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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**

Tuesday 23 May 2017 – 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.

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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 effectiveness of the New Deal in the South?

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 federal government investigations into the loyalty of its employees in the early 1950s?

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 nature of Richard Nixon's presidential leadership?

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 attitudes of people in the USA towards the Vietnam War?

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

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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: c1920–55: boom, bust and recovery

EITHER

- 3 How accurate is it to say that the Red Scare was the key factor in the US decision to restrict immigration in the years 1920–29?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that the growth of the motor manufacturing industry was the key factor in the economic boom of the 1920s?

(Total for Question 4 = 20 marks)

OR

- 5 How far did the wartime economy improve the lives of African Americans in the years 1939–45?

(Total for Question 5 = 20 marks)

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

EITHER

- 6 How significant were social welfare and employment programmes in the domestic policy of President John F. Kennedy?

(Total for Question 6 = 20 marks)

OR

- 7 How accurate is it to say that Black Power in the USA in the period 1963–72 did more to hinder than to help the rights of African Americans?

(Total for Question 7 = 20 marks)

OR

- 8 How accurate is it to say that, in the USA, supporters of both feminism and gay rights made progress in achieving their aims in the years 1966–1992?

(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

## History

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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

Tuesday 23 May 2017 – Afternoon

Sources Booklet

Paper Reference

**8HI0/2H**

Do not return this booklet with the question paper.

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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 *Report of The National Emergency Council on Southern Economic Conditions, 1938*. The NEC was set up by President Roosevelt in 1933 to coordinate the work of federal agencies in implementing the New Deal programme.

Outward migration reflects the failure of the federal agencies in the South to provide adequate opportunities for its people. In their search for jobs, productive middle-aged groups leave in the greatest numbers, tending to make the South a land of the very old and the very young. A recent study of the Cotton Belt\* has shown that 31 per cent of households on relief were without any employable male. Even if southerners had wages equal with the North, a great gap would still remain in living standards. 5

Child labour is more common in the South than anywhere else, and several Southern states have the largest proportion of their women in employment. Low male industrial wages force wives and children to take a large part of the burden of family support. Two Southern states have enacted no laws whatever to fix maximum hours for women workers. Many industries, including cotton manufacturing, pay wages well below those estimated by the Works Progress Administration as the lowest which would maintain a worker's family. 10

\* Cotton Belt = the cotton-growing region in the South of the USA

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

**Source 2:** From *Case Studies in Personnel Security*, edited by Adam Yarmolinsky and published by The Washington D.C. Bureau of National Affairs, 1955. In this case, heard in September 1954, the employee had been sacked and was fighting charges made against him of disloyalty.

The employee has been a Federal meat inspector for 38 years, without access to classified documents. The charge is that he had been a Communist Party member from 1943–46 and had falsified his 1944 employment application to the Civil Service by denying that he had ever been a member of a proscribed organisation. The Federal agency representatives produced, but would not put on record, a photocopy of the employee's Communist Party membership book, with his name typed in. They produced no witnesses because their case rested on confidential informants. 15 20

The employee's lawyers produced 15 witnesses. Their testimony suggested that the employee was an outstanding Christian, family man and church and community leader and had always spoken ill of communism. One witness said the employee had fought to prevent Communist control of the NAACP (the employee is a Negro). The employee testified that he had been compelled to join a Communist-dominated union to get nightwork in the arms industry. He denied emphatically that he had ever been a Communist or had any connection with them. 25 30

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

### Source for use with Question 2(a).

**Source 3:** From *The Ends of Power* by H. R. Haldeman, an autobiography published in 1978. The author was White House Chief of Staff during Nixon's presidency. Here he describes the work of Chuck Colson, the Special Counsel to President Nixon, 1969–73.

Chuck Colson had become the President's personal 'hit man'. Unfortunately, he encouraged the dark impulses in Nixon's mind and acted on them instead of letting them die. Nixon, he said, was his only boss. Nixon was behind him all the way on projects ranging from his long-dreamed-of hope of catching a leading Democrat Senator in bed with a woman, to more serious business scandals. 5  
Colson had signed up ex-CIA agent, Howard Hunt, to work for him and became very secretive about his exploits in the name of Nixon. I heard of the proposed fire bombing of a politically liberal foundation in order to retrieve a document Nixon wanted. Apparently LSD\* was fed to an anti-Nixon commentator before he went on television. And it was said that the offices of a newspaperman were broken into because he was supposed to have documents that revealed certain secrets about Nixon. I believe almost every member of the White House staff thought of Colson the minute they heard the news of Watergate. 10

\* LSD= a hallucinatory drug

### Source for use with Question 2(b).

**Source 4:** From *My Life and Times: the Story of a Kenyan-American*, the autobiography of James J. Butt, published in 2014. Butt had moved to the USA in 1969. Here he recalls witnessing a demonstration in New York on 8 May 1970.

Shortly after the Kent State shootings, anti-war protesters announced they would hold a rally near City Hall to commemorate the four dead students. At 11.55, about 200 men from the construction workers' union converged on this student rally. Nearly all of the construction workers carried American flags and signs reading 'All the way, USA,' and 'America, Love it or Leave it'. Their favourite targets were students with a hippie appearance. The union members smacked them with their hardhats, and anybody that tried to protect the students was also assaulted. The police, outnumbered, could not stop the mayhem. The construction workers even climbed to the roof of City Hall raising the American flag. Some of them invaded nearby Pace University, smashing windows with clubs and intimidating the students. Later on, the construction workers' union leader, Peter Brennan, said that the confrontation had been a spontaneous reaction by union workers who were fed up with violence and flag desecration by anti-war demonstrators. He said that messages to the union were 20–1 in favour of the workers. 15  
20  
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