

# ResultsPlus

Examiners' Report  
June 2011

GCSE History 5HB02 2A

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## Introduction

Nearly all candidates completed all the necessary questions and were within the rubric of this examination paper. There were very few blank spaces, and responses were frequently directed to the actual focus and thrust of the set question. There were some very strong and detailed responses which showed clear skills of selection and deployment of relevant knowledge and the ability to write a sustained analysis and reach a judgement in the 5b and 6b questions. Further, there seemed to be a noticeable reduction in the number of candidates who had failed to attempt the final (and highest scoring) question which would indicate that candidates timed themselves better to complete the entire examination paper, beginning with the highest marked answer at the beginning of the examination.

The following has been mentioned in previous reports but it is worth reminding centres and also being mindful of schools which may be new to this specification. Stimulus material is always provided for questions 3, 4, 5b and 6b. In this particular examination paper bullet points were used. Centres should note that in some examination series the stimulus material may take the form of a visual stimulus, a graph or a short piece of continuous prose. There are examples of questions with stimulus other than bullet points in the second set of Specimen Assessment Materials which are on the main Edexcel website for GCSE History B. The stimulus material is offered as a prompt to students of some of the main issues and the chronological time span for the particular question set. The stimulus material does not have to be used at all and this is often the case with the highest scoring responses. Conversely students should not rely on the stimulus material alone or simply rewrite or describe the provided material in their own words – both of which will invariably give a low scoring response.

## Question 1

The strongest responses tended to launch in to the answer immediately by addressing the question with 'I can tell that', 'I can infer', 'from this source'. These candidates then supported a valid inference with explicit reference to the source. These well-focused responses often included comments on clocks and standardised time, employment opportunities, the grandeur of the building, pride in building stations and the wealthy travelling. A significant number of candidates limited the level and mark that could be awarded by demonstrating sound subject and often impressive knowledge of the impact of railways but without any reference to the source at all. Centres are reminded that on this question it is only necessary for candidates to give one well supported inference from the provided source to score full marks. Some weaker candidates wrote about railways in general or even wrote about their own opinions on the condition of railways in Britain today or about their local railway station.

1 What can you learn from Source A about the impact of the railways in Britain?

(4)

From source A there are many things that you can learn about railways. You can <sup>learn</sup> ~~see~~ that people took great pride in the railways from how extravagantly <sup>the station is</sup> ~~this~~ decorated, for example the grand clocks and the fact that the station is clean and elegant looking. As you can also see in the picture people have carts full of luggage which shows that trains had become <sup>one of</sup> the main sources of transporting goods/belongings as well as people. From the ~~same~~ amount of people in the station you can see that a lot of people relied on trains and that they had become very popular to the modern day society.

(Total for Question 1 = 4 marks)



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The candidate response shown is an example of Level 2 work. The response supports a valid inference with details from the source provided.

## Question 2

The problem of divided leadership for the Chartist movement was answered by more candidates than government opposition. Level 3 answers were focused on the impact that this division had on the Chartist movement such as the breakdown of the 1839 convention and how O'Connor's views deterred some from joining the movement. Level 2 answers identified and named the two main leaders and described what they stood for. Those candidates that chose government opposition frequently reached Level 3 by giving details for example of the Newport Rising and the government's reaction to the Chartist rally in Kennington. Lower scoring answers often gave a rote learnt list of the aims of the Chartist movement or described, often at great length, the reasons for the movement's failure. A few candidates misread the question and wrote their personal views on charities.

2 The boxes below show two problems the Chartists had.

Choose **one** and explain what effect it had on the Chartist movement.

(9)

Divided leadership

Opposition from the government

One of the main problems for the Chartists in the nineteenth century was the opposition from the government. Not only did they reject the Charter that was drawn up by William Lovett and Pease they set out to strike fear amongst them.

The Chartists wished to pass six points written up in the Charter and wanted to strike if they were not accepted. However when the first petition was given to ~~the~~ the House of Commons it was rejected and the group but the group cancelled the strike. Instead they formed rallies with speakers to persuade people to join the cause such as Henry Hunt who ~~was~~ was arrested at St. Peter's Field and transported to ~~the~~ out of the country. This was because the government feared that people would revolt against Parliament and so they tried to put fear into the Chartist groups to make them decrease in numbers.

A second petition was given to the House of Commons but it was again rejected without looking at it. This disheartened some Chartists but the fight still went on. They reacted to the government by unplugging the boilers in factories and known as the 'plug riots' ~~but~~ hoping to get a change of mind but the government still refused to change.

A third petition was given to ~~Parliament~~ the House of Commons being claimed to have six million signatures by Fergus O'Connor. ~~The government~~ They looked deeply into the petition as the fear of a revolution was threatening them but was again rejected as they found that many of the signatures were forgeries of the Queen and the name 'Pig-Nose' came up several times. This then ~~was~~ broke the Chartist movement but was still an influence on other groups looking for reform in the government.

Overall, the opposition from the government broke down the Chartist movement ~~the~~ through fear and rejection, disheartening some and imprisoning others.



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Examiner Comments

The example shown is a response which focuses on the difficulties facing the Chartists because of opposition from the government. It has specific and relevant details for a question which has no stimulus material. It is a high level 3 answer.

### Question 3

Level 3 answers often had secure contextual knowledge. Details from candidates on Ireland tended to be more secure than on Scotland with secure knowledge on the potato famine as well as wider issues regarding Irish landlords and farming problems in Ireland in general. Most candidates were able to explain migration to England as a "pull factor" which often went beyond the railways to include wider aspects of industrialisation and the consequent specific employment opportunities. Some candidates offered details on the wider context at the end of the Napoleonic Wars and the reasons for the growth of specific towns such as Liverpool and Leeds. Level 2 responses often described living conditions in industrial cities or the reputation and work of gangs of railway navvies. Level 1 candidates wrote simple statements about "getting jobs" and "because they were poor." Some candidates felt that many migrated to England for a better social life and to have "more things to do."

Indicate which question you are answering by marking a cross  in the box.

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

there were various "push" and "pull" factors that resulted in the migrations throughout 1815-1851 time periods. ~~and then~~ "push" factors ~~are~~ are things that pushed people away from living in Scotland and Ireland, and "pull" factors are things that drove people to live elsewhere.

The ~~first~~ "push" factors for the migration included the potato famine. The potato in Ireland was the main source for food. In the 1815-1851 time period a disease spread that destroyed the potato harvests in Ireland causing many to go hungry and starve in Ireland. Another "push" factor was the first 'highland clearances' in Scotland. Landowners and land lords kicked their tenants out as to make space for sheep breeding or animals ~~breeding~~ <sup>breeding</sup> as it brought more money than having tenants. The land lords even went as far as to burn the houses down after the tenants have moved out so they were unable to come back again.

Thirdly, the concept of jobs with decent wages acted as a 'push' factor in both Ireland and Scotland. The jobs there didn't pay as much as they would in Britain and also the over population did not help in finding decent paying jobs as they would almost always have been taken already.

Over population was a big thing in Ireland and Scotland as it also affected living conditions as people were forced to rent small houses (or even rooms) to ensure they atleast have a roof over their heads and some where to sleep.

All these factors pushed people away from Ireland and then things from ~~there~~ <sup>England</sup> "pulled" people to migrate there.

England  
in ~~there~~ there were 'pull' factors that drove people to move to there from Scotland and Ireland, a big 'pull' factor for Britain was that the jobs there were thought to bring more opportunities to the working class man with a good, decent pay. Round 1825 onwards, railways were needed to build railways which became a huge employer for the working class citizens in those times. When you would look at the overpopulation in Scotland and Ireland, which led to a decrease in job opportunities, then look at England which had an all new railway system that acted as a huge employer in England working class would choose the latter in such times.

A second 'pull' factor for England was again its opportunities that is shown via pamphlets and newspapers which caught the poorer classes eyes. The more opportunities the more ~~there~~ chance they had in living a stable and more peaceful life style.

A last 'pull' factor for England was the population as it wasn't as crowded as ~~the~~ Ireland and Scotland was and so again allowed a lot more opportunities for everyone to take advantage of.

Scotland and Ireland had many pushing factors that caused people to want to migrate away from Ireland and Scotland. England gave factors that gave answers to those problems that Ireland and Scotland faced, which made it seem like a more logical place to migrate to as it was more secure an environment for working class and other classes in difficult cases.



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This response focuses on the set question and is able to support the factors identified with sufficient accurate and relevant details. It is a high level 3 answer.

## Question 4

Level 3 responses demonstrated a wide range of reasons for dissatisfaction with the 1832 Reform Act and some linked this to formation of the Chartist movement.

Some of these responses moved beyond just working-class dissatisfaction by including other groups and even those who felt parliamentary reform had gone too far. These responses clearly had secure, and in many cases excellent, contextual knowledge. Level 2 responses often narrated the passing of the 1832 Reform Act or listed its terms. In level 1 there were general statements about elections. Some candidates wrote mistakenly about the 1834 Poor Law Amendment Act, some wrote about Chartism as a movement which existed before the 1832 Reform Act and there was the occasional description of the suffragette movement.

Indicate which question you are answering by marking a cross  in the box.  
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

Before 1832, there were many problems with the Parliamentary Electoral System. For example, MPs were unpaid so only wealthy people could become MPs, candidates at elections used bribery - sometimes voters gave their votes to the highest bidder, some landowners were so influential that there were uncontested elections and boroughs known as pocket boroughs - the landowner had some sort of economic power over the voters. Not everyone was eligible to vote - you had to have a property worth 40 shillings a year in rent, and there were more than half of the boroughs had fewer than 600 voters - they were known as rotten boroughs. For example, Dunwich was flooded by the sea, yet still had two MPs!

The aim of the 1832 Reform Act was to redistribute seats and extend the franchise. And to some extent it was effective. For example, new MPs were made and given to mostly the Industrial Towns in the North, that had formerly had no MPs. Small boroughs had one MP removed, and very small boroughs had both MPs removed. This ~~was~~ was to prevent boroughs from being rotten and to give a more representative voice to the people of Britain.

Also, the number of voters did increase from 400,000 to 650,000 - the in towns you had to pay £10 a year in rent in order to vote. This shifted the balance towards the middle class in the House of Commons, which many people were pleased about.

However, for some, particularly the working class, the Reform Act

was disappointing. Whilst the middle class had got the vote, they had not. ~~Whilst more MPs had been created~~ Whilst seats had been redistributed, the constituencies were not equal, and MPs remained unpaid - many many were still very influential. This is shown \*

There was also no secret ballot, which meant that physical intimidation and bribes could still take place. ~~But although the number of voters had increased~~ 5% more constituencies held uncontested elections than previously, inferring that landowners were more influential than before, giving basis to their disappointment.

Although the number of voters had increased, only men in free men could vote. And the working class did not believe that the middle class shared their views and ideas - they felt that the Act did not do enough. Indeed, it seems that although it was a step in the right direction, it did not change a huge amount - it could have been so much more different, and made such a better change. The problems from before 1832 still existed, and the Act did not make the voting system fair.

\*by the statistic that there were fewer than 300 voters in 31 constituencies.



### ResultsPlus Examiner Comments

This candidate's response is a high level 3 answer. It has specific and accurate details and is focused on the set question.

## Question 5

In Part a) higher scoring candidates had a secure understanding of Shaftesbury's contribution to the reform of working conditions in mines and many also explained the limitations of his work and opposition to his work. These answers normally included reference to his visits to mines, the impact on public opinion, the 1842 Mines and Collieries Act and his work as Chairman of the Commission. Level 2 responses were more general and were sometimes descriptions of working conditions in coal mines and how they were improved with little reference to Shaftesbury. Some candidates wrote irrelevant answers about factory conditions, confused Shaftesbury with Robert Owen or described "Earl" and his colleague "Shaftesbury."

In Part b) level 4 responses usually began with a brief but effective introduction setting up a line of argument either agreeing or disagreeing with the statement and then sustained this line of argument throughout their response to their conclusion. Often the best responses recognised and explained that the 1834 Poor Law Amendment Act was equally not fit for purpose and were able to highlight its weaknesses. Level 3 answers generally argued about the success of the new system acting as a deterrent. Answers in Level 2 invariably described conditions in workhouses or narrated the role of Chadwick. In Level 1 candidates normally made simple statements such as "it saved money" and "more people went into workhouses."

Indicate which question you are answering by marking a cross  in the box.  
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

(a) ~~Shaftesbury~~ Earl Shaftesbury had learnt from previous experience that showing people what conditions were like for workers helped push acts to help them. This was because many people had no idea what happened in the industry work.

He asked parliament to set up ~~a~~<sup>an</sup> commission to enquire into working conditions in mines in 1840 and they agreed. Over two years they interviewed thousands of men and women and sent questionnaires to any mines they did not visit. They published the ~~report~~ Lord Shaftesbury himself went down into the mines. The report published in 1842 showed how bad the conditions were and the House of Commons agreed to the bill Lord Shaftesbury suggested. However many people, particularly mine owners said the report was emotional and very biased. Because of this the House of Lords did not agree to the bill. This could be said to be down to the fact that many of them were mine owners themselves.

working conditions even though he did not succeed. He also highlighted the need for change in the mines by showing ~~the~~ people the harsh, dark and dangerous conditions the miners were forced to work in.

\* Shaftesbury wanted to stop women and children going down the mines as he said it was too dangerous. <sup>He said:</sup> He presented

(a) continued) the information ~~so well~~ that the commission and himself had gathered so well that some of MPs ~~the~~ were said to have shed a tear. This emphasizes the work Shaftesbury did, ~~it~~ by showing people that change in the miners conditions was greatly needed.

(b) For the South this <sup>1834</sup> law proved to be reasonably effective. The years following proved had good harvests and so ~~the~~ poor relief was not needed greatly at this time. ~~The law also meant people were spending~~ The introduction of workhouses ~~so also meant that too people were claiming that were that had horrible conditions that feared also made people fearful of them~~

The introduction of more workhouses ~~also meant~~ that were given worst conditions that the poorest labourer outside ~~also made~~ people fear ~~as being~~ having to go to them. These <sup>reasons</sup> meant that less people claimed for poor relief and therefore less money was spent by the rate payers. This was an advantage to the rate payers and showed that the government had achieved one of the aims of the law and that the law was partially successful. For example the cost of poor relief fell by 2 million from 1831 to 1851.

However ~~the~~ in the Industrial North people suffered from cyclic ~~empt~~ unemployment. ~~When~~ <sup>When</sup> there was an industry slump many jobs were lost ~~but~~ however when the ~~ind~~ trade picked up again jobs were there were enough jobs <sup>for all</sup>. For this reason the new poor law didn't ~~for~~ fulfill the needs of the ~~that~~ industrial paupers who needed short term relief as opposed to the long term relief of a workhouse. ~~For~~ Because of this many Northerners saw the Poor Law of 1834 as unsuccessful and many protests followed the

((b) continued) introduction of the new law. We can tell protest was bad when parliament allowed some cities such as Leeds and Manchester to ignore the law and allow ~~some~~ some people to receive outdoor relief which they had originally discouraged. Because of this the old system continued to ~~mainly~~ be used in many cities and there was ~~not~~ not much significant change into the way poor relief was given. Some may say this proved that the ~~new~~ New poor law was unsuccessful as it failed to change the way poor relief was given in many parts of the country.

~~Another aim of~~ The aims of the ~~poor~~ 1834 Poor Law were uniformity and less eligibility. By grouping parishes into Unions ~~the government~~ Royal Commission; that was set up to enquire into the workings of the poor law; said that less money could be spent. For example 1,066 parishes made into 112 Unions needed less workhouses ~~between~~ being run between them meaning less money had to be spent. For many people, especially <sup>tax</sup>rate payers this was seen as a major success of the new poor law. This also meant that poor relief was given the same way throughout Britain.

((b) continued) This shows that the law failed to improve poor relief uniformly throughout the country and for this reason I believe it was mainly unsuccessful. However from the ~~cost of~~ figures showing the cost of poor relief for Britain decrease by £2 million ~~we can obviously see that~~ it does show that the poor law in some way was a success and for this reason I believe that the new poor law ~~had both positive and neg~~ did ~~have~~ <sup>provide</sup> some positive attributes to the system of poor relief.



### ResultsPlus Examiner Comments

This response is a clear level 3 answer for part a and level 4 for part b where the candidate uses specific and relevant details to write a sustained analysis which reaches a judgement.

## Question 6

In 6a Level 3 responses usually made clear references to both the Speenhamland and Roundsman systems, as well as details on workhouses, indoor and outdoor relief, the role of parishes and regional variations. Level 2 answers wrote in more general terms about poor relief before 1834. Level 1 responses were normally simple statements such as "they got money for the number of children they had" or "sent to workhouses." Some candidates mistakenly wrote about the 1834 Poor Law Amendment Act, the electoral system before 1832 or used it as an opportunity to describe their own personal views on how the poor should be dealt with.

In 6b Level 4 responses sustained an argument that weighed up the importance of the government in improving factory working conditions weighed up against the role of individuals such as Owen, Oastler and Shaftesbury. Many high level responses linked the factors or suggested that 'just' the government or 'just' individuals would be insufficient alone to improve working conditions in factories. Therefore there were some high-level 'multi-causal' responses which showed impressive ability in weighing up factors to reach a substantiated judgement. In Level 3 most candidates argued that the improvement in factory conditions was either clearly because of the government or because of individual reformers. In Level 2 most candidates listed and described a range of Factory Acts (often very precisely), described working conditions in factories at great length or described the work of individuals such as Owen or Shaftesbury. Level 1 statements were normally general answers such as "they worked less hours", "they got houses" or "children stopped working."

Indicate which question you are answering by marking a cross  in the box.  
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

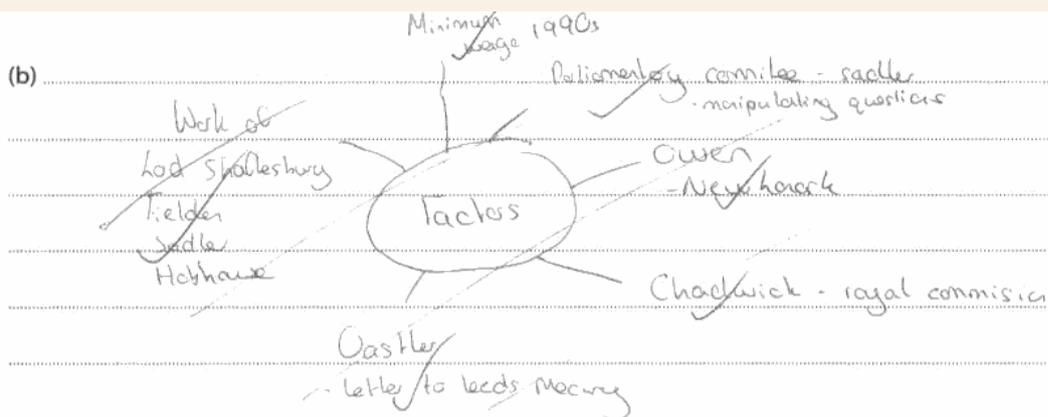
(a) Before the poor law ammendment act of 1834 the Old poor law existed this stated that the parish you were born in was responsible for taking care of you financially. This was done by the rich paying a certain amount of tax known as poor relief which would then be distributed to the pauper by an overseer.

However this system was becoming more and more unsuccessful due to the increase in poverty due to the Industrial Revolution and the other factors such as the French wars and the cholera epidemic of 1851. Therefore other systems were set up.

One example of this was the roundsman system. This was where <sup>able bodied</sup> the poor were given work cards which they could take to varying employers (usually farmers). Here they would be employed and in return the govern government paid half of the poor relief. However this was unsuccessful because the farmers paid ~~x~~ poor wages and so the poor were unwilling to work particularly as they already had an income and were therefore not required to work.

Another example is the Speenhamland system. This method was where the parishes paid the poor relief depending on the price of bread and the size of a family, i.e. the larger a family the more money they would receive and if the price of bread escalated so did the poor relief. However this proved unsuccessful because it became too expensive.

This led to the invention of the poor law amendment which was used a deterrent for the poor.



In some ways the role of the government was an important factor in improving working conditions in factories. This is because of the factory acts that were passed between 1833 and 1850 until finally shifts were banned and workers had a maximum day of 10 hours in factories and children were no longer able to work. However I believe that it was not only because of varying factors which meant this happened.

One example of this is Owen who owned the New Lanark mills.

He was a particularly decent and benevolent boss who ~~allowed~~ had maximum day of 10 <sup>under ten</sup> hours and a half hour as well as not employing children. Not only this but he also provided sick pay so his workers could still afford food when they were ill as well as education for the younger workers. This meant that they could learn to read and write and would no longer be illiterate so they had a more optimistic future and more of a chance to succeed in better paid jobs in later life.

Finally he had a cost price shop in his factory where he made no profit on the items sold. His attitude ~~proved to be~~ ~~proved~~ proved to the government that profit was not the only goal and other mill owners that profit

((b) continued) could still be made when the workers were treated well.

Another factor I believe was important was the work of Castle. By he wrote a letter to the Leeds Mercury stating that 'poverty had been made a crime' and saying that Britain was hypocritical because they cared more for black slaves abroad than about British white slaves of the mills and factories. This was very powerful and emotive because when he wrote it in 1830 the anti-slavery movement had begun. So it was intelligent timing on his part.

Owen, & Castle met and some MPs - Sadler, Fielden and Hobbhouse joined together to start the 10 hour movement. Sadler interviewed workers, employers and overseers in factories. He manipulated his ~~question~~ interview by giving weighted questions to give ~~his~~ the desired answers. This group succeeded and by doing so heightened awareness of factory conditions.\*

I think that because of the support of MPs and Earl Shaftesbury this group was more publicised and could use their power and wealth in its cause.

I believe that Chadwick also played a major role in changing conditions in factories as he <sup>had a</sup> high profile (from his work on public health) and could be trusted (as he didn't manipulate his answers). He chaired the Royal commission and stated 'that conditions were terrible and this was down to the employers' as well as 'it was necessary for the government to act'.

Additionally I believe that the development of railways also aided the improvement of working conditions as speakers could

((b) continued) traveled to spread the word of organisations and ~~conditions~~ describe the dire conditions of factories. As well as this national newspapers could publicise the work of individuals and groups such as the 10 hour movement so the general public could be notified.

In conclusion I believe that it was only with these factors combined that conditions began to improve between 1815 and 1851. Without the pressure of all of these I do not believe the government would have acted when they did and certainly not on their own as. Additionally only factories and mines were helped by the government dangerous jobs such as matchmaking were left unprotected. (Moreover the minimum wage did not come in until the 1990s.)

\* Their tactics were ingenious, in particular they focused on the treatment of young children to gain the sympathy of the masses. This was also a contributing factor.



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This example is clear level 3 for part a and level 4 for part b where the responses show sustained analysis to reach a judgement.

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