

Please check the examination details below before entering your candidate information

Candidate surname					Other names									
Pearson Edexcel					Centre Number					Candidate Number				
Level 3 GCE					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>				
Time 1 hour 30 minutes					Paper reference					9HI0/2H				
History Advanced 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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1 How far could the historian make use of Sources 1 and 2 together to investigate the impact of the Second World War on the status of black American workers?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2 How far could the historian make use of Sources 3 and 4 together to investigate the situation surrounding the change of presidency in 1974?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(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**

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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** 'Organised crime was the most significant challenge to the successful enforcement of prohibition in the years 1920–33.'

How far do you agree with this view?

(Total for Question 3 = 20 marks)

OR

- 4** How far do you agree that the Second New Deal transformed the lives of disadvantaged Americans in the years 1935–38?

(Total for Question 4 = 20 marks)

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

- 5** How significant were Martin Luther King's non-violent campaigns in achieving civil rights for black Americans in the years 1955–63?

(Total for Question 5 = 20 marks)

OR

- 6** To what extent did the work of the women's movement improve the quality of life for American women in the years 1963–80?

(Total for Question 6 = 20 marks)

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



Pearson Edexcel Level 3 GCE

Time 1 hour 30 minutes

**Paper
reference**

9HI0/2H

History

Advanced

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 question in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Sources for use with Question 1.

Source 1: From A Philip Randolph, 'Why Should We March?' published in *Survey Graphic* magazine, November 1942. Randolph, a black union leader, led the March on Washington Movement to combat racial discrimination in the defence industries and the armed forces.

I have found no Negroes who want to lose this war but I have found many who want to see white supremacy defeated. Negroes are confronted with the challenge both to win democracy for ourselves at home and to help win the war for democracy the world over.

Questions are being raised in church, labour union and barbershop. What have we to fight for? What's the difference between Hitler and the racist Governor of Georgia? If you haven't got democracy yourself, how can you win it for somebody else? 5

Why these questions? The answer: discrimination and segregation in the armed forces and government services. Throughout the South, Negroes in uniform are being bullied and sometimes lynched. Racism is so deeply entrenched that, for white supremacists, winning the war against Hitler is secondary to preventing Negroes from winning democracy for themselves. 10

Negroes were denied skilled employment when the defence programme increased arms production. Not until their anger took the form of a proposed protest March on Washington did things begin to change. The March was postponed, as President Roosevelt issued the famous Executive Order 8802. But this, and the President's Committee on Fair Employment Practice, have barely begun to eliminate racial discrimination in war industries. 15

By fighting for their rights now, Negroes are helping to make America the defender of world democracy. Their fight against the poll tax, lynch law and Jim Crow thus becomes part of the global war for freedom. 20

Source 2: From an interview given by Sybil Lewis to the History Department at the University of Southern California, 1950. Lewis was a black American worker. Here she is recalling her wartime work experiences.

When I heard about Executive Order 8802, I left my position as a housemaid in the South, where I earned \$3.50 a week. I headed for Los Angeles, where I quickly found a job as a \$48-a-week riveter at Lockheed Aircraft. When I got my first wage packet, I'd never seen that much money before! 25

On the factory floor, I was paired with a big, strong, white farm girl from the Southern cotton belt. We had our differences, but we learned to work and talk together. Many white girls like her had never been near a Negro, let alone talked to one. For her, the N-word was just a way of life. But shared work meant we had to relate to each other in ways that we had never experienced before. She learned that Negroes were people, too, and I saw her as a person as well, and we both gained from it. 30

In California, black people were working in jobs that I had never seen back home. Had it not been for Executive Order 8802 I don't think blacks would be in the position they are in now. Folks would never have left the South. They would have had nothing to move for. The war changed my life. 35

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

Sources for use with Question 2.

Source 3: From a nationwide broadcast made by President Gerald Ford, 9 August 1974. Here he is speaking minutes after being sworn in as the 38th President of the United States.

I become President under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hearts. Therefore, I feel it is my first duty to make an unprecedented commitment to my countrymen.

I am acutely aware that you have not elected me as your President by your votes. I have not sought this enormous responsibility, but I will not run away from it. If you have not chosen me by election, neither have I gained office by any secret promises. I have not campaigned either for the Presidency or the Vice Presidency. I owe no man a debt of gratitude, and only one woman – my dear wife – as I begin this very difficult job. 5 10

I believe that truth is the glue that holds governments together. That bond, though stained, is unbroken. In all my public and private acts as your President, I expect to follow my instincts of openness and truthfulness with full confidence that honesty is always the best policy. My fellow Americans, the long national nightmare of Watergate is over. Our Constitution works; our great Republic is a government by law and not by unreliable men. 15

As we treat the internal wounds of Watergate, let us restore the golden rule to our political process, and let brotherly love replace suspicion and hate. I ask your prayers for Richard Nixon and for his family. May our former President, who brought peace to millions, find peace for himself. 20

Source 4: From Jerald terHorst, *Gerald Ford and the Future of the Presidency*, published November 1974. Jerald terHorst had been Press Secretary to President Ford for 30 days before resigning in September 1974. Here he is commenting on the pardon granted by Ford to former President, Richard M Nixon.

A national political storm over the Nixon pardon hit the new President almost immediately. Neither Ford nor his advisers were prepared for its fury. Ford had portrayed the pardon as an act of mercy for a broken man. However, it was bitterly attacked as a betrayal of justice and a 'deal' secretly arranged in advance with Nixon. News media and private citizens across America expressed their outrage and dismay. Instead of encouraging the healing process as Ford had hoped, he had re-opened the Watergate wound and made it bleed. 25

At the White House, hundreds of messages were pouring in, swamping the telephone operators. Meanwhile, my staff were still briefing press reporters an hour after the pardon announcement had been flashed on television and radio across America. A co-worker passed the word to me during the briefing: 'This one is going to be tough; reaction is running 8-1 against the pardon.' 30

At that point, I had not told anyone I was about to resign. I had no desire to add to the President's troubles. The President had said that he had pardoned Nixon in good conscience but, for good conscience reasons of my own, I could not serve as his spokesman in defence of that pardon. 35

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Acknowledgements

Source 1 from: http://college.cengage.com/history/primary_sources/us/andolph_whyshouldwemarch_1942.htm

Source 2 from: 'Freedom From Fear', David M. Kennedy (ed), OUP 1999

Source 3 from: <https://www.americanrhetoric.com/speeches/geraldfordpresidentialoath.html>

Source 4 from: 'Gerald Ford and the Future of the Presidency', Jerald F. terHorst, Third Press 1974