

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

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

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB02/2A

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: Population (in thousands) of British towns.



City	1801	1851
Manchester	70	303
Leeds	53	172
Stoke-on-Trent	83	84
Birmingham	71	233
Norwich	36	68
London	959	2362

1 What can you learn from Source A about the changes taking place in Britain in the first half of the nineteenth century?

(4)

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(Total for Question 1 = 4 marks)



2 The boxes below show two important individuals and their work.

Choose **one** and explain his importance in improving working conditions for children.

(9)

Robert Owen and the New Lanark Mills

Lord Shaftesbury and Coal Mines

Dotted lines for writing.

The live question paper will contain one further page of lines.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

3 Why did so many people join the Chartist movement in the 1830s?

(12)

You may use the following in your answer and any other information of your own.

- 1832: Reform Act
- 1834: Poor Law Amendment Act
- 1838: The People's Charter

(Total for Question 3 = 12 marks)

OR

4 Why did the Chartist movement collapse by 1850?

(12)

You may use the following in your answer and any other information of your own.

- 1839: The Newport Rising was put down by 28 soldiers.
- 1848: Third Chartist Petition rejected.
- Between 1839 and 1848 over 100 Chartists were transported.

(Total for Question 4 = 12 marks)



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

Spelling, punctuation and grammar will be assessed in *(b).

EITHER

- 5** (a) Describe the problems with the systems of Poor Relief in use in England before 1834. (9)

- *(b) How successfully did the Poor Law Amendment Act of 1834 solve the problems of poverty in England? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The 1834 Poor Law Amendment Act made Boards of Guardians responsible for each Union workhouse.
- The principle of less eligibility was introduced.
- Textile factories often closed for short periods.

(Total for spelling, punctuation and grammar = 4 marks)
(Total for Question 5 = 29 marks)

OR

- 6** (a) Describe the ways in which engineers overcame the problems of constructing railway lines in the years 1820–50. (9)

- *(b) 'The building of railways was important because of its impact on the economy of Britain.' Do you agree? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- 7,211 miles of railway were opened in Britain in the years 1830 to 1850.
- The building of suburbs allowed workers to commute daily.
- More fresh food could be sent to the towns.

(Total for spelling, punctuation and grammar = 4 marks)
(Total for Question 6 = 29 marks)



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 ☒

[Area with multiple horizontal dotted lines for writing answers.]

The live question paper will contain four further pages of lines.

TOTAL FOR PAPER = 54 MARKS



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Mark Scheme

Sample Assessment Material

GCSE History B (5HB02/2A)

Unit 2: Schools History Project

Depth Study

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

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www.edexcel.com/teachingservices

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Sample Assessment Material

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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.

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.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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 changes taking place in Britain in the first half of the nineteenth century?</p> <p>Target: comprehension and inference from source (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>e.g. All towns are growing; the population is increasing.</i></p>
2	3-4	<p>Developed statement An inference about change is drawn and supported from the source.</p> <p><i>e.g. Demonstrates a variation in growth of different towns; shows that towns in the north of England grew faster.</i></p>

Question Number		
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose one and explain his importance in improving working conditions for children.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Robert Owen and the New Lanark Mills.</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Lord Shaftesbury and Coal Mines.</div> </div> <p>Target: recall; importance of key individuals (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content. Comments are unsupported statements about employment of children and poor treatment.</p> <p>OR</p> <p>Makes unsupported statement about importance of individual.</p> <p><i>e.g. At this time factories and mines employed children because they were cheap/small/easy to manage; Lord Shaftesbury did a lot for chimney sweeps; Robert Owen ran a good factory.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of work. Student describes the way in which children were treated in the New Lanark Mills or the work of Shaftesbury.</p> <p><i>e.g. Owen's use of shorter hours, schools, age restrictions; Shaftesbury's role as head of Royal Commission and terms of the 1842 Mines Act; may include account of other work done by Owen (cooperatives, trade unions) or Shaftesbury (ragged schools).</i></p>
3	7-9	<p>The focus is on the importance of the individual in changing conditions for children. Student will explain the effects of the work of the individual, assessing the success/influence of his examples/proposals.</p> <p><i>e.g. Owen's championship of shorter working day helped the Ten Hour Movement; the Mines Act was of limited success despite the findings of Shaftesbury's Royal Commission.</i></p>

Question Number		
3		Why did so many people join the Chartist movement in the 1830s? Target: recall, cause and consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	Simple statement(s) offered, showing some relevant knowledge. Student states example(s) without development. <i>e.g. They wanted the vote; they did not like the Poor Law Act; the failure of the Trade Union upset people; the People's Charter said...</i> Reserve top of level for answers which state more than one reason. N.B. Do not credit repetition of bullet points without development.
2	5-8	Statements are developed with support from material which is mostly relevant and accurate. Student gives narrative or descriptive answer detailing the demands of the Chartists, the people who joined, or their activities. <i>e.g. Full consideration of aims of Chartism; a breakdown of the origins of its members; account of the activities undertaken: marches, petitions, meetings, newspapers and pamphlets.</i> Reserve top of level for the quality of supporting detail provided.
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. Student identifies and explains the reasons which led people to join the Chartist movement. <i>e.g. Disappointment with lack of government actions: Reform Act, New Poor Law; appeal of leaders; political (vote), economic (wages and food) and social (working and living conditions) factors.</i> Reserve top of level for range of factors explored or links between the factors shown.

Question Number		
4		Why did the Chartist movement collapse by 1850? Target: recall; cause and consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge. Student states example(s) without development.</p> <p><i>e.g. They were too weak; the government opposed them; the leaders did not agree.</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Student gives narrative or descriptive answer outlining events showing decline/collapse of the movement. Negative influences are described but links to collapse stated, not demonstrated.</p> <p><i>e.g. Describes the three petitions and their rejection; details weaknesses of signatories to petitions; describes disagreement over tactics – moral force or violence; tells story of O'Connor's life.</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail. Student identifies some of the factors which caused the collapse of the movement and demonstrates these with knowledge of the period.</p> <p><i>e.g. Strength of opposition; loss of confidence because of divisions in the movement (tactics/leadership); alienation of middle class; appeal of other movements; regional base; lack of finance; improving conditions for working class.</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		Describe the problems with the systems of Poor Relief in use in England before 1834. Target: recall; understanding of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. The population had grown; too many unemployed; parishes could not cope; the Speenhamland/Roundsman system did not work; overseers were corrupt.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes the system(s) of Poor Relief in use or details problems of Old Poor Law. May state a connection but does not develop this. <i>e.g. Gives detail of ways in which Poor Relief administered: Elizabethan Poor Law /Speenhamland system; details rising costs; describes unpopularity of systems in use.</i> 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. Student identifies the weaknesses of the systems in place and supports these. <i>e.g. The parishes were unable to cope with increasing numbers (population rising, growth of industrial areas); system was corrupt/expensive; unpopular with rate payers and poor; criticism of Speenhamland (more children), and Roundsman system (cheap labour).</i> Reserve top of level for depth of answer in context of early 19 th century Britain.

Question Number		
5 (b)		<p>How successfully did the Poor Law Amendment Act of 1834 solve the problems of poverty in England? Explain your answer.</p> <p>Target: recall; evaluation of consequences within a historical context (AO1/AO2) QWC Strands i-ii-iii. Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge. Student offers detail(s) on Poor Law Amendment Act or problem of poverty.</p> <p><i>e.g. Workhouses were set up; Poor rates went down.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Student describes the system set up by the Act of 1834: Unions, workhouses, end of Outdoor Relief.</p> <p><i>e.g. describes life in workhouse; may assert better/worse than before, but does not assess success.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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 student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail. Student identifies the changes made and explains the impact of these on people and practice.</p>

		<p><i>e.g. Impact on poor rates, rural wages, care of poor; responses of poor, rate payers, farmers; implementation of new system; problems in industrial areas.</i></p> <p>Reserve top of level for depth and range of answer.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student shows full understanding of outcomes of the 1834 Act and attempts to assess the success of these, examining a range of outcomes to make a judgement.</p> <p><i>e.g. Will consider both good and bad effects of workhouses; examines the success of the moral purpose behind the Act; looks at degree of success in south and north; may identify failure to address reasons for poverty.</i></p> <p>Reserve top of level for answers which evaluate a range of aspects against the criteria for success.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
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	Students 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	Students 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	Students 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 ways in which engineers overcame the problems of constructing railway lines in the years 1820-50. Target: recall; understanding of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. They had to build tunnels/cuttings/cross marshes; Stephenson built the Liverpool to Manchester line, etc.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mainly relevant and accurate. Student describes some aspects of constructing a line or some of the problems met, which may include opposition to the line. <i>e.g. Describes building of Stockton-Darlington line; how Chat Moss was crossed; describes work of navvies; gives account of opposition to lines.</i> 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. Student identifies and exemplifies the problems met and demonstrates how they were solved, or why they remained. <i>e.g. Choice of gauge; purchasing land; raising capital; overcoming physical problems - techniques used (tunnels/cuttings); organisation of contractors and navvies.</i> Reserve top of level for depth of answer in context of early 19 th century Britain.

Question Number		
6 (b)		<p>'The building of railways was important because of its impact on the economy of Britain.' Do you agree? Explain your answer.</p> <p>Target: recall; evaluation of consequences within a historical context (AO1/AO2) QWC Strands i-ii-iii. Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge. Student offers detail(s) on building of railways or economy.</p> <p><i>e.g. Railways carried a lot of passengers; they were a fast form of transport.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Student describes the economic or social results of the railways.</p> <p><i>e.g. Emphasis is on effects on industry, towns, employment, trade; OR emphasis is on food, holidays, communications.</i></p> <p>Reserve top of level for depth and range of supporting detail.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail. Student identifies and explains both economic and social/political importance of railways.</p> <p><i>e.g. Economic importance for economic growth; stimulus for other industries (coal, iron); growth of towns; effect on</i></p>

<p>QWC i-ii-iii</p>		<p><i>farming and fishing; social effects include leisure aspects, diet, greater literacy, political effects spread of ideas.</i></p> <p>Reserve top of level for depth and range of answer.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student has clear grasp of results of railway construction in historical context and can show the extent of social, economic and political impact.</p> <p><i>e.g. Railways showed the rich the poverty which existed and contributed to social reforms; profits made from railways were invested in industry; government able to use railways to promote new ideas and keep order; export of railways; some industries declined.</i></p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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	Students 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.
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High	4	Students 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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840–c1895

Sample Assessment Material

Paper Reference

Time: 1 hour 15 minutes

5HB02/2B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
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- The marks for **each** question are shown in brackets
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- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
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Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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W 4 1 8 7 2 A 0 1 0 8

PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: A painting of a cowboy in Montana, by W. H. D. Koerner.



1 What can you learn from Source A about the work of a cowboy?

(4)

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(Total for Question 1 = 4 marks)



2 The boxes below show two important individuals and their work.

Choose **one** and explain the importance of his work for the growth of the cattle industry.

(9)

Charles Goodnight and Cattle Trails

Joseph McCoy and Abilene

Area with horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

- 3** Why were there problems of law and order in the mining towns in the far west in the 1850s and 1860s?

(12)

You may use the following in your answer and any other information of your own.

- At least 90,000 single men arrived in California in 1849.
- Miners set up their own courts of law.
- In 1853 San Francisco had 537 saloons.

(Total for Question 3 = 12 marks)

OR

- 4** Why were there problems of law and order for the white settlers on the Plains from the 1870s to the 1890s?

(12)

You may use the following in your answer and any other information of your own.

- Number of cattle in Wyoming:
1860 - none
1890 - 521,211.
- 1890: Wyoming becomes a US state.
- 1892: Johnson County War.

(Total for Question 4 = 12 marks)



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

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

Spelling, punctuation and grammar will be assessed in *(b).

EITHER

5 (a) Describe the difficulties faced by the early migrants travelling west by wagon train in the 1840s. (9)

* (b) 'The leadership of Brigham Young was the most important reason for the success of the Mormons in establishing a settlement at Salt Lake City.' Do you agree? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The Church allocated land to each family.
- The Mormons asked for an independent state called Deseret in 1848.
- The Perpetual Emigration Fund was set up in 1854.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 29 marks)

OR

6 (a) Describe the importance of warfare to the Plains Indians. (9)

* (b) How important were the railroads in destroying the traditional way of life of the Plains Indians after 1867? (16)

You may use the following in your answer and any other information of your own.

- The government gave the railroad companies 17 million acres of land in the years 1865 to 1871.
- In the years 1872 to 1874, almost 14 million buffalo hides were sent to the east of the United States.
- In 1874, gold was discovered in the Black Hills.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 6 = 29 marks)



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

[Dotted lines for writing]

The live question paper will contain four further pages of lines.

TOTAL FOR PAPER = 54 MARKS



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Mark Scheme

Sample Assessment Material

GCSE History B (5HB02/2B)
Unit 2: Schools History Project
Depth Study
Option 2B: The American West,
c1840-c1895

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Sample Assessment Material

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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.

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.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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?

I

Question Number		
1		What can you learn from Source A about the work of a cowboy? Target: comprehension and inference from source (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant statement. <i>e.g. He worked on horseback; it was hard work ; it looks tiring work</i>
2	3-4	Developed statement An inference is drawn and supported from the source. <i>e.g. It was hard because he had to ride in the snow; he has a rifle which suggests it may have been dangerous.</i>

Question Number		
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose one and explain the importance of his work for the growth of the cattle industry.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">Charles Goodnight and Cattle Trails</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">Joseph McCoy and Abilene</div> </div> <p>Target: Recall, role of key individual (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content. Comments are unsupported statements about the cattle industry, cowboys or ranching.</p> <p>OR</p> <p>Makes unsupported statement about importance of individual.</p> <p><i>e.g. The cattle industry started in Texas; many cowboys were Mexican; cattle were sold in the North; Joseph McCoy was 'the real McCoy'.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of his work. Student describes life on the trail or in Abilene, or the work of Goodnight or McCoy.</p> <p><i>e.g. Goodnight returned to Texas after the Civil War and with Oliver Loving took herd north and established a trail; Joseph McCoy was a cattle dealer who built Abilene at a railhead.</i></p>
3	7-9	<p>The focus is on the importance of the individual for the growth of the cattle industry. Student will put the individual into the context of the time. The influence of his example on others is stressed.</p> <p><i>e.g. Goodnight was first to see potential of large numbers of cattle in Texas at end of Civil War; he pioneered cattle trails: organisation, chuck wagons; he showed that a profit could be made by selling to army, reservations; McCoy established the first cow town, copied by others; he was first to recognise value of railroads in transporting cattle to market; ranchers moved on to Plains to be close to railheads.</i></p>

Question Number		
3		Why were there problems of law and order in the mining towns in the far west in the 1850s and 1860s? Target: Recall; cause and consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	Simple statement(s) offered, showing some relevant knowledge. Student states example(s) without development. <i>e.g. Many people got drunk; there were bars and prostitutes; there was no one to keep order.</i> Reserve top of level for answers which state more than one reason. N.B. Do not credit repetition of the bullet points without development.
2	5-8	Statements are developed with support from material which is mostly relevant and accurate. Student gives descriptive answer detailing life in the mining towns or a narrative of the Gold Rush. Reasons for problems implicit. <i>e.g. California and the 49ers coming from all parts of world; the fights over claims and gold; describes behaviour in boom towns.</i> Reserve top of level for quality of supporting material.
3	9-12	The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail. Student identifies and explains the reasons for the problems. <i>e.g. Distance from government; grew too quickly: lacks structure; wealth attracted criminals; no families at first; racial tensions; only law was force – gunmen as lawmen, own system of punishment.</i> Reserve top of level for range of factors explored or links between the factors shown.

Question Number		
4		Why were there problems of law and order for the white settlers on the Plains from the 1870s to the 1890s? Target: recall; cause and consequence(AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	Simple statement(s) offered, showing some relevant knowledge. Student states example(s) without development. <i>e.g. Cattlemen and farmers disliked each other; few lawmen; settlers came from different countries.</i> Reserve top of level for answers which state more than one reason. N.B. Do not credit repetition of bullet points without development.
2	5-8	Statements are developed with support from material which is mostly relevant and accurate. Student gives narrative or descriptive answer showing knowledge of events such as Johnson County War or the activities of vigilantes. Reasons asserted. <i>e.g. Describes cattle rustling, range wars, fence cutting; describes organisation of law enforcement.</i> Reserve top of level for quality of supporting detail.
3	9-12	The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail. Student identifies and explains the reasons for the problems. <i>e.g. Growing pressure on land; distances involved and lack of lawmen; racial tensions: Indians, Mexicans, immigrants, freed slaves; cattle barons losing power.</i> Reserve top of level for range of factors explored or links between the factors shown.

Question Number		
5 (a)		Describe the difficulties faced by the early migrants travelling west by wagon train in the 1840s. Target: recall; analysis of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. People had to travel in groups; it was a very long and dangerous journey; a lot of people died on the journey.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student gives a narrative or descriptive answer with an account of a journey which may be general or the story of a specific group (Donner or Sagar party). <i>e.g. How they prepared for a journey: numbers, guide, route, time of year; describes experiences on journey; details of different trails.</i> Reserve top of level for depth and range of supporting details included.
3	7-9	The answer shows an understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student identifies nature of problems and illustrates these with specific examples. May compare experiences of travellers. <i>e.g. Nature of migrants: poor, inexperienced; cost of journey; leadership - knowing the route; physical dangers: rivers, storms, Rocky Mountains, weather; length of journey: winter, lack of food, illness; Indian attacks.</i> Reserve top of level for depth of answer in context of the 1840s.

Question Number		
5 (b)		<p>'The leadership of Brigham Young was the most important reason for the success of the Mormons in establishing a settlement at Salt Lake City.' Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1/AO2) QWC Strands i-ii-iii. Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) offered showing some relevant knowledge. Student offers detail(s) on Mormons, Brigham Young or Salt Lake City.</p> <p><i>e.g. The Mormons had to move west; Brigham Young took over from Joseph Smith; no one else wanted to live at the great Salt Lake.</i></p> <p><i>Reserve top of level for answers offering several valid points.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Student provides a narrative of some period of the Mormon attempts to make a permanent settlement.</p> <p><i>e.g. describes failure of settlements leading to move to Salt Lake; gives account of journey west; describes the setting up of Salt Lake City.</i></p> <p>Reserve top of the level for depth and range of supporting detail related to Salt Lake City.</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 student spells, punctuates and uses the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student focuses answer on Brigham Young and explains aspects of his work.</p> <p><i>e.g. He provided leadership after death of Joseph Smith; organised journey: advance parties, military discipline; organised initial settlement: sharing resources, irrigation; planned for self-sufficiency; first governor of Utah territory.</i></p> <p>Reserve the top of the level for depth and range of answer.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student assesses the success of Brigham Young’s work in context or against other factors.</p> <p><i>e.g. Establishes permanent settlement; unable to gain independent state; issue of polygamy; importance of other factors: faith, hard work.</i></p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p> <p>Writing communicates ideas effectively, using a range of historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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	Students 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	Students 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	Students 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 importance of warfare to the Plains Indians. Target: recall; understanding of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. They were hunters ;the men were called braves; they lived in bands.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes warfare. <i>e.g. Hunting and uses of buffalo; methods of warfare: counting coup, stealing horses, scalping.</i> Reserve top of level for depth and range of supporting detail included.
3	7-9	The answer shows an understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student shows an analytical approach in examining aspects of warfare to demonstrate its significance in Indian culture. <i>e.g. Living as nomadic hunters affects the roles of men and women; children trained in hunting/fighting skills; best warrior wins status; constant warfare leads to polygamy; purpose of war to show skill/gain horses; influence of beliefs on attitude to scalping, etc.</i> Reserve top of level for depth of answer in the context of Plains Indians culture.

Question Number		
6 (b)		<p>How important were the railroads in destroying the traditional way of life of the Plains Indians after 1867?</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge. Student offers detail(s) on railroads or impact on Plains Indians.</p> <p><i>e.g. Took Indian land; killed buffalo; brought settlers to the Plains.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Student describes practical consequences of the building of the railroads or describes the conflict between railroad companies and the Indians.</p> <p><i>e.g. Describes Indian opposition to building on the Plains and their attacks on construction; describes destruction of the buffalo herds, increase in numbers of white settlers and settlements, transport of soldiers on to the Plains.</i></p> <p>Reserve the top of the level for depth and range of supporting details included.</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 student spells, punctuates and uses the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail. Student explains factors bringing about the destruction of the traditional way of life on the Plains. The role of the railroad</p>

<p>QWC i-ii-iii</p>		<p>may or may not be included.</p> <p><i>e.g. Government policy: encouraged settlement of the Plains and adopted policy of reservations; role of the army, particularly after Battle of Little Bighorn; destruction of the buffalo.</i></p> <p>Reserve the top of the level for depth and range of answer.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>4</p> <p>QWC i-i-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student assesses the impact of the railroads against other factors bringing about the destruction of the traditional life of the Plains Indians.</p> <p><i>e.g. Examines part played by railroads and some of these factors: government, broken treaties, discovery of gold, army, killing buffalo, concept of Manifest Destiny, impact of reservations.</i></p> <p>Reserve top of level for answers which evaluate the relative importance of the factors.</p> <p>Writing communicates ideas effectively, using a range of historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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	Students 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	Students 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	Students 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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2C: Life in Germany, c1919–c1945

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB02/2C

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: A photograph of a Hitler Youth rally at Nuremberg in 1933.



(© Stapleton Collection/CORBIS)

1 What can you learn from Source A about the appeal of the Nazi party in the 1930s?

(4)

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(Total for Question 1 = 4 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

3 Why was the Weimar Republic unpopular in the years 1919–23?

(12)

You may use the following in your answer and any other information of your own.

- 1919: Treaty of Versailles
- 1920: The Kapp Putsch
- 1923: Hyperinflation

(Total for Question 3 = 12 marks)

OR

4 Why was the Weimar Republic able to survive in the years 1924–29?

(12)

You may use the following in your answer and any other information of your own.

- November 1923: Rentenmark issued
- 1924: Dawes Plan
- 1929: Young Plan

(Total for Question 4 = 12 marks)



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

Spelling, punctuation and grammar will be assessed in *(b).

EITHER

5 (a) Describe the ways in which the Nazi party was able to win support from different groups in Germany in the years 1929–32. (9)

* (b) Why was Hitler able to gain complete power in governing Germany in the years 1933–34? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- In January 1933 a coalition government with Hitler as Chancellor was formed.
- In February 1933 a Dutch Communist was arrested and charged with setting fire to the Reichstag.
- In August 1934 President Hindenburg died.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 29 marks)

OR

6 (a) Describe the role played by women in the Nazi state in the years 1933–45. (9)

* (b) In what ways did the Nazi treatment of Jews change in the years 1933–39? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- 1933: One day boycott of Jewish shops
- 1935: Nuremberg Laws passed
- 1938: Kristallnacht

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 6 = 29 marks)



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Mark Scheme

Sample Assessment Material

GCSE History B (5HB02/2C)
Unit 2: Schools History Project
Depth Study
Option 2C: Life in Germany,
c1919-c1945

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Sample Assessment Material

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- 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.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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		What can you learn from Source A about the appeal of the Nazi party in the 1930s? Target: comprehension and inference from sources (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant comment. <i>e.g. A lot of young people belonged; they had banners/uniforms.</i>
2	3-4	Developed statement An inference is drawn and supported from the source. <i>e.g. They used publicity (rally/photo); they looked powerful (numbers/uniforms).</i>

Question Number		
2		<p>The boxes below show two groups.</p> <p>Choose one and explain the importance of that group's work for the success of the Nazi party.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The SA 1923-34 (Brown shirts)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The SS 1934-45</div> </div> <p>Target: recall; significance of individual group (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statement(s) with little specific content. Comments are unsupported statements which could apply to either group.</p> <p>OR</p> <p>Makes unsupported statements about the importance of one group</p> <p><i>e.g. They were Hitler's private army; they threatened people; fought the Communists; ran the concentration camps.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of the group. Student offers a narrative on the period given or a description of the activities of the group.</p> <p><i>e.g. SA involved in Munich Putsch, broke up meetings, bullied people, attacked Jews; SS destroyed the SA, crushed opposition in Germany and occupied areas, controlled police, ran camps.</i></p>
3	7-9	<p>The focus is on the significance of the group. Student will examine the work done and explain its importance to the Nazi party.</p> <p><i>e.g. SA instrumental in Hitler's rise to power: dealt with opponents, ensured election victories; SS most ardent supporters of Hitler and enabled him to maintain total control: arrest without trial, feared, responsible for concentration and extermination camps.</i></p>

Question Number		
3		Why was the Weimar Republic unpopular in the years 1919–23? Target: recall; cause and consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge. Student states example(s) without development</p> <p><i>e.g. They signed the Treaty of Versailles; there were uprisings; money became worthless.</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of the bullet points without development.</p>
2	5-8	<p>Statements developed with support from material which is mostly accurate and relevant. Student gives narrative of events in the period stated or describes event(s) given in stimulus. Unpopularity asserted but not examined.</p> <p><i>e.g. Details of terms of the Treaty of Versailles; account of events of 1923.</i></p> <p>Reserve top of level for quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail. Student shows how specific events or issues created unpopularity.</p> <p><i>e.g. Called November criminals for signing armistice; groups upset by Treaty of Versailles, economic crisis, occupation of Ruhr; unpopularity demonstrated in series of putsches.</i></p> <p>Reserve top of level for range of factors explored or links between the factors shown.</p>

Question Number		
4		Why was the Weimar Republic able to survive in the years 1924-29? Target: recall; cause and consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	Simple statement(s) showing some relevant knowledge. Student states example(s) without development. <i>e.g. A new currency was made; America lent it money.</i> Reserve top of level for answers which state more than one reason. N.B. Do not credit repetition of the bullet points without development.
2	5-8	Statements developed with support from material which is mostly accurate and relevant. Student gives narrative of events of period stated or describes work of Stresemann. <i>e.g. Describes the introduction of the Rentenmark and the Dawes Plan.</i> Reserve top of level for quality of supporting detail.
3	9-12	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material. <i>e.g. Shows how selected aspects lead to greater prosperity or stability, e.g. Stresemann's economic achievements: stabilised currency, reduced reparations, gained loans from USA; Stresemann's success in restoring international status: joined League of Nations.</i> Reserve top of level for factors explored or links between the factors shown.

Question Number		
5 (a)		Describe the ways in which the Nazi party was able to win support from different groups in Germany in the years 1929–32. Target: recall; understanding of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. Held rallies/meetings; used propaganda; threatened people; they appealed to the unemployed.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements developed with support from material which is mostly accurate and relevant. Student narrates events in period or describes Nazi methods to win votes. <i>e.g. Describes Wall Street Crash; work of Goebbels: films, radio, posters, etc; use of threats; promises made.</i> Reserve top of level for the depth and range of supporting details 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 material. Student examines methods used and links to support from specific groups. <i>e.g. Appeal from display of discipline/anti-communism/ blaming Jews/anti-trade unions attracted industrialists and middle class; promise of jobs and soup kitchens attracted unemployed; Hitler's charisma attracted women voters.</i> Reserve top of level for depth of answer in context of Germany in the years 1929-32.

Question Number		
5 (b)		<p>Why was Hitler able to gain complete power in governing Germany in the years 1933-34? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on events from the period given.</p> <p><i>e.g. The Enabling Act was passed; the Communist party was banned; Hitler declared himself Fuhrer.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Statements developed with support from material which is mostly accurate and relevant.</p> <p>Student narrates events of 1933-34 or describes a key event.</p> <p><i>e.g. description of Reichstag Fire/night of the Long Knives.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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 student spells, punctuates and uses the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</p> <p>Student identifies some of the key factors/events which helped Hitler gain power and explains these.</p> <p><i>e.g. the use made of the Reichstag Fire; the impact of the Enabling Act; role of the SS; weakness of opposition.</i></p>

		Reserve top of level for depth and range of answer. Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
QWC i-ii-iii		
4	13-16	The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material. Student shows understanding of the means by which Hitler's power grew in historical context. Considers a wide range of factors/events which brought Hitler to complete power and evaluates their impact. <i>e.g. Examines extent of power at beginning of 1933; includes part played by individuals; Hitler's behaviour; increased power of SS.</i> Reserve top of level for answers which can show the interaction of factors allowing Hitler to gain complete power. Writing communicates ideas effectively, using a range of historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
QWC i-ii-iii		
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	Students 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	Students 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	Students 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 role played by women in the Nazi state in the years 1933–45. Target: recall; understanding of key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. Were expected to be mothers; stayed at home/worked in factories in wartime; not supposed to wear makeup/perm hair.</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements developed with support from material which is mostly accurate and relevant. Describes the Nazi ideal of women’s role as wives and mothers: ‘Kinder, Kuche, Kirche’ and may refer to exclusion from workplace. <i>e.g. Marry Aryan; rewards for motherhood; education and Youth Groups for girls; discouraged from working.</i> Reserve top of level for depth and range of supporting details 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 material. Student examines a range of aspects of women’s life and recognises changes in their role during the period. <i>e.g. Demands of war changed their role: in 1937 a ‘duty year’ of service for the state; had to work in factories; need to have children more important than ideal family.</i> Reserve top of level for depth of answer in context of Nazi Germany.

Question Number		
6 (b)		<p>In what ways did the Nazi treatment of Jews change in the years 1933-39? Explain your answer.</p> <p>Target: recall; analysis of factors within an historical context (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on action taken against the Jews.</p> <p><i>e.g. The Nuremberg Laws stopped gentiles marrying Jews; Jews were discriminated against; Jewish shops were attacked; they were put in concentration camps.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Statements developed with support from material which is mostly accurate and relevant.</p> <p>Student narrates treatment of Jews in the period given or describes a key event.</p> <p><i>e.g. Describes concentration camps; describes propaganda used/discrimination in school; details the laws passed.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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 student spells, punctuates and uses the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</p> <p>Student identifies some of the types of discriminatory treatment inflicted on the Jews and explains the increasing severity of persecution.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Examines the methods and nature of propaganda; discrimination; persecution; Kristallnacht; concentration camps.</i></p> <p>Reserve top of level for depth and range of answer.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student analyses the stages by which discrimination and persecution escalated.</p> <p><i>e.g. Shows the significance of legislative discrimination (Nuremberg); escalating violence (Kristallnacht); emigration.</i></p> <p>Reserve top of level for answers which can show extent of change by comparing the treatment of the Jews at beginning and end of period given.</p> <p>Writing communicates ideas effectively, using a range of historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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	Students 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	Students 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	Students 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.