



General Certificate of Education

History 1041

Specification

Unit HIS2P

Report on the Examination

2010 examination – January series

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Unit HIS2P

Unit 2P: The Campaign for African-American Civil Rights in the USA, 1950–1968

General Comments

There were no rubric errors. Most candidates attempted two questions although some did not finish. There were a number of outstanding answers on this paper which gained full marks.

Questions two and three were fairly evenly divided in terms of popularity. Some good contextual knowledge was displayed about Malcolm X in answers to Question 1. Also some answers remained unbalanced on the (b) parts of the question and so candidates did not get above Level 3.

Question 1

- (a) The best answers made direct comparisons between the two sources and were prepared to use contextual knowledge as support on Malcolm X. Most candidates were able to discuss the views in the sources. In better answers the differences were well developed and not just a juxtaposing of views. Balance needs to be struck between context and the use of the sources. Answers will not get out of Level 1 if the sources are ignored in favour of writing out own knowledge on the topic. Extent through showing similarity of view was sometimes well developed. However, just showing that the similarity is about the same or different person/event will not be rewarded because it is the view in the sources that is the focus of the question. Level 4 answers had a clear difference, similarity and contextual information in a balanced answer. Weaker answers asserted difference or similarity without actually using references from the sources. Quotation marks and/or reference to the source letter are very important.
- (b) The vast majority of candidates used some of the sources. Sometimes use was made of only one source which is not enough to get into Level 4 or 5. Candidates need to be very clear when they are referring to a source either through using the letter of the source or a direct quotation. Also actual use of the source is important as opposed to a very thin passing acknowledgement. Actual knowledge of Black Muslims was impressive in the best answers. Furthermore radicalism was explained and the period was in tight focus. Answers that did less well sometimes spent too long on background description of early Black Nationalism. Some candidates were a little confused about Malcolm X because they thought he gave up being a Muslim after leaving the Nation of Islam. Balanced arguments were well thought out and conditions in the Northern ghettos and disappointment with Civil Rights legislation brought out. The very weakest answers confused Martin Luther King as a radical and wanted to discuss the civil rights movement. Discrimination needs to be applied as to what information is contextual and what is actually irrelevant or much examination time is lost on a weak answer.

Question 2

- (a) This proved to be accessible. The best answers provided at least three relevant and supported reasons and were able to either provide a catalyst, most important reason or prioritise the reasons in a well-written conclusion. However, cause and consequence seemed to be confused here. Also it is simply not enough to write a description about

Rosa Parks and the events that took place to get into higher levels. Description will not get out of Level 2.

- (b) This was done really well by some candidates who realised that the question was about the 'desegregation of schools' as opposed to education in general. Better answers also realised that the James Meredith issue was outside of the time frame and not relevant to schools. The work of the NAACP and its focus on legal issues was well balanced with why it wasn't important and some excellent answers widened out the scope of the response. There were some inaccurate assertions re the NAACP which showed a lack of understanding such as the organisation having nothing to do with Little Rock or that they were led by Martin Luther King.

Question 3

- (a) This proved to be accessible. However, many candidates could not resist the temptation to merely describe events. The better responses provided three clear and supported reasons for going to Washington, often citing the fact it was the capital, media attention, engagement with whites, pressure for a Civil Rights Bill and so on. Often the reasons were well linked and even created an argument as to which reason was the most important. An explicit attempt to answer the question which is clearly written with support will get top marks in the level.
- (b) There was a wide range of responses to this question. Some candidates were very well prepared on the 'use of non violence'. Better responses provided a balanced answer. There was impressive detail on the early campaigns led by Martin Luther King which was set against failures in the Northern campaigns. Many candidates brought in other factors for 'gaining improved civil rights' such as the work of the President and the Supreme Court in this period. Weaker answers surprisingly did not understand what was meant by 'non violence' and referred to the violent actions of students during the sit-ins of the early 1960s. It is important to read the question carefully before beginning the answer. Also description of events will not be rewarded as highly as analysis.

Mark Ranges and Award of Grades

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