Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 3 GCE

Monday 20 May 2024

Afternoon (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

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 Roosevelt's introduction of the New Deal in 1933?

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 House Un-American Activities Committee (HUAC) in the late 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)

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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 difficulties faced by President Carter in dealing with America's economic problems?

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 aims and methods of student protest in the USA 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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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))

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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 federal government policies were the main reason for the economic boom of the 1920s?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that the Second World War was the most significant development in changing the status of ethnic minorities in the USA in the years 1933–45?

(Total for Question 4 = 20 marks)

OR

5 How accurate is it to say that television was the key reason for changes in popular culture in the 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 'beatnik' culture provided the greatest challenge to the conformist attitudes of young people in the late 1950s?

(Total for Question 6 = 20 marks)

OR

7 How accurate is it to say that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in the years 1963–67?

(Total for Question 7 = 20 marks)

OR

8 How significant were campaigns for traditional values in causing the political divisions evident in the USA 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 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

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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 memoirs of Frances Perkins, *The Roosevelt I Knew,* published 1947. Perkins was appointed as US Secretary of Labour in 1933. Here she recalls speaking with President Roosevelt shortly after her appointment.

I proposed immediate federal aid to the states for direct unemployment relief, an extensive programme of public works, unemployment and old-age insurance, abolition of child labour, and the creation of a federal employment service. Although it was a very radical programme, Roosevelt accepted it with enthusiasm.

Roosevelt then suggested the idea for a new agency that became known as the Civilian Conservation Corps. Roosevelt loved trees and hated to see them cut down and not replaced. It was natural for him to wish to put the unemployed to repairing such devastation. His enthusiasm for this project, which was all his own, led him to exaggerate what could be accomplished. He thought that any man or boy would rejoice to leave the city and work in the woods.

Characteristically, he thought up the project, boldly rushed it through, and happily left it to others to worry about the difficult details.

Source for use with Question 1(b).

Source 2: From an interview given by Albert Maltz to the *New York Times* newspaper, published 1972. Maltz was a member of the Hollywood Ten group of film producers, directors, and screenwriters investigated by HUAC in 1947. Here he is commenting on the experiences of other members of the Hollywood Ten.

There is currently a view that declares that everyone was equally a victim during the years of the blacklist. It is morally wrong to suggest that this is true.

Adrian Scott and Edward Dmytryk refused to co-operate with HUAC. As a result of this, they were convicted and went to jail. Scott had produced the notable film *Crossfire* in 1947 and Dmytryk was its director. *Crossfire,* about a racist murderer who avoids detection through his friends' loyal protection, had won wide critical acclaim and many awards.

When Dmytryk emerged from his prison term he did so with a new set of principles. He adjusted his views, testified as a supporter of HUAC, praised its purposes and practices and denounced all who opposed it. Dmytryk immediately found work as a director and has worked regularly in the Hollywood film industry ever since. Adrian Scott, who came out of prison without changing his moral principles, was blacklisted. He was not permitted to produce a film for a studio again for many years.

To assert that Scott and Dmytryk were equally victims is beyond my comprehension.

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

Source for use with Question 2(a).

Source 3: From the 1980 televised presidential election debate between President Jimmy Carter and his Republican opponent, Ronald Reagan. Here Harry Ellis, a member of a panel of prominent journalists, is posing a question to both candidates.

Mr Ellis: Mr President, when you were elected in 1976, inflation was 4.8 per cent. It is now more than 12 per cent. A part of this increase was due to external factors beyond US control, notably the more than doubling of oil prices by OPEC* last year. Can inflation be controlled? If so, what measures would you pursue in a second term?

President Carter: It's important to put the situation into perspective. In 1974, we had the worst recession since the Second World War. The way forward includes a new energy policy based on two factors. Firstly, conservation, which requires greater public sacrifice, and secondly, to increase production of American energy. We've had more oil and gas wells drilled this year than ever.

Mr Ellis: Governor Reagan, same question?

Governor Reagan: President Carter has blamed previous governments, he's blamed OPEC and he's blamed the lack of sacrifice of the American people. We have inflation because of his Government.

*OPEC – the Organisation of the Petroleum Exporting Countries

Source for use with Question 2(b).

Source 4: From a memoir by Todd Gitlin, *The Sixties: Years of Hope, Days of Rage*, published 1987. In the 1960s, Gitlin was president of the Students for a Democratic Society (SDS), a national student protest organisation, and later became a professor of sociology. Here he describes the student movement in 1968.

1968 was a truly momentous year. The SDS founder, Tom Hayden, noted that two events destroyed moderate peaceful protest.

On 4 April, Martin Luther King was assassinated. That night, eighty riots broke out across America. Federal troops were sent to many cities. Chicago's mayor ordered the police to shoot to kill arsonists and injure looters. For liberals, even for many black extremists, King was the last black hope. When he was murdered, it seemed that non-violence went to the grave with him and the student movement was 'free at last' from restraint.

The student movement, although in shock, found fresh inspiration. Nineteen days after King's assassination came the student occupation of buildings at Columbia University in New York City. They protested over the university's sponsorship of military research and the building of a gymnasium on land where a poor black community was located. The authorities did not give in. More than 1000 police conquered the occupation; their brutality in attacking the students was unrestrained. Student opinion across the country turned decisively as moderate thinking ended. All that mattered was to build a base for the coming revolution.

Acknowledgements:

Source 1 from: *The Roosevelt I Knew*, By Frances Perkins, © Hammond, Hammond and Co, 1947

Source 2 from: https://spartacus-educational.com/USAmaltz.htm

Source 3 from: https://www.reaganlibrary.gov/archives/speech/1980-ronald-reagan-and-jimmycarter-presidential-debate

Source 4 from: *The Sixties Years of Hope, Days of Rage,* By Todd Gitlin, © Bantam Books, 1993