

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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Monday 20 May 2019

Afternoon (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

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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 problems facing workers in the USA in the early 1930s?

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 white Southern attitudes towards racial integration 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 growth of the women's movement 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 the extent of racial tolerance in the USA by 1992?

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 . 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)).....

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(This is for part (a))

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TOTAL FOR SECTION A = 20 MARKS



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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 the availability of hire purchase schemes was the main reason for the growth of the American economy in the years 1920-29?

(Total for Question 3 = 20 marks)

OR

- 4 How far do you agree that movies, music and the radio had a similar effect on the morale of the American people during the war years (1941-45) as they did during the New Deal years (1933-40)?

(Total for Question 4 = 20 marks)

OR

- 5 How accurate is it to say that the most important factor in the growth of the American economy, in the years 1945-55, was the increased travel opportunities of the American people?

(Total for Question 5 = 20 marks)

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

EITHER

- 6 How far do you agree that the most significant development in teenage culture, in the years 1955-63, was the growth of rock 'n' roll?

(Total for Question 6 = 20 marks)

OR

- 7 How accurate is it to say that the aims of Cesar Chavez in securing civil rights for ethnic minorities were similar to those of Malcolm X?

(Total for Question 7 = 20 marks)

OR

- 8 How far do you agree that the impact of the Watergate scandal undermined the power of the presidency in the years 1973-80?

(Total for Question 8 = 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 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

Monday 20 May 2019

Afternoon

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

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 the Living History Farm website. Living History is located in Nebraska and collects oral history interviews of people from the rural Midwest. Here Florence Thompson is interviewed in the 1990s about her experiences in the 1930s.

I was one of the Okies. I left Oklahoma and went to Oroville, California. That's where my husband died in 1931. I was 28 years old and I had five kids; one never even saw her daddy. She was born after he died. It was very hard. I picked cotton for a measly 50-cents a hundred pounds in weight. I generally picked around 500 pounds a day. I didn't even weigh a hundred pounds myself. 5

After that I lived in Shafter, California and I'd leave home before daylight and come in after dark. We just existed! We survived, let's put it that way. I walked from what they called a Hoover camp to way down on First Street, and worked in a diner for 50-cents a day and the leftovers. Yeah, they'd give me what was left over to take home with me. Sometimes, I'd carry home two buckets of scraps. 10

Source for use with Question 1(b).

Source 2: From a speech to the US Senate by Democrat Senator James Eastland of Mississippi, 27 May 1954. Eastland, a wealthy landowner, was best known nationally as a symbol of white Southern support for racial segregation. Here he is responding to the Supreme Court's ruling on school integration.

The southern institution of racial segregation or racial separation is the correct, self-evident truth. Separation promotes racial harmony. It permits each race to follow its own pursuits, and its own civilization. Segregation is not discrimination. Segregation is not a badge of racial inferiority, and that is recognized by both races in the Southern States. Segregation is desired and supported by the vast majority of the members of both races in the South, who dwell side by side under harmonious conditions. 15

It is where social questions are involved that Southern people draw the line, where Southern people will not permit the Supreme Court to tamper. 20

There is no racial hatred in the South. The Negro race is not an oppressed race. All free men have the right to associate exclusively with members of their own race, the right to send their children to schools of their own choosing and to build up their own culture, all free from governmental interference. These rights are clear in the American system of government, both state and national. 25

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

Source for use with Question 2(a).

Source 3: From *To America, Personal Reflections of an Historian* by Stephen E. Ambrose, published 2002. Ambrose was a prominent history professor. Here he is reflecting on his early married life.

In 1966 I married Moira. She worked at the hospital, but felt she could not work and raise kids as well. She met the wife of one of my students, who invited her to a consciousness-raising meeting. When Moira came home I realised that my whole life had been changed. Look at literature, entertainment, politics and see which sex takes precedence, she said. I thought, what on earth is she talking about? 5

Betty Friedan had published *The Feminine Mystique* in 1963. Moira read it more than once. Friedan wrote that the feminine role as homemaker, maintained by advertising, media and the world of education, caused uneasiness, frustration and despair among its victims. 10

For Moira, there was no bra-burning, but she wanted me to do more around the house. I continued to go out one night a week with the boys and she went to her group venting long pent-up rage. And they went to work on their husbands in order to educate them. It wasn't just older men that resisted, it was even those who regarded themselves as revolutionaries or reformers. 15

Source for use with Question 2(b).

Source 4: From *East to America: Korean-American Life Stories* by Elaine Kim and Eui-Young Yu, published 1996. Here a South Korean immigrant is describing his everyday experience in Los Angeles, California in the early 1990s.

I got a job working for a white shopkeeper in a neighbourhood where ninety per cent of the customers were black. I got into trouble when I gave away rejected cuts of meat to the customers, even though the boss couldn't sell them anyway. When I stopped doing it I was threatened and cursed by the customers. So, I thought that if I had my own store I wouldn't have to listen to this kind of complaint. 20

Many Korean store owners have been killed. I feel like this is a war zone and that my life is a battle. I am scared every day. I have been beaten, cursed and spat upon. The police arrive late, write a report and leave. In Korea I would not have to endure this kind of abuse. What future is there? American-born Koreans will face race discrimination too. I have a degree in architecture from Seoul University, but look at me now. The American Dream is unattainable. 25



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