



## **General Certificate of Education**

# **History 1041**

## *Specification*

### **Unit HIS2P**

# **Report on the Examination**

## *2010 examination – June 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 very few rubric errors. Most candidates attempted two questions although some did not finish the paper. There were a number of outstanding answers on this paper gaining full marks. There were some timing issues where candidates spent too long on either Question 1 or the twelve marks answers. Some candidates are still not using the sources when answering Question 2 and this means they are limited to Level 2. Furthermore, some candidates are still only referring to one of the sources and so are limited to Level 3.

#### **Question 1**

- 01** The best answers made direct comparisons between the two sources and were prepared to use contextual knowledge as support on Malcolm X, Martin Luther King and the March on Washington. Some answers wrote far too much contextual knowledge and barely showed how the sources differed. This limits them to the bottom of Level 3. In order to get better marks candidates need to show how the sources differ and explain this. The main discriminator was those who could show that there was a similarity between the sources with regards to the view. Both sources indicated that there was some success even if Malcolm X was dismissive.
- 02** The vast majority of candidates used some of the sources. There were some very good answers which were able to examine the role of the media in the years 1963–1968. They balanced their responses by using both the sources and their own knowledge. Where candidates fell down was when they did not stay focused on the set dates of the question.

#### **Question 2**

- 03** This question proved to be reasonably accessible; however, there was a distinct lack of detail on the North. Many candidates knew little about 1950 and tried to turn this into a question on the South. Comments about ‘muddy lanes’ in Northern cities did not gain high marks. Also there was confusion about segregation in the North, especially with regards to schools.
- 04** Candidates were able to use information from prominent events such as the Montgomery Bus Boycott, Brown versus the Topeka Board of Education, Little Rock and Emmett Till to show how lives had not changed much for African Americans. The weakest aspect here was the focus on ‘considerably’ and where they did not link events to changes. There were also a few weak candidates who wanted to extend their answer into the 1960s.

### **Question 3**

- 05** Many candidates struggled to find three reasons for the Southern Manifesto being issued. Many missed the most obvious reason, that is, a desire to uphold segregation. The best answers connected the Southern Manifesto to Brown versus Topeka Board of Education, and to racist Democrats.
- 06** This was answered quite well although it was not as popular as Question 4. Some candidates knew sufficient about the Ku Klux Klan to balance the argument well. Surprisingly a few candidates chose this question without having any knowledge of the KKK. Many missed the obvious intimidation in the South during this period where they stopped African-Americans from voting,

### **Mark Ranges and Award of Grades**

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