

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 19 May 2025

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.

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 women's roles in the war effort during the Second World War?

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 Black America at the time of the Harlem Renaissance?

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 reactions to student protests in the years 1963–72?

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 impact of Nancy Reagan's 'Just Say No' campaign against drug taking in the 1980s?

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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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 automobile industry was the most significant factor in the economic boom during the 1920s?

(Total for Question 3 = 20 marks)

OR

- 4** How accurate is it to say that the Second New Deal changed the lives of disadvantaged Americans in the years 1935–38?

(Total for Question 4 = 20 marks)

OR

- 5** How accurate is it to say that, in the years 1945–55, television failed to encourage cultural change?

(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 it was music that was the most significant feature of teenage culture in the years 1955–63?

(Total for Question 6 = 20 marks)

OR

- 7** How accurate is it to say that President Johnson's Great Society programme (1964–68) improved the quality of life for poor people in America?

(Total for Question 7 = 20 marks)

OR

- 8** How accurate is it to say that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency?

(Total for Question 8 = 20 marks)

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TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



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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* ►**P76497A**©2025 Pearson Education Ltd.
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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 US Government War Manpower job leaflet, published February 1942. The leaflet is requesting women to register for wartime employment.

Whereas before the war the hiring policy was 'no women', now women are being hired as fast as they can be found. They operate lathes, assemble engines, repair radios and are expert welders.

Every housewife should answer this question: 'Can I be of greater service at home or in an armaments factory?' 5

Every woman would defend her home with a gun, a knife or her bare fingers. Hitler and his armies will not invade America if women help to build ships to transport our men, tanks, airplanes and munitions to the battle lines on other continents – or if women take other jobs directly aiding the war effort.

At this time of national crisis, as a good American, every woman who can take an essential job is urged to register with the United States Employment Service during this Woman's Registration Week. 10

Remember: every woman who takes a job hastens both the day of victory for American arms – and peace.

Source for use with Question 1(b).

Source 2: From an interview given by A. Philip Randolph, July 1972. Randolph was a leader of the civil rights movement. Here Randolph recalls the work of Marcus Garvey, another prominent activist, in Harlem, New York in the 1920s.

There was this great leader from the Caribbean, you know — he became a very good friend of mine. What was his name? This is a man I spent a lot of time with during the Harlem Renaissance. I just thought of him now – Marcus Garvey. But, of course, we did not hold the same views or have the same concerns. He wanted to go to Africa. He built the Garvey Movement on the basis of black nationalism. 15 20

Garvey could get into the mind and spirit of the Black American. He made quite a name for himself. No one could mobilise the Movement as he did to stand up for social and racial progress. Hundreds of people came to Garvey's meetings and he believed that he could link them to their roots in Africa. But, of course, he never could get many people to go to Africa, nor was he able to get the money to pay for it, but he had the idea, the dream. 25

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

Source for use with Question 2(a).

Source 3: From *The Report of the President's Commission on Campus Unrest*, published 26 September 1970. The Commission was established by President Nixon as an independent body of experts. Here it is reporting on the events at Kent State University, Ohio, during an anti-Vietnam War protest on 4 May 1970.

Twenty-eight guardsmen have acknowledged opening fire. Recordings indicate 61 shots, lasting 13 seconds. Two students were hit while lying face-down. Two were wounded while running away. Some were apparently hit by rebounding bullets. Four persons were killed and nine were wounded.

Guardsmen have claimed that they were facing 'an increasingly heavy bombardment of rocks' and that students rushed toward them threateningly. When an order for students to disperse was given, one, Jeffrey Miller, responded with obscene gestures at guardsmen. 5

As the shooting began, students scattered and ran. The scene was one of disorder and fright. Miller lay on the pavement, blood pouring from his mouth. The first reaction of most people in the crowd was shock, then anger. Someone called the guardsmen 'murderers'. 10

Many guardsmen suffered bruises from stones, although only one required treatment, for a panic attack.

We urge state officials to make plans for dealing with campus disorders, establishing more precise guidelines about the circumstances that justify ordering the Guard to intervene. 15

Source for use with Question 2(b).

Source 4: From an information sheet for an exhibit in the Ronald Reagan Presidential Library, published 1991. The library is dedicated to the promotion of the legacy of Ronald Reagan. Here the writer discusses the 'Just Say No' campaign by Nancy Reagan, wife of President Reagan.

Nancy Reagan had been involved in the anti-drug cause before reaching the White House. By 1982, she was campaigning energetically against drug use. A name for her cause was chosen after she met with schoolchildren in a California junior school. 'A little girl raised her hand,' she remembered, 'and said, "Mrs Reagan, what do you do if somebody offers you drugs?" And I said, "Well, you just say no."' And there the campaign slogan was born. 20

By 1988, thousands of 'Just Say No' clubs had been formed across America. The results were encouraging: cocaine use by high-school pupils dropped by one-third, the lowest rate in a decade. 25

The campaign made serious demands on Mrs Reagan's time: 110 appearances and fourteen anti-drug speeches in 1984 alone. She travelled across America in an intense effort to fight school-age drug abuse. Mrs Reagan's press secretary remembers, 'She got on an airplane and hardly ever came back to the White House. She took advantage of the media's attention on her and refocused it on a cause – one she could do something about.' 30

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Acknowledgements:

Source 1 from: <https://www.archives.gov/files/education/lessons/images/wwii-flyer.pdf>

Source 2 from: http://c250.columbia.edu/c250_celebrates/harlem_history/randolph_p_oral_history.html

Source 3 from: The New York Times newspaper, Edward E. Ayer Collection at the Newberry Library, Berkeley, University of California

Source 4 from: <https://www.reaganlibrary.gov/exhibits/past-exhibits>

