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**Pearson Edexcel  
Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Option 2H.2: The USA, 1955–92: conformity and challenge**

Wednesday 25 May 2016 – Afternoon

**Time: 1 hour 30 minutes**

Paper Reference

**8HI0/2H**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Choose EITHER Option 2H.1 (Question 1) OR Option 2H.2 (Question 2),  
for which you have been prepared.

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Answer Question 1, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 7.**

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the impact of World War II on women?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 2 for an enquiry into the power of trade unions during the early 1940s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 1 = 20 marks)**

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Choose EITHER Option 2H.1 (Question 1) OR Option 2H.2 (Question 2),  
for which you have been prepared.

**Option 2H.2: The USA, 1955–92: conformity and challenge**

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the origins of the counter-culture movement in the United States in the 1960s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 4 for an enquiry into Martin Luther King's priorities in 1967?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**



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 1 ☒      Question 2 ☒

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(This is for part (b)) .....

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## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

EITHER

- 3 How accurate is it to say that racial intolerance was the most significant social problem of the 1920s in the United States?

(Total for Question 3 = 20 marks)

OR

- 4 How far were opponents of President Franklin D. Roosevelt successful in changing the course of the New Deal for the American people in the years 1933–41?

(Total for Question 4 = 20 marks)

OR

- 5 How accurate is it to say that the actions of the House Un-American Activities Committee (HUAC) in the years 1947–50 were the main reason for McCarthyism in the years 1950–54?

(Total for Question 5 = 20 marks)

### Option 2H.2: The USA, 1955–92: conformity and challenge

EITHER

- 6 How accurate is it to say that poverty remained a major feature of American society in the years 1955–64?

(Total for Question 6 = 20 marks)

OR

- 7 To what extent did Gerald Ford and Jimmy Carter create a new style of Presidential leadership?

(Total for Question 7 = 20 marks)

OR

- 8 How accurate is it to say that the Reagan Presidency during the years 1981–89 benefited only the rich?

(Total for Question 8 = 20 marks)

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Indicate which question you are answering by marking a cross . 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**       **Question 5**   
**Question 6**       **Question 7**       **Question 8**

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**TOTAL FOR SECTION B = 20 MARKS**  
**TOTAL FOR PAPER = 40 MARKS**



# Pearson Edexcel Level 3 GCE

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Paper Reference

**Sources Booklet**

**8HI0/2H**

**Do not return this booklet with the question paper.**

Turn over ►

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## Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

#### Source for use with Question 1a.

**Source 1:** From *What did you do in the War, Grandma?*, an oral history project conducted by students at South Kingstown High School, Rhode Island in the mid-1980s. Catherine Ott spoke about her experiences as a young woman during World War II.

Curtis Wright, the airplane factory, needed women to replace called-up engineers. They recruited ten from my college; I guess it was an honor, but I just thought of it as something different. We learned just the essentials like machine and airplane engine design and drafting. I went to work as an engineer's assistant, earning around \$40 a week. My father had been supporting a family of seven on just \$25 a week before the war. 5

Finally, I tried to get into the army. My parents were against it. They felt I could better spend my time practicing the piano and riding my bicycle. I got in the WACs\* in 1944. A lot of men still did not want women in the Army: 'A woman's place is at home.' They said all women were only there to keep the soldiers happy and all this type of propaganda. We tried to fight it by acting the way we were brought up but what really annoyed them was that women really did good jobs. The war was a great eye-opener to many men. 10

\* WAC – Women's Army Corps

#### Source for use with Question 1b.

**Source 2:** From *Labor's Giant Step* by Art Preis, published 1964. He was a union leader in the 1930s and 1940s. Here Preis is giving an eyewitness account of President Roosevelt's handling of two industrial disputes in 1941.

Inspired by the Roosevelt administration's strikebreaking intervention, local police made a violent assault on the picket line outside the Allis-Chalmers coal mine. Many were sickened and injured, but the line held and picketing continued. The union voted to end the strike when the company agreed to accept the very terms the union would have settled for at the beginning. 15

Two months later Roosevelt moved into the most violent phase of his anti-strike program, using federal troops to smash the picket lines of peaceful strikers at the North American Aviation plant in California. Their minimum wage was ten cents less than an unskilled laborer's relief wage on the WPA, far below the subsistence rate calculated by government agencies. With an army of 3,500 federal troops the United States government waged its first military action of World War II - on American soil. It was a campaign against American workers resisting hunger wages in order to open the plant in the interests of a so-called national emergency. 20  
25

## Option 2H.2: The USA, 1955–92: conformity and challenge

### Source for use with Question 2a.

**Source 3:** From *The Port Huron Statement*, published June 1962 by the Students for a Democratic Society, a prominent organisation in the American counter-culture movement. It was a declaration of principles composed mainly by their leader, Tom Hayden, a young journalist.

As we grew up, our comfortable lives were affected by troubling events. First, the Southern Civil Rights struggle against racial bigotry compelled most of us from silence to activism. Second, the Cold War, symbolized by the Bomb, brought awareness that we might die at any time. We began to see disturbing contradictions. The declaration 'all men are created equal\*' rang hollow before the facts of Negro life. The stated peaceful intentions of the USA contradicted its economic and military involvement in the Cold War. Nuclear energy provides power for whole cities yet it seems more likely to lead to unimaginable destruction. 5

We would replace power rooted in possession and privilege, by power rooted in love and creativity. All important decision-making should be carried out by public groupings and politics should bring people out of isolation and into community. 10

\*A phrase from the American Declaration of Independence

### Source for use with Question 2b.

**Source 4:** From *Beyond Vietnam – A Time to Break Silence*, a speech by Martin Luther King on 4 April 1967. It was delivered during the Vietnam War at the Riverside Church, near the United Nations headquarters in New York City.

As I have called for ending of the destruction of Vietnam, many have questioned my wisdom. 'Why are you speaking about the war, Dr. King? Peace and civil rights don't mix,' they say. 'Aren't you hurting the cause of your people?' And when I hear them, I am greatly saddened, for such questions mean that the inquirers have not really known my calling. Indeed, their questions suggest that they do not know the world in which they live. 15

We have been repeatedly faced with the cruel irony of watching Negro and white boys on TV as they kill and die together for a nation that has been unable to seat them together in the same schools. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent. I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the most violent nation in the world today – my own. I oppose the war in Vietnam because I love America. This war contradicts all that America stands for. 20 25

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