

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1336 A1)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question 1

Question Number		What can you learn from these sources about the reasons why some people opposed the building of railways in Britain? Target
1 (a)		Comprehension and inference from sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from sources <i>e.g. smoke, dangerous</i>
2	3-4	Developed statement about opposition taking information from at least two sources or makes an inference supported from one source <i>e.g. unpopular with gentlemen; farmers worried (A & B)</i>
3	5	Analysis, making inference(s) based on use of at least two sources in combination <i>e.g. fear of something new; concern for property</i>

Question Number		Use your own knowledge to explain the part played by the navvies in the building of the railways in Britain. Target
1 (b)		Recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s) supported by some valid knowledge about navvies <i>e.g. they built the railways; people were frightened of them.</i>
2	3-5	Developed statement(s) supported by relevant knowledge <i>e.g. describes the work/life of the navvies/ the kind of people they were.</i>
3	6-8	Analysis supported by appropriately selected knowledge <i>e.g. examines the role of the navvies in the construction of railways; considers the impact of large numbers of itinerant workers.</i>

Question Number		Explain how the railways changed the lives of working people.
		Target
1 (c) (i)		Recall; causation and consequence(AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple valid statement(s) supported by some knowledge <i>e.g. more jobs available; people could travel; fresh food available; have holidays.</i>
2	5-8	Developed statement(s) supported by relevant knowledge about the impact of railways <i>e.g. details jobs created; describes practical benefits for working people.</i> Asserts these are changes.
3	9-12	Analysis supported by specific knowledge to demonstrate the changes made <i>e.g. examines changes in employment OR improved living conditions: education/knowledge spread; political awareness.</i>

Question Number		Why were railways important for the economy of Britain?
		Target
1 (c) (ii)		Recall; causation and consequence(AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple valid statement(s) supported by some knowledge <i>e.g. railways were faster; could carry heavy/fragile goods.</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. describes ways in which railways were used by industry; details demand for coal, iron, labour.</i>
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate impact on the economy <i>e.g. considers investment and profits; exports; demonstrates growth of industry; impact of higher employment on demand for goods.</i>

Question 2

Question Number		<p>Was the New Poor Law system of 1834 a success? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • By 1838, 575 Poor Law Unions had been set up, each with an elected Board of Guardians. • The cost of Poor Relief fell from £6,758,000 in 1833 to £4,773,000 in 1843. • In 1845 conditions in the Andover Workhouse were investigated. <p>Target</p>
2		<p>Recall: analysis of cause and consequence (AO1)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple valid statement(s) supported by some knowledge of Poor Law <i>e.g. workhouses were built; the rate payers were pleased.</i></p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately</p>
2	5-8	<p>Developed statement(s) supported by knowledge relevant to New Poor Law <i>e.g. describes Old/New system of poor relief; describes conditions in workhouses.</i> May assert success/failure.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge <i>e.g. considers reactions to workhouses; examines differences in North and South of Britain; demonstrates changes from Old Poor Law systems.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.</p>
4	13-15	<p>Sustained judgement on success of New Poor Law supported by precisely selected knowledge <i>e.g. evaluates impact on costs/removing faults of old system/dealing with poverty; considers extent of implementation and how long system lasted.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p>

Question 3

Question Number		<p>Why did the demand for electoral reform increase in the years 1815-32? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Only 1 in 10 adult men had the right to vote. • The Birmingham Political Union was formed in 1830. • Swing Riots took place in 1830-31. <p>Target</p>
3		<p>Recall; causation and motivation (AO10)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) supported by some knowledge from the correct period <i>e.g. voting system unfair; only rich had power.</i></p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement(s) supported by knowledge relevant to period stated <i>e.g. describes electoral system before 1832; details changes wanted; offers narrative of period.</i> States that change wanted.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge from the period <i>e.g. demonstrates specific demands for reform from groups or new industrial towns; considers nature of demonstrations in period; examines reactions of authorities to demands for reform</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.</p>
4	13-15	<p>Sustained argument supported by precisely selected knowledge of demand for reform in the context of the given period. <i>e.g. evaluates increasing numbers of reforming groups/newspapers; examines impact of events/demonstrations during the period; considers influence of events in Europe (revolutions) and Britain (urbanisation, cholera, poverty, unemployment).</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p>

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