

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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Time 1 hour 30 minutes

**Paper
reference**

8H10/2H

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

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.
- Good luck with your examination.

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 methods of the civil rights movement in the first half of the 1950s?

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 impact of the 'Red Scare' in the 1920s?

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 progress in gay rights in the United States in the years 1973–80?

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 the objectives of women's rights groups in the 1960s?

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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TOTAL FOR SECTION A = 20 MARKS



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, following the Wall Street Crash, all of the attempts by the Hoover administration to deal with the economic downturn failed?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that the alphabet agencies improved the lives of American people in the years 1933–35?

(Total for Question 4 = 20 marks)

OR

- 5 How accurate is it to say that the impact of Hollywood on American society during wartime (1941–45) was similar to the impact of Hollywood on American society during the post-war years (1945–55)?

(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, in the years 1955–63, there was a great challenge to cultural conformity in the United States?

(Total for Question 6 = 20 marks)

OR

- 7 How accurate is it to say that there was little change in the status of black Americans from the beginning of Johnson's Presidency (1963) to the end of Carter's Presidency (1981)?

(Total for Question 7 = 20 marks)

OR

- 8 To what extent did the influence of the Religious Right change in the years 1981–92?

(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



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Time 1 hour 30 minutes

**Paper
reference**

8HI0/2H

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

Sources Booklet

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 1(a).

Source 1: From a letter written by Jo Ann Robinson to the Mayor of Montgomery, Alabama, 21 May 1954. Robinson was the chief spokeswoman for the Women's Political Council, part of the civil rights movement that was formed to address the racial issues in the city. Here she is following up her recent meeting with the Mayor's representatives.

The Women's Political Council is very grateful to you for considering our views. The Council seeks:

- (1) A city law allowing Negroes to sit on the buses from the back to the front, and whites from the front to the back until all the seats are taken;
- (2) That the buses stop at every community occupied by Negroes as they do in white communities. 5

Mister Mayor, three-quarters of bus passengers are Negroes. If Negroes did not use them, the bus companies would go out of business. More and more of our people are already arranging car-pools with neighbours to keep from being insulted and humiliated by bus drivers. 10

There has been talk of a city-wide boycott of the buses. We, sir, do not feel that forceful measures are necessary to help all bus passengers. We, the Women's Political Council, believe that agreeable terms can be found quietly to the satisfaction of all.

Source for use with Question 1(b).

Source 2: From Eugene Lyons, *The Life and Death of Sacco and Vanzetti*, published 1927. Lyons was a Jewish journalist and communist sympathiser. Here he is writing about the trial of Sacco and Vanzetti.

These immigrants, Sacco and Vanzetti, combined everything that most offended and frightened folk from New England, where a sense of racial superiority flourished. Sacco and Vanzetti were from the lowest social layer of un-American immigrants at a time when Bolshevism gave householders nightmares. Sacco and Vanzetti were, by their own confession, reddest of the Reds. They were self-confessed labour agitators at a time when industry was struggling in a period of strikes and discontent. 15 20

The trial of Sacco and Vanzetti required no special effort to generate fear and hatred. The conviction was not a frame-up. Laws were no more stretched or violated than in most other criminal cases. The prosecution played no more tricks than usual but, in this case, every trick worked with deadly precision. The law enforcers were guided by deep-seated motives of fear and self-interest. 25

It was a perfect example of the functioning of class justice. Every judge, juror, police officer and governor played his appointed role easily to reach the required verdict without too much trouble to his conscience. A few even played their roles with a self-important sense of their own patriotism and superiority. 30

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

Source for use with Question 2(a).

Source 3: From a report in a California newspaper, published 24 October 1975. Here it records the views of Harvey Milk, a gay rights activist, who later became the first openly gay candidate to be elected to public office in the United States.

Harvey Milk, who openly admits that he is homosexual, says that, when he first ran for the office of County Supervisor in the San Francisco city elections two years ago, 'people could not get past the word 'gay'. Now he is again up for election to the same post and he claims that it is hardly an issue any more.

The 45-year-old, originally from New York City, received only 17,000 votes when he ran in that election for County Supervisor in 1973. But times have changed, he says. 5

'People know that the city of San Francisco is struggling financially and they do not care if I am green with two heads,' Milk said. 'Now that my credibility is established, being gay is not an issue.' 10

Source for use with Question 2(b).

Source 4: From *The Redstockings Manifesto*, issued in New York City, 7 July 1969. It was printed as a handout to be distributed at women's liberation rallies. The Redstockings was a left-wing feminist group.

After centuries of struggle, women are uniting to achieve their final liberation from male supremacy.

Women are an oppressed class. Our oppression is total, affecting every part of our lives. We are exploited as sex objects, breeders, domestic servants and cheap labour. We are considered inferior beings, whose only purpose is to improve men's lives. The behaviour expected of us is enforced by the threat of physical violence. 15

Male superiority is the oldest form of domination. All men have oppressed women. We reject the idea that women are to blame for their own oppression. Women's submission is not the result of brain-washing or mental illness, but of continual daily pressure from men. We do not need to change ourselves, we need to change men. 20

Our chief task at present is to unite all women. We must make common cause with the poorest, most brutally exploited women. We reject all economic or educational privileges that divide us from other women. We will only consider what is good for women. 25

We call on all men to give up their male privilege and to support women's liberation in the interest of our humanity and their own.

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Acknowledgements

Source 1 from: <https://spartacus-educational.com/USAmontgomeryB.htm>

Source 2 based on: <https://spartacus-educational.com/USAsacco.htm>

Source 3 from: https://www.goodasyou.org/good_as_you/2008/11/brush-op-on-you.html

Source 4 from: <https://www.redstockings.org/index.php/rs-manifesto>