



**General Certificate of Education
January 2011**

History 1041

Unit HIS2S

Report on the Examination

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Unit HIS2S

Unit 2S: Liberal Democracies: Power to the People?

General Comments

All of the questions were attempted, but the majority chose Question 3 rather than Question 2. The sources proved to be accessible and the questions effectively discriminated. Overall, this proved to be a paper that differentiated well and the range of responses was consistent with what might be expected.

Question 1

- 01** The response to question 01 was encouraging. The majority of candidates were able to discuss differences and similarities in the context of 1831–1832. The better candidates were able to distinguish very clearly between working class and middle class aspirations, making use of their knowledge of the Birmingham Political Union and William Cobbett to demonstrate secure contextual understanding. Limited knowledge of this was, perhaps, the limiting factor in less developed responses.
- 02** This question, on the basis of own knowledge and integration of the sources, proved to offer candidates opportunity to write with confidence and assurance on this topic. A small number did not use both sources and own knowledge and, in general, answers were restricted by a lack of depth in explaining the key factors that were readily identified. The supporting ideas from Source 3, for example, were recognised, but not fully developed.

Question 2

Few candidates attempted this question with a tendency to offer descriptions of democracy; the better responses focused on the advantages of democracy, rather than attempting to show how it had evolved in the light of changes in Athenian society. Similarly few attempted 04. This was limited, as in previous papers, by limited knowledge of the changes in French society following the storming of the Bastille. However, it is fair to say that the legislation of 1789 should be well known.

Question 3

05 was approached with confidence by the vast majority of candidates. A variety of responses were made as candidates drew on a range of relevant developments in America in and before 1775. 06 produced a mixed response. Information and understanding of this period was not as assured as it might be, yet it is an absolutely essential part of the specification and knowledge of government under the Articles is imperative.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.