses but made no reference at all to the source. Such responses cannot be rewarded as this question has to be assessed with Assessment Objective 3 - comprehension and source inference.

1 What can you learn from Source A about life in a workhouse?

(4)

I learn from source A that life in the workhouse was bad, because they ~~to~~ young children had to operate heavy ~~too~~ machinery in order to produce a product, indicating that without ~~stret~~ strength it was ~~to~~ truly difficult.

I also learn that life in the workhouse was sorrowful because of the sad looks on ~~two~~ of a ~~the~~ boys face, ~~he~~ looks lean ~~and~~ the ~~leanest~~ lean figures they have indicate they weren't fed well contributing to their sadness perhaps.



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Examiner Comments

This response is at Level 2. The inference is about life being 'bad' is supported from the source although the age of those in the workhouse is not entirely clear from the source.

Question 2

Far more candidates selected the Rural areas in England option than Scotland. The highest scoring responses explained the role of various factors in causing people to move from rural areas and sometimes combined this with the encouragement of migration to the newly industrialised areas of England with employment opportunities. At level 3 most responses mentioned the impact of the mechanisation of agriculture with threshing machines on employment in rural areas. There were few explanations on the impact of enclosures on smaller farmers losing all their land. Responses at level 3 for the Scotland option explained the impact of changes in land ownership and how the moves towards sheep farming led to the displacement of the population with many migrating to the newly-industrial towns and cities of northern England. Level 2 answers tended to be descriptive accounts of life in rural areas or the Highland areas of Scotland which was then compared with life in towns and cities. In level 1 the attraction of towns and cities was often described in exaggerated terms or was not within the context of Britain in the first half of the 19th century with frequent comments which could not be credited on the social benefits of urban life, more access to education and supposedly much higher standards of housing. There were also several scripts that did not score as the details of the potato famine were clearly related to Ireland.

- 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.

(9)

~~Enclosure~~
Threshing machine
Rural areas in England

Sheep farm -
Highland areas of Scotland

People moved from Rural areas in England, because farmers used threshing machines instead of people to tend to their land, and so therefore people became unemployed because of the loss of their jobs at these ~~farms~~ ^{machines} they moved to the cities, because as industry grew more workers were needed in places like Manchester, and so ~~to~~ in order to make money they moved.

Another reason why people moved from Rural areas in England, was because of Enclosure.

Farmers used enclosure to prevent their flocks from straying, and when the wind blew, to stop their seeds from flying away, this meant more profit for farmers since their flocks thrived as did their crops, but it meant people could not longer freely use the land, and so therefore sometimes grow ~~hungry~~ hungry, not everyone could take the job of a hedger, who were those that helped with the enclosure of fields, so life had to move on into the city where seasonal jobs could be available.



ResultsPlus
Examiner Comments

This is a mid-Level 3 response. Reasons why people moved from rural areas in England to towns and cities are clearly explained in the context of Britain c1815-c1851.

Question 3

Nearly all of the responses at Levels 2 and 3 included varying degrees of accurate and relevant details on both Brunel and Hudson. The range of individuals in addition to those prompted by the stimulus material included the obvious choice of George Stephenson who is explicitly mentioned in the examination specification but a significant number included Queen Victoria. It was felt appropriate to allow navvies as an additional aspect to those provided as many candidates would regard them as individuals. Level 3 responses were clearly focused on the ways in which the chosen individuals contributed to the development of railways such as the influence of Brunel's engineering, Hudson's role as a speculator in creating 'railway mania' and Victoria's patronage of railways making them more popular. At Level 2 most candidates wrote a narrative or descriptive account of the individuals or gave responses which were clearly more geared towards previously set questions such as the impact of railways on the economy or reasons why some were opposed to the building of railways. At Level 1 most general comments were phrases such as 'he built railway lines', 'he gave money'. Common mistakes included writing about Hudson as an engineer or confusing the work of Stephenson with Brunel. There were also a few scripts that included information on Brunel's work for example with shipping which whilst accurate could not be credited as it was clearly irrelevant.

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 3** **Question 4**

Individuals like George Stephenson contributed to the development of railways in Britain in many ways. The first being the build of the Stockton to Darlington railway. Stephenson designed this which proved success, he also made the tracks 4ft, 8.5 inches apart which were used on many tracks throughout Britain. This was until Brunel thought tracks (gauge) would be safer and ~~travelled~~ ~~made~~ trains travel smoother if ~~they~~ they were further apart (8ft 4.5 inches).^{*} George Hudson also contributed to the development of railways in a big way which led him to be the "railway king". Hudson had many ideas towards railways ~~but~~ like the ~~gas~~ flange wheel

which led to trains being safer, and its still used now.

* This disagreement went to Parliament but because too many railway lines were built using Stephenson's method it would of cost too much money for they to be changed. This meant Brunel's ~~idea~~ design wasn't used.

Although Hudson didn't put alot of work into the development of railways he invested

in alot of money as he thought there's definately going to be success and high profits from this. For example George Stephenson was paid £1000 a year for the design of the Liverpool to Manchester railway.

Navvies (navigators) ~~per~~ contributed massively to the development of railways as without them they wouldn't of been made possible. This was because their jobs were very dangerous and life threatening but ~~at~~ it had to be done. Their main job was to dig and dig and dig into ground in order for tracks to be built safely.



ResultsPlus Examiner Comments

This response is high Level 2. The first part of the response describes some aspects of the contributions of Brunel and Stephenson to the development of railways. Hudson is also referred to but without specific support as to his actual contribution. The second part of the response gives more detail on Hudson and makes reference to the work of navvies. It is overall a description with some accurate support.

Question 4

Nearly all of the responses at Levels 2 and 3 included varying degrees of accurate and relevant details on pocket boroughs and the ballot not being secret. The features of the electoral system before 1832 most commonly referred to in addition to those prompted by the stimulus material included the distribution of seats and the under-representation of northern industrial cities, rotten boroughs, the ruling class' fear of revolution, and the aristocratic nature of government meaning a lack of both middle- and working-class representation. Level 3 responses were clearly focused on the reasons why various groups in British society prior to 1832 wanted to reform the electoral system. The range of examples used by high-scoring candidates included industrialists and manufacturers, political unions, a significant number of newspapers and some MPs. In many responses there were some excellent specific examples of rotten boroughs and of specific MPs who had bought their way to power. At Level 2 most candidates wrote a descriptive account of the electoral system or narrated the events leading up to the 1832 Reform Act. Level 1 responses were often general comments which could have applied to the entire history of parliamentary reform such as 'more people wanted the vote', 'it was not fair', or 'people were bribed.' A high proportion of answers even at the higher levels incorrectly gave the desire for women's suffrage as a reason why many wanted reform. At the lower levels a significant number of candidates wrote about the Chartists campaigning for the 1832 Reform Act and in a few instances were convinced that the Suffragette protests heightened resentment about the pre-1832 electoral system.

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 3**

Question 4

One reason people wanted the electoral system to change before 1832 was because the ballot was not secret. This led to a lot of corruption, bribery and threats. Many landowners would often threaten the people who lived on their land to vote for someone they wanted, and who they benefitted from. As the ballot was not done in secret, these landowners would know if the people they had threatened or bribed had not done what they asked and would then punish them. Many people gave into threats and bribery as they did not want to risk getting

a punishment, as it could result in them losing their homes.

Another reason people wanted the electoral system to change before 1832 was due to pocket boroughs and rotten boroughs. A pocket borough was when landowners often had an influence on the vote of the people who lived on their land. A rotten borough was a borough who were very often corrupt as they were subject to vast amounts of bribery and threats. Due to these different boroughs the vote was almost fixed and often someone was elected who would benefit the wealthier people and higher classes rather than the poor people and working class, this was seen as extremely unfair especially from the working class peoples point of view who never benefited from the person elected.

A final reason people wanted the electoral system to change before 1832 was because of fear of revolution. Many middle and upper class people feared that if they did not change the electoral system for the better of the lower classes, they may plan and carry out a revolution. This scared the higher classes because they did

not want to lose their place in society, which they feared would happen if the lower classes had a revolution. This made them want to change the electoral system to keep the lower classes content and happy with the rules so they did not want to do something to change it, like a revolution.



ResultsPlus
Examiner Comments

The response is mid Level 3. It is focused on the set question and there are several reasons identified why people wanted to reform the electoral system before 1832. The reasons have support and more specific details would have given full marks.

Question 5

Question 5a

In part a) the highest scoring responses had an understanding of the ways in which the Ten Hour Movement attempted to improve factory working conditions by the use of Oastler's 'Yorkshire Slavery' letters and the work of Shaftesbury within Parliament. Level 2 answers, rather than focusing on the various strategies used by the Ten Hour Movement were often descriptive or narrative accounts of improvements to factory working conditions with sometimes impressive but not entirely relevant accounts of the various Factory Acts or the work of Robert Owen. There were very few responses at level 1 but were often generalisations that could apply to almost any period of modern history such as 'they wanted less working hours' or 'they wanted more pay.'

Question 5b

Most candidates included the roles of New Agricultural Machinery and the Speenhamland System as factors contributing to the review of the Poor Law in 1832. Factors in addition to those prompted by the stimulus material in bringing about the review of the Poor Law in 1832 frequently included the lack of a uniform system of poor relief, the Roundsman System, the resentment of taxpayers financing the rising costs of poor relief, the government itself wanting an accurate analysis of how existing poor relief was operating and the role of Chadwick. The highest scoring responses at Level 4 often demonstrated a clear sense of the historical context and included the government's general fear of revolution. Some students were restricted to a low level 3 mark by producing responses which had only one of the two essential elements of mid to high level 3 - accurate, relevant details together with a clear explanation of the factor (s) in the statement provided in the question. Level 2 was awarded to descriptive and narrative accounts of the Swing Riots and the review of the Poor Law. Level 1 comments were mainly general statements that could be applied to any riot or government review such as 'they burnt things down', 'the government wanted to improve things.'

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**

The Ten Hour Movement was set up by Richard Oaestler, who worked outside parliament and Lord Shaftesbury, who worked within parliament. The Ten Hour movement was set up after John Hobhouse passed a bill which restricted child labour. The law was successfully passed however businessmen added amendments which made it very weak.

To respond to this failure, Oastler set up a "short time committee" which was later known as the Ten Hour Movement, aiming to reduce working hours to 10 hours per day for all men, women and children. The 1847 Factory Act prevented women and children from working for more than 10 and a half hours each day. This act was introduced by Lord Shaftesbury. The 1850 Factory Act was successfully passed. This act got rid of the relay system and shortened working days to 10 hours each day for all men, women and children. Although the law was passed, it was a long and row battle to change public opinion. This was because of the laissez-faire attitudes of the parliament which meant that they were reluctant to take into consideration of the working conditions of workers. It took a long time to pass the 1850 Factory Act however it is evident that many workers' lives were changed.

The poor law was introduced to help those who were unable to fend for themselves. These people were known as paupers,

and in some cases, if they could not work for whatever reason, they were labelled as the 'impotent' poor. Many issues arose with regards to the poor law, however the Swing riots were not the only reason which led to the review of the Poor Law in 1832.

Systems of poor relief consisted of both outdoor and indoor relief. Outdoor relief included the Speenhamland system and the Roundsman system whereas indoor relief were paupers who received help from inside the workhouse.

The Speenhamland system depended on the size of your family. For instance, the larger your family was, the more money you earned from the parish. However, some people believed that this method of outdoor relief was inefficient and discouraged others from working. This is because it often encouraged women to have larger families so that they would earn more money than others or they would simply give up on working. This explains one reason

as to why the poor law was reviewed in 1832.

To a large extent, the growing population inside workhouses contributed to the review of the Poor Law. As the population grew rapidly because the poor needed help, parishes found it difficult to control the amount of people wanting relief. As a result, the poor rate increased and this meant that the money spent on relief doubled almost every year. Due to this issue, ~~many~~ parishes and overseers were left unpaid and many became corrupt. They often kept money to themselves meaning that there was hardly any money left to give to the poor.

To some extent, the Swing riots did lead to the review of the Poor Law. Some would agree that the only way to have ended the 'Swing' riots was to review the Poor Law and make amendments to it. It is important to take into account that there were various factors that contributed to the Poor Law review in 1832. Some factors

more important than others. To conclude, the reasons why the poor law was reviewed led to the poor Law Amendment Act in 1842. This included a set of rules in order to amend the poor law and was set up by the Royal commission. Overall it is evident that the poor law managed to be amended.



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Part a) is high Level 3. It has a clear focus on the set question and has good supporting details to explain the work of the Ten Hour movement in improving working conditions in factories.

Part b) is high Level 3. The first part of the response is a detailed explanation of poor relief in Britain before the Poor Law Amendment Act. The second part of the response explains the role of various factors which led to the review of the Poor Law in 1832.

Question 6

Question 6a

In part a) responses at Level 3 clearly explained the ways in which working conditions in coal mines were dangerous such as the effects of gas explosions, inadequate ventilation, collapsing tunnels, air thick with dust and flooding. Many also explained how the working conditions led to poor health and the risk of deformity. Some candidates also showed that some attempts to make mines safer actually created more dangerous working conditions, such as the Davy lamp which although helping to guard against explosions resulted in deeper mines. Level 2 answers typically were descriptions of working conditions in coal mines rather than a focus on the dangers. There were very few level 1 responses to this question.

Question 6b Most candidates included the roles of divided leadership and the Newport Rising as factors which can be attributed to the Chartists' own mistakes. Factors in addition to those prompted by the stimulus material as the movement's own failures included the faked petitions. Other aspects which can be regarded as contributing to the failure of Chartism that were often included in responses were the forces available to the government and the overall improving social and economic conditions. Level 4 responses had a consistent and sustained analysis which was supported with relevant and specific details. As with question 5b some answers that had a clear sense of argument lacked the precise detail and accuracy to access high level 3. Others had a range of specific and accurate details but lacked a clear explanation. Level 2 responses were narrative or descriptive accounts of the Chartists and often appeared to be answers to previously set questions by focusing on the movement's aims and the reasons why Chartism appealed to the working-class. Level 1 statements could have applied to any protest group in history and included phrases such as 'they used violence', 'people did not like the use of force.' There were a significant number of candidates who referred to the Peterloo Massacre as a Chartist riot and that the movement led a successful campaign which had a significant effect on the passing of the 1832 Reform Act. Some candidates also believed that the Chartists campaigned for women's suffrage.

Paper Summary

On the basis of this year's paper candidates are offered the following advice to improve their performance in future tests:

- Focus on the set question rather than using a pre-prepared response to a previously set question.
- If there is a date range in the set question try to ensure that the response covers the full date range but does not give details outside of the given time frame.
- For questions 3 and 4, 5b and 6b include at least three factors or aspects in the response. This can be the two stimulus points and the candidates' own, one of the stimulus points and two of the candidates' own or three entirely of the candidates' own choices. Three factors or aspects are necessary for high Level 2 and 3 to be awarded in questions 3,4,5b and 6b and for Level 4 in questions 5b and 6b.

Grade Boundaries

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