

# Examiners' Report

## June 2016

### GCSE History 5HB02 2A

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## Introduction

The majority of students that take this examination have been well-prepared both in terms of historical knowledge but also in planning extended written answers, timing of length of responses and on the layout of the actual test. The levels of analysis and depth of detail achieved by some candidates in such short time is very impressive. For the optional questions, there was a fairly even split between questions 3 and 4 whereas approximately 75% chose question 6.

There were however two issues that were more noticeable this year and both were apparent across all the three Depth Studies that make up this Unit. Although as a total across examination scripts there were very few blank pages, the statistical breakdown at the end of this summer's marking shows that Question 2 had by far the highest proportion of candidates receiving zero marks compared to all the other questions. This, however, does demonstrate that on the one question where there is no source, stimulus or choice of content, a significant number of candidates could not be rewarded at all on a 9 mark question. The second issue was an increase in the number of responses which examiners found impossible to read. It is worth considering these issues especially with the move to a new specification with new-style question papers as well as the end of internal assessment as part of GCSE History.

## **Question 1**

The most common valid inferences made by candidates were that the Great Exhibition was 'popular' and 'well-attended'. These inferences were then supported with an explicit reference to the source showing many visitors attending the Great Exhibition. Such responses were awarded Level 2 and the full 4 marks. Other valid inferences often included various comments about the Exhibition as a means to display Britain's wealth and used the grand building as support from the source.

Responses in Level 1 simply stated a piece of information about the Great Exhibition or described what they could see in source 1 with simple statements such as 'it was in a large building' or 'lots of people went'. Some students wasted valuable examination time by including (sometimes at great length) their own knowledge of the Great Exhibition.

Recalled knowledge cannot be credited as this question only assesses AO3 (the understanding, analysis and evaluation of source material).

## **Question 2**

The majority of candidates chose the Co-operative Movement. Mid-level and high Level 3 responses focused on the set question and explained the improvements made by the Movement to workers' lives with the setting up of shops for workers as an alternative to the use of Tommy Shops. As well as the setting up of shops, responses at this level explained how the Movement improved workers' lives by providing funeral services, social clubs, educational activities and discussion groups. Some candidates explained that a significant improvement made to workers' lives was raising their political awareness, encouraging demands for reform and the encouragement given to women to join the Movement. Level 3 responses for the GNCTU explained the different actions of the groups that formed the GNCTU, such as the Ten Hour Movement, but most attempts at the GNCTU were awarded Level 2 as general descriptions of efforts to improve working conditions across the period.

Other Level 2 responses were descriptions or a list of the Co-Operative Movement or GNCTU's actions without any explicit focus on improvements to workers' lives. There was also the occasional biography of Robert Owen which led to some accounts of New Lanark as well as factory conditions in general. These responses were given high Level 1. Low to mid-Level 1 marks were given to general statements about improvements to workers' lives which could apply to any society at any time such as 'they wanted to work fewer hours, 'they wanted more pay.'

### Question 3

Level 3 responses focused explicitly on the reasons why different groups within British society were so opposed to the building of railways and were able to support their explanation with specific and relevant historical knowledge.

The most common aspects included, in addition to the stimulus material provided, were other transport stakeholders (Turnpike Trusts, stage coach and canal companies), fears over safety (with Huskisson's death at Rainhill often cited), and resentment towards navvies. Level 2 responses were more reliant on the points provided in the stimulus material and gave much more generalised accounts about the fears of farmers regarding the impact of railways on their livestock and the Church objecting to Sunday travel. Level 1 responses were statements that could relate to many periods in History and to various forms of transport such 'there was too much noise' and 'people lost their jobs'. There were also a lot of candidates that gave reasons that could not be credited and were from a contemporary British perspective on rail travel such as 'they were often cancelled' and 'the fares kept going up.'

The building of railways improve many conditions of trading and people's lives such as coal and mines. It helps them to work faster and grow with convenient.

However, some might oppose to the building of railways. Firstly, this will improve the travel of people and they will go in seaside or other towns in weekends, like Sundays. The church will be usually available on Sunday and less people will go because of the Sunday travel.

Secondly, the original way of transport - canal and horses will be reducing because more people felt that railways are faster and sometimes cheaper or the price is the same. The companies of canal and horses will be threatened and they will no longer earn profit by that.

Thirdly, landowners were forced to sell lands to the railway companies. They need many lands to build railways and they felt threatened too by the forcement. They couldn't make profit and keep them.

The working conditions improved in the mines and factories. However, the railway will still be the same because it is very dangerous to work there. Workers or navies will be buried alive and never be found. They need to be prepared that rocks will fall over their head in a second so some people still think that it is not worth to build railways.



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**Examiner Comments**

This is a mid-Level 2 answer 7 marks. It is a descriptive account for the two groups prompted by the stimulus material and in addition mentions canal companies. For level 3 more detailed support is needed.

## **Question 4**

Level 3 responses focused explicitly on the government's ability to deal relatively easily with the Chartist movement and there were many examples of candidates with impressive accurate and specific details supporting their response. Many students used excellent subject knowledge on events such as the Newport Rising, the Plug Plots, the various petitions and the rally at Kennington. There were also clear explanations on the division in the movement between 'moral' and 'physical force' Chartists as well as how the government effectively used the army and police to squash the movement.

Many students in Level 3 had an understanding of the wider context to include the use of informers, the lack of middle-class engagement and how the upper-classes did not take Chartism seriously.

There were also some comments on the general improvements to the economy by the late 1840s which contributed to Chartism's failure and can also be attributed to the work of the government. Level 2 responses were often descriptions of the Chartist movement's aims, its divided leadership and the various petitions to Parliament which were only implicitly dealing with the government's abilities to deal with the movement. This was invariably due to candidates answering the previous year's question focusing on the Chartists' mistakes or that in 2013 on the Chartists' different methods of protest. There were also some students at bottom level 2 (and below) that made the mistake of Peterloo as a Chartist protest and the movement's campaigning leading to the 1832 Reform Act. Level 1 responses were various statements and facts about Chartism such as 'the leaders did not agree' or general comments about the government's ability to put down protests such as 'they had more power'.



## Question 5

In part (a), the answers achieving level 3 were able to explain the range of different apprenticeships with precise supporting material. Many were able to give good supporting detail of Robert Owen's use of apprenticeships at the New Lanark Mills as well as Quarry Bank. Candidates explained how children arrived into pauper apprenticeships from orphanages, workhouses and poor families.

Some responses also referred to the use of technical apprenticeships to learn trades. Level 2 answers tended to describe what a pauper apprenticeship was while most Level 1 answers either provided general comments about what an apprentice is or comments about working conditions in factories and mines.

In Part (b), most candidates used the stimulus material of industrial towns and rotten boroughs, and then identified additional aspects to those provided such as pocket boroughs, the formation of the Chartists, the continued exclusion of the working class and women from parliamentary elections and continued open voting. Level 4 answers sustained an argument throughout their evaluation and supported points made with precise examples or data. This included case studies in particular growing towns, rotten boroughs, as well as statistics to support why aspects were or were not indicative of improvements to the system.

Level 3 answers often examined both sides of the argument and came to a decision in the conclusion or provided an analysis of one side of the argument. Others were restricted to Level 3 by not going beyond the stimulus material despite strong writing. Level 2 answers described the electoral system before 1832 and the changes in the system but without focus on whether the 1832 Reform Act solved any of the problems in the electoral system. There were very few answers in Level 1 for this question.

a. The pauper apprentice system was a way of obtaining cheap child labours. Children were vital for factories and mills as they could climb underneath machines as they were small and nimble, reaching places and doing jobs not possible for adults, especially in mills.

Pauper apprentices were normally purchased at the age of eight or nine, as although births were not registered until 1837, so this could be much earlier. They were taken from workhouses, or maybe orphanages, probably without the consent of their parents and transported across the country to a mill where they were housed and worked.

They worked for a number of years for food, lodging and clothes and were potentially released from 'ownership' by the mill owner when they were 18. It was common for them to work very long hours (12-13 a day) with little breaks. If there was any school provided it was usually unsatisfactory and for not nearly enough time.

They were not paid, as all they were given was in return for their work. Sometimes huck systems were used, which gave workers to be ~~spent~~ spent in a Tommy shops. These Tommy shops were usually corrupt and sold poor products at high prices. For example in 1840 a mine owner made a loss on his mine but profit from his huck system. Paupers were ~~never~~ not ~~usually~~ usually paid for overtime. The conditions of working and living were both cramped, humid and dusty and not at all acceptable for young children. ~~Most ran~~ <sup>many</sup> ~~away.~~ Most tried to run away.

There were some exceptions to this system such as at Quarry Bank mill. In the Greg family provided health care, school and good conditions, even offering work after their contract. This was very rare.

The systems were abandoned as they weren't profitable, yet they had taken a large pressure off the parishes who had to provide poor law and rates to house these paupers.

b. solved problems? . . . .

The Reform Act of 1832 did make changes to an unchanged system since 1680. However it is not clear whether this solved the problems of the electoral systems or just maintained political stability in favour of the Whig party.

In 1831, ~~for~~ Earl Grey, the Whig leader ordered an Reform Bill as he saw the need for more to be enfranchised and a wider and fairer distribution of seats. Before the Act, counties and boroughs were entitled to send two MPs to Parliament. However many of these boroughs were no longer the important market towns that had earned them this status. For example Dunwich had only 72 houses left, not taken by the sea, yet they still had two MPs in Parliament. This was a rotten borough. Before the act industrial towns in the North and Midlands also had no representation, as they were newly populated, so many in those areas pressed for reform. After the Act 56 rotten boroughs lost 1 MP and the industrial North and Midlands were granted political representation in Parliament. There was now a fair distribution of seats and a wider constituency. This did solve one of the main problems, which had been unfair representation (the North was more and more populated), so I can agree with the statement to some extent, as it

was very necessary to widen political representation.

The percentage of people who could vote after the Act rose from 11% to 18%. This shows a positive change, as now those who rented land could now vote, not just those who owned land. This suggests that another problem had been solved, however this is not entirely correct.

The right to vote was still based on property, leaving the middle to lower classes mainly disenfranchised. Everyone needed to have the right to vote before in my opinion the problem of the franchise was solved. Additionally when voting, the few enfranchised men had to stand on the hustings platform to make an open vote. This made them susceptible to bribery and intimidation, meaning that their vote couldn't even be used properly or fairly. It was almost not worth having the vote! I cannot agree therefore with the statement as ~~only~~ there was only a 7% increase in the franchise, which excluded women and the lower classes. ~~But~~ In my opinion it is ~~about~~ absolutely necessary for the whole population to be enfranchised before the problem of the right to vote has been solved fully. The Act did not make ~~significant~~ change that was significant enough.

Finally, a number of pocket boroughs survived. After the Reform Act, 30 ~~th~~ boroughs lost 1 MP, however a number of pocket boroughs remained where the constituency was controlled by the local gentry and was therefore corrupt. Even the government felt that

The gentry were the only men suitable of being in Parliament, meaning that the MPs elected were mainly of higher classes. This was unfair when it came to reforms on working conditions as many MPs were mill / mine owners. Corruption needed to be removed before the elect electoral system was solved. Moreover, MPs were not paid, meaning that even if pocket boroughs had been removed, normal people could not afford to be MPs. It was entirely elitist. Again corruption needed to be removed before in my opinion the problems had been solved.

The Chartists evolved even after the Reform Act of 1832, campaigning for the 6 points of the charter which would have addressed all the points discussed. The reform act was clearly not a success as people were still not satisfied with the electoral system as it stood as otherwise it would not have been necessary for the Chartists to form. The Chartists campaigned for another 10 years, until the railway boom paid lip service to any unrest. The formation of the Chartists is a sufficient factor to portray that not enough was reformed in the reform Act of 1832, to solve all the problems of the electoral system.

Overall, although the constituency size and distribution was improved, this was the only point fully addressed. Many more substantial changes were needed before an unflawed electoral system would be achieved, this is clearly illustrated by the Chartists. To conclude although

changes were made, they were neither ~~significant or~~  
~~extent~~ significant or extensive enough to allow me to  
agree with the statement to any more than a highly  
limited extent. I do not agree with the statement,  
as the changes were not comprehensive.



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**Examiner Comments**

Part (a) is Level 3 and 9 marks. It has a clear understanding of the focus of the set question and is able to support the points made with accurate and relevant detail.

Part (b) is Level 4 and 16 marks. It has a sustained focus on the question and offers an analysis which is supported with precise and accurate material.

## **Question 6**

In part (a), Level 3 answers were able to give several reasons why migrants left Ireland for England, including the potato blight and famine. These short-term causes were then set within the wider context of poor farming conditions and archaic farming methods, which had all contributed to the conditions resulting in famine. Students linked this to tenants unable to pay rents who saw the appeal of the growing industrial towns in England. Level 2 answers tended to describe the potato famine and the increase in jobs in mainland Britain. At level 1, there was general statements about work and living conditions. Frequently responses included material which could not be credited such as migrants leaving the Highlands, moving from the English countryside to towns; or they included immigration to the USA and Canada.

In part (b), Lower level answers described the Elizabethan Poor Laws and the problems with the various systems. Level 2 answers often described the changes created by the Poor Law Amendment Act using the stimulus material, with many describing life in the work house. At level 3, answers became an explanation of the shortcomings of outdoor relief, the cost of the old system and the consequent pros and cons of the workhouses. A high proportion of answers were able to articulate a cost benefit analysis of the workhouses, and to explain why the new system was cheaper for tax payers, but had difficulty understanding what rate payers were. As with Q5(b), the strongest Level 4 answers sustained an argument throughout the essay, and contained impressive precise detail on the financial success as well as specific problems (e.g. Andover workhouse) and also reasons why the Poor Law Amendment worked/did not work in the North and South. Some outstanding answers were able to link to broader issues, such as class and the fear of revolution.

## **Paper Summary**

Observations based on the performance on this paper.

- Candidates need to be familiar with the entire specification in order to ensure that they can access question 2 which has no source or stimulus material.
- In order to achieve higher than Level 2, students' responses need to move beyond narrative and descriptive accounts with explanations which will depending on the question show awareness of causation, consequence, change, significance or key characteristics of what is identified in the question.
- Responses need to keep to any time frame given in the question and be focused on the actual question in the examination rather than a set response to a previously set question on the same topic area.



## **Grade Boundaries**

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