

8HI0 2H

Section A

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)



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)



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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 ☒

(This is for part (a)) During the Second World War women were needed to "replace called-up engineers" which supports the statistic that 6 million women worked at this time. The source states that they only learnt the essential skills needed, mostly in factories, which suggests that this large-scale employment was only intended to be temporary. This intention ~~was~~ is seen through the wage discrimination for women in many businesses ~~at the time~~, however source 1 contradicts this. It states that the ~~woman~~ ^{speaker} received "\$40 a week" whereas her father only earned "\$25 a week" before the war. As this ~~a~~ is a personal account, the information is reliable and therefore this fact could be suggestive of economic improvement, increase in wages, or a lack of benefits for larger families.

The ~~author~~ ^{speaker} reflects on how her parents and other men were of the opinion that "A woman's place is at home", limiting the role of women to ~~the home~~ ^{domestic chores}. However the source explains how the war was an "eye-opener" to many men, suggesting a gradual change in attitude towards equality socially as



(This is for part (a)) well as in the workplace. Despite this, the source does not mention how women were affected politically. It does not highlight the lack of advancement in this area in spite of the work of groups such as the NAACP.

Essentially, the source is useful in reliability considering the aspect of hindsight and exploration of women in the workplace and the social change. However, there is no mention of any political advancement limiting the range



(This is for part (a))

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(This is for part (b)) During the early 1940s, there was a political shift to the right and spiralling inflation meant a demand for higher wages. Looking back in hindsight as a former union leader, Preis is biased in his account of industrial disputes in 1941. The terms "violent assault", "sickened" and "injured" suggest ~~Preis~~ Roosevelt was overly harsh in his approach towards the unions. However, the fact that the "line held" and the union ^{managed to get} ~~forced~~ the company to accept their terms, suggests the unions were determined and consequently powerful in their actions.

As the date of the industrial disputes mentioned in the source is the same time as the Selective Service Act of 1941, we can assume that union membership was high along with the high employment. This increases the power of each union at the time, some of whom were willing to resist higher wages in order to ~~achieve~~ ^{achieve} their aims. An historian could identify the power in this source even though the extent is not ~~enough~~ explored.

On the other hand, the use of federal troops to



(This is for part (b)) defeat the unions is stated to be the "most violent phase" in Roosevelt's anti-strike program. This suggests a somewhat effective approach as he was able to smash the picket lines of strikers, perhaps exaggerated in violence considering the bias in source 2. However, the source does not ^{state} whether the program enforced by the government was successful, or whether the power of the unions was too large. The Taft-Hartley Act introduced later in 1947 attempting to restrict union power suggests the unions were still strong previously.

Overall, despite some bias and ambiguity the evidence in the source is valuable in showing the significant power of the trade unions at this time, regardless of attempts to defeat them.

