

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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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

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.
- 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.

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 Levittown projects on urban communities in America in the 1950s?

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 reasons behind the development of the space programme in the United States during the presidency of John F Kennedy?

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 'It was racial intolerance that was mainly responsible for divisions in American society in the 1920s.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

- 4 'Disney was the most significant Hollywood influence on the morale of the American people during the Second World War.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

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

- 5 'In the years 1963–72, President Johnson was the most significant individual in improving civil rights for black Americans.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

- 6 'The most significant impact of the AIDS crisis on US society, in the years 1981–92, was an increase in discrimination against the gay community.'

How far do you agree with this statement?

(Total for Question 6 = 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**

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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.

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Q:1/1



P 6 9 3 3 9 A



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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 Peter Bacon Hales, *Levittown: Documents of an Ideal American Suburb*, published 2001. Hales was brought up in Levittown, New York, and later became a professor of the history of art and architecture. Here he is recalling the Levittown community in the late 1950s.

Levittown as a community was a major attraction. Levitt was smart. He understood that his housing development was too big to work as one neighbourhood. Therefore, he built it as a new form of community: an extended cluster of neighbourhoods with five 'village centres' to keep the elements together. Weekly news magazines treated Levittown as typical of the new America. 5

The bare landscape didn't seem so awful to new residents, who knew that trees and grass would quickly grow. They understood the Levitt salesman, promising opportunities to personalise your Levittown house, inside and out. Over time, Levittown houses changed in character, as their occupants increased in status and wealth. Families expanded and they were influenced by the home improvement projects and summer vacation plans of other Levittown residents. Over time, too, a community was developed and assembled by individuals who remembered the neighbourhoods from which they themselves had come. But this was a start-up neighbourhood without the history and heritage of generations living in the same place. So the institutions had to be made, then modified with use. 10 15

Today's Levittown is a testimony to the resilience of the community, and to a time of American optimism, expansiveness, and prosperity. Yet its history also contains mistakes such as the racial covenants in the early Levitt-controlled years. These errors remind us of Levittown's dependence on the roots of American culture, both decent and shameful. 20

Source 2: From *Newsday*, a New York City newspaper, 2 September 1957. The article was published on the tenth anniversary of the establishment of Levittown, New York.

William J Levitt does not like to discuss discrimination in the communities he designed. In a statement he made in May 1954, Levitt said that it was a fact that most whites preferred not to live in mixed communities and that this was the characteristic of our society as a whole. He had no hesitation in stating that he would not rent or sell directly to black people. 25

A Committee to End Discrimination challenged Levitt's policies regarding non-whites, who were not allowed to rent in Levittown. It should also be stated that some of the attacks on Levitt appeared to have been deliberate agitation stirred up by left-wing groups. The Committee was successful in deleting a 'whites-only' clause from Levitt's leases, but unsuccessful in changing his rental and purchase policies. 30

Actually, a black family bought a Levitt house from a private owner in 1950 and moved in, apparently without any fuss or discrimination. And two years later, another black family was able to purchase a home. But, in 1953, a different black family, who were renting their home, were refused a new lease. The racial issue in Levittown was out in the open. They were evicted and the district court upheld the landlord's right to rent to whom he pleased. 35

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

Sources for use with Question 2.

Source 3: From a speech made by President Kennedy at Rice University in Houston, Texas, 12 September 1962.

We meet in an hour of change and challenge. Advances in science are happening at a breath-taking pace, which creates new problems, dangers, costs and hardships. It is not surprising that some people want us to wait. But Houston was not built by those who waited. This country was built by those who moved forward. The exploration of space will go ahead, whether we join in or not. A nation expecting to be the leader of nations cannot stay behind in the space race. 5

We choose to go to the moon, not because it is easy, but because it's hard, because that goal will measure the best of our energies and skills, a challenge we intend to win. 10

I regard this decision as among the most important of my Presidency. The space effort has already created a great number of new companies and thousands of new, skilled jobs.

This costs us all an enormous sum, though somewhat less than we pay as a nation for cigarettes every year. This is an act of faith and vision, for we do not now know what benefits await us. 15

Many years ago, the British explorer, George Mallory, who later died on Mount Everest, was asked why he wanted to climb it. He said, 'Because it is there.' Well, the moon is there, and we're going to reach it, so we ask God's blessing on the most hazardous adventure on which man has ever embarked. 20

Source 4: From Amitai Etzioni, *The Moon-Doggle: Domestic and International Implications of the Space Race*, published 1964. Etzioni was a professor noted for his studies of decision making in social and political institutions.

Many scientists oppose both the space race itself and the contribution to science it represents. They see it as a mere vanity project not in the national interest. They say it exploits space science at the cost of weakening our efforts in other scientific fields.

Indeed, our national space programme could be part of a balanced effort in all science and technology. But the space race is absorbing not just available dollars, but our brightest scientists. We will fall behind in other sciences because of our dedication to putting men on the moon. And, even as a status symbol, the moon is pretty lousy. 25

But the space programme is great in one way: politically. President Kennedy sought to help the poor and underprivileged, but Congress blocked him. So, he proposed a massive public works programme, cleverly disguised as patriotism. He suggested to Congress a mission involving the nation, not the poor. He tied it to competing with Russia, not slashing unemployment. He proposed spending a few billion dollars – on anything. He intended to boost the economy and to provide a higher income for all, including the poor. The trouble is that it doesn't work as intended. It employs highly skilled manpower, not those who live in poverty. The effect on the underprivileged is minimal. 30 35



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Acknowledgements

Source 1 from: <http://websupport1.citytech.cuny.edu/Faculty/pcatapano/US2/US%20Documents/Levittown%20Documents%20of%20an%20Ideal%20American%20Suburb.pdf>

Source 2 from: <http://engaginghistory.com/new-products-1/levittown-primary-source-documents-with-guiding-questions>

Source 3 from: <https://er.jsc.nasa.gov/seh/ricetalk.htm>

Source 4 from: The Moon-Doggle: Domestic and International Implications of the Space Race By Amitai Etzioni © Doubleday & Company, Inc, 1964

