

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

History

Advanced

Unit 3

Option C: The United States: Challenged and Transformed

Monday 3 June 2013 – Morning

Time: 2 hours

Paper Reference

6HI03/C

You must have:

Sources Insert (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. Answer **one** question from Section A and **one** question from Section B on the topic 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 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The quality of your written communication will be assessed in **all** your responses
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

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

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PEARSON

6HI03/C – The United States: Challenged and Transformed

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

**You should start the answer to your chosen question in Section A on page 3.
Section B begins on page 11.**

C1 – The United States, 1820–77: A Disunited Nation?

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Why were the North and South able to avoid military conflict over the issue of slavery in the years 1820–50?

(Total for Question 1 = 30 marks)

OR

- 2** ‘Reconstruction (1865–77) served only Southern interests.’ How far do you agree with this view?

(Total for Question 2 = 30 marks)

C2 – The United States, 1917–54: Boom, Bust and Recovery

Answer EITHER Question 3 OR Question 4.

EITHER

- 3** ‘Prohibition’s successes outweighed its failures in the years 1920–33.’ How far do you agree with this view?

(Total for Question 3 = 30 marks)

OR

- 4** ‘Right-wing critics were more successful than left-wing opponents in challenging Roosevelt and the New Deal during the 1930s.’ How far do you agree with this view?

(Total for Question 4 = 30 marks)

TOTAL FOR SECTION A = 30 MARKS



SECTION A

Put a cross in the box indicating the first question you have chosen to answer .
If you change your mind, put a line through the box and then put a cross in another box .

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

Area with horizontal dotted lines for writing answers.



(Section A continued)

Handwriting practice area with 25 horizontal dotted lines.



(Section A continued)

Dotted lines for writing.



P 3 9 8 2 2 A 0 5 2 4

(Section A continued)

Dotted lines for writing.



P 3 9 8 2 2 A 0 7 2 4

(Section A continued)

Handwriting practice area with 25 horizontal dotted lines.



(Section A continued)

Dotted lines for writing.

TOTAL FOR SECTION A = 30 MARKS



SECTION B

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

You should start the answer to your chosen question in Section B on page 13.

C1 – The United States, 1820–77: A Disunited Nation?

Study the relevant sources in the Sources Insert.

Answer EITHER Question 5 OR Question 6.

EITHER

5 Use Sources 1, 2 and 3 and your own knowledge.

How far do you agree with the view that the main cause of the American Civil War was the North's 'passionate attachment to the Union' (Source 1, line 2)?

Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(Total for Question 5 = 40 marks)

OR

6 Use Sources 4, 5 and 6 and your own knowledge.

'The North won the American Civil War primarily because of its superior economic strength.' How far do you agree with this view?

Explain your answer, using the evidence of Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy.

(Total for Question 6 = 40 marks)



C2 – The United States, 1917–54: Boom, Bust and Recovery

**Study the relevant sources in the Sources Insert.
Answer EITHER Question 7 OR Question 8.**

EITHER

7 Use Sources 7, 8 and 9 and your own knowledge.

'The weakness of the American banking system was the main reason for the severity of the Depression in the USA in the years 1929–33.' How far do you agree with this opinion?

Explain your answer, using the evidence of Sources 7, 8 and 9 and your own knowledge of the issues related to this controversy.

(Total for Question 7 = 40 marks)

OR

8 Use Sources 10, 11 and 12 and your own knowledge.

How far do you agree with the view that, in the years 1933–39, the New Deal delivered relief but not recovery?

Explain your answer, using the evidence of Sources 10, 11 and 12 and your own knowledge of the issues related to this controversy.

(Total for Question 8 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS



SECTION B

Put a cross in the box indicating the second question you have chosen to answer ☒.
If you change your mind, put a line through the box ☒ and then put a cross in another box ☒.

Chosen Question Number:

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Area with horizontal dotted lines for writing answers.



(Section B continued)

A series of horizontal dotted lines for writing.



(Section B continued)

Ruled area for writing with horizontal dotted lines.



(Section B continued)

Ruled writing area with horizontal dotted lines.



(Section B continued)

Dotted lines for writing.



(Section B continued)

Ruled area for writing answers, consisting of 28 horizontal dotted lines.

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 70 MARKS



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Edexcel GCE

History

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Sources Insert – Section B

Paper Reference

6HI03/C

Do not return the insert with the question paper.

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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

C1 – The United States, 1820–77: A Disunited Nation?

Sources for use with Question 5

SOURCE 1

(From Maldwyn A. Jones, *The Limits of Liberty: American History 1607–1980*, published 1983)

- 1 How does one account for the North's vehement refusal to agree to secession, its passionate attachment to the Union, its willingness to make war in order to preserve the country's territorial integrity? Economic motives no doubt played a part. An independent Confederacy would rob Northern manufacturers of a
- 5 profitable Southern market, deprive Northern ship-owners and merchants of their control of Southern trade and impose customs barriers to the free transit of Middle Western produce down the Mississippi. But infinitely more important was the fact that secession challenged the idea of American nationalism as most Northerners had come to understand it. They had learned to identify the Union with liberty
- 10 and democracy and to feel that its continuance was crucial. On both sides, in fact, nationalism was the central issue of the struggle. While the South contended for separate nationhood in order to maintain its distinctive way of life, the North fought to preserve the ideals the Union had come to symbolise.

SOURCE 2

(From W. R. Brock, *The Character of American History*, published 1965)

- 15 The initiative passed to the state of South Carolina where the secessionists were at their most uncompromising. For them, the hour had arrived: could South Carolina endure the rule of a Northern President and of a Northern majority elected upon a programme of hostility to slavery? One factor which distinguished the situation of 1860 was the near certainty that other states of the lower South would follow the initiative of South Carolina. This expectation was fulfilled; when the convention
- 20 in South Carolina unanimously decided to secede from the Union, six other states followed suit and, in early 1861, created the Confederate States of America. The fact of secession created a new situation. Once it had taken place the argument was now about the character and destiny of the United States.

SOURCE 3

(From Richard H. Sewell, *A House Divided: Sectionalism and Civil War, 1848–1865*, published 1988)

- 25 Lincoln's election itself, independent of the policies he and his party might have pursued, represented an assault on the honour and well-being of the South. By electing a candidate pledged to slavery's destruction, the northern majority had grossly insulted the South and proclaimed its determination to make slaves of southern whites. To proud Southerners, the voters' verdict amounted to a declaration of war against their property and against the supremacy of the 'white
- 30 race'. Furthermore, Lincoln would be the *first* Republican president and history offered no reassurances concerning his probable behaviour in office.

C1 – The United States, 1820–77: A Disunited Nation?

Sources for use with Question 6

SOURCE 4

(From David Reynolds, *America, Empire of Liberty: A New History*, published 2009)

The North had more than double the population of the South – 22 million to 9 million – and it was home to four-fifths of America’s industry. Its war effort was almost self-sustaining, whereas the South relied heavily on imports from Europe and the Northern blockade had begun to bite. The South paid for the war by printing money, which fuelled roaring inflation, whereas the North, with its more developed financial and banking systems, imposed the first income tax in US history, issued the first paper currency and created what became a Board of Internal Revenue. These innovations enabled the north to endure the conflict with only 80 per cent inflation. In the South, however, the Confederate government never established that kind of control. President Davis could not get the Southern states to pull together in a common war effort. And so, in the South, economy and finance fell apart.

SOURCE 5

(From Peter Batty and Peter J. Parish, *The Divided Union: A Concise History of the American Civil War*, published 2009)

Localism was a powerful force in the South and many citizens gave their loyalty more naturally and easily to the state governments than to the newly-created remote government in Richmond, which seemed to impose itself disagreeably on their lives. State governors knew how to play on such feelings. Governor Joseph Brown of Georgia, for example, enabled 10,000 of his citizens to avoid the draft by making them second lieutenants in the state militia. Later in the war, when Lee’s soldiers were barefoot, in rags, and cold at night, the North Carolina governor, Zebulon Vance, was hoarding for his state militia nearly 100,000 uniforms as well as countless blankets and shoes.

SOURCE 6

(From James M. McPherson, *Battle Cry of Freedom: The American Civil War*, published 1990)

In Beauregard, Lee and Jackson, the South had more able military commanders during the first year or two of the war, while Jefferson Davis was better qualified by training and experience than Lincoln to lead a nation at war. But Lee’s strategic vision was limited to the Virginia fighting front, and the Confederate government neglected the West. In the West, Union armies developed a strategic plan and had the generals to carry it out. Southern forces floundered under incompetent commanders who lost the war in the West. By 1863, Lincoln’s remarkable abilities gave him a wide edge over Davis as a war leader, while in Grant and Sherman, the North acquired commanders with a concept of total war and the necessary determination to make it succeed.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

C2 – The United States, 1917–54: Boom, Bust and Recovery

Sources for use with Question 7

SOURCE 7

(From Hugh Brogan, *The Longman History of the United States of America*, published 1999)

- 1 We have to turn to the financial system to understand the economic crisis of 1929–33. The banking system, in spite of the Federal Reserve System, was still a ramshackle affair. The vast wealth of cash and credit, which the American industrial machine generated, was dispersed into thousands of small amateurishly
5 managed and largely unsupervised banks and brokerage houses instead of being used to strengthen the central banks so they could, in time of trouble, come to the rescue of their weaker partners. Each state had many banks which were essentially isolated and unable to help each other. Even under President Coolidge, there were over 600 bank failures a year. Nor were there effective means for ensuring
10 that bankers or stockbrokers were honest. Many were not, and many were idiots. Incompetent bankers and stockbrokers advised their ignorant but greedy clients to buy shares in almost anything – and they did so themselves.

SOURCE 8

(From James T. Patterson, *America in the Twentieth Century*, published 2000)

- One cause of the Depression was severe international economic instability. The First World War had left England and France heavily in debt to America, which insisted
15 on repayment of its loans. But the Allies, even after squeezing Germany, were hard pressed to pay. Until 1928 American investors helped prevent catastrophe by pouring loans into Germany. By 1929, however, many of them found the domestic possibilities on the US stock market more attractive than European investments. So they began to speculate heavily at home. As Europe's financial institutions
20 began to weaken, investors sought safer places for their money. By September 1931 these forces led to the devaluation of the English pound and the collapse of Austria's central bank. Frightening withdrawals from banks then followed. In the US, 3,800 banks failed in the years 1931–32.

SOURCE 9

(From Eric Hobsbawm, *Age of Extremes: The Short Twentieth Century*, published 1994)

- The foundations of the prosperity of the 1920s in the USA were weak. Farming was
25 virtually already in depression, and money wages were not rising dramatically, and were actually stagnant in the last years of the boom. With wages lagging, profits rose significantly and the prosperous got a larger slice of the national cake. But as mass demand could not keep pace with the rapidly increasing productivity of the industrial system, the result was over-production and speculation. This, in turn,
30 triggered off the collapse. When the collapse came, it was all the more drastic in the USA because a lagging expansion of demand had been beefed up by an enormous expansion of consumer credit.

C2 – The United States, 1917–54: Boom, Bust and Recovery

Sources for use with Question 8

SOURCE 10

(From Donald R. McCoy, *Coming of Age: The United States during the 1920s and 1930s*, published 1973)

The New Deal's greatest success was in the area of relief. Employing numerous alphabetical agencies, the administration brought relief to most of the destitute and jobless. This endeavour was later supplemented by the Social Security Act. Yet despite the scope of the New Deal's relief programme, not everyone was taken care of. There was never sufficient money available, and even those on relief seldom received enough to satisfy more than their basic needs. The results of the administration's recovery programmes were dismal. Personal income in the US totalled only \$72,900 million in 1939, compared with \$85,800 million in 1929, although the population had increased by over 9 million. Almost 9.5 million people (17.2 per cent of the labour force) were still unemployed in 1939. This was still about three-quarters of the number out of work in 1933. Of the major industrial nations, the US in 1936 was the least advanced towards recovery and by 1939 was the only one still seriously affected by depression.

SOURCE 11

(From Peter Fearon, *War, Prosperity and Depression: The U.S. Economy 1917–45*, published 1987)

During the New Deal the economy recovered to peak in 1937. Between 1933 and 1940 prices rose, interest rates remained low, and stock market prices regained their 1931 level by 1937. Unemployment, which stood at 24.9 per cent of the labour force in 1933, fell to 14.3 per cent in 1937. Economic expansion between 1933 and 1937 was rapid. The decline in GNP* between 1929 and 1933 had been made good by 1937. In the upswing of 1933–37, real GNP rose at 9 per cent per year. Textile, alcoholic drink, cigarette, footwear and automobile production had, by 1937, made significant gains over 1929 output.

*GNP - Gross National Product

SOURCE 12

(From an article by Alan Farmer, *How successful was the New Deal?*, published 2002)

By 1934, average earnings in the US were moving up and there were fewer business failures. In 1937 US output surpassed that of 1929: farm incomes had risen by 50 per cent since 1933. However, the recovery was only partial. The unemployment rate did not fall below 14 per cent between 1933 and 1939. In 1937, worried about the mounting national debt, Roosevelt cut government spending but this sent the economy into reverse. Indeed, the rate of decline was sharper than that of 1929. Only in April 1938 did Roosevelt accept the need for additional government spending even if this meant creating a larger budget deficit. Congress agreed to spend \$3.75 billion on relief and public works and the economy began a slow upward climb.

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