

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	

Pearson Edexcel Level 3 GCE

Friday 6 June 2025

Afternoon (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.

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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 ruling in the case of *Brown v Board of Education* (1954)?

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 political impact of environmental issues during the Carter Presidency?

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 How far do you agree that the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase?

(Total for Question 3 = 20 marks)

OR

- 4 'The position of ethnic minorities improved markedly in the years 1933–45.'
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 How far did John F Kennedy fulfil his vision of a New Frontier for the USA?

(Total for Question 5 = 20 marks)

OR

- 6 'In the years 1980–92, it was the role of television that brought about the most significant changes in youth culture.'
How far do you agree with this statement?

(Total for Question 6 = 20 marks)

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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



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Sources Booklet

Do not return this Booklet with the question paper.

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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 statement made to the press by Herman Talmadge, the Governor of Georgia, 18 May 1954. Here he is responding to the Supreme Court ruling in the case of *Brown v the Board of Education of Topeka, Kansas*, that had been handed down the previous day.

By its decision yesterday, the United States Supreme Court has reduced the US Constitution to a mere scrap of paper. The people of Georgia believe in, stand by, and will fight for their right, under the United States and Georgia Constitutions, to manage their own affairs. They cannot and will not accept the Court's ruling. It is an overtly political declaration that has no basis either in law 5 or in practice. It overturns their accepted pattern of life.

Yesterday's Court decision has provoked a challenge today from those who believe the Constitution means what it says. The US Constitution allows individual states the right to regulate their own internal affairs. Georgians accept the challenge and will not tolerate the mixing of the races in state schools or any of its tax-supported institutions. The fact that the Supreme Court has seen fit to confuse the law with the Chief Justice's views on how 10 people interact with one another will not make any difference to Georgia's way of life.

If adjustments in our laws and procedures are necessary, they will be made. 15 In the meantime, all Georgians will live their lives in separate ways and in the traditional manner. The US and Georgia Constitutions have not been changed. The Georgia Constitution provides for separation of the races. It will be upheld.

Source 2: From an article by Roy Wilkins, published April 1955. Wilkins was the leader of the NAACP. Here he comments on the progress being made towards the desegregation of school education.

The NAACP believes that substantial numbers of white Southerners want to abide by the Constitution. They are willing to begin a programme of desegregation in their school districts. Many of these people have been intimidated by extremely vocal state Governors and other politicians. The NAACP is confident that desegregation will advance once the Supreme Court has decided on the procedure that will make it happen. Desegregation will happen, despite the frantic attempts of the governments of South Carolina, Georgia and Mississippi to shut down their state-funded schools. 20 25

Americans are basically law-abiding. Americans are basically fair. There is nothing fair about the Jim Crow school system. Its unequal and unfair system has been dragged out of darkness and into the light. The system has been displayed in front of the Supreme Court. It has been measured against the guarantees given to all people by the US Constitution. It has been found wanting. 30

The opponents of integration will try to delay and will use any means to block the Court's ruling. However, unless they take the extremely unlikely choice of leaving the federal union of the United States itself, they will behave as Americans always have behaved when fair play is demanded. There will be a new order for schools, and these opponents who hold positions in the state governments of the South will bring it about. 35

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

Sources for use with Question 2.

Source 3: From a message to Congress by President Carter, 23 May 1977.
Here the President is announcing an increase in funding and action to support environmental protection.

We are bringing together a great variety of environmental programmes to preserve America's wilderness, wildlife and natural resources. My proposals deal particularly with the effects of pollution, toxic chemicals and the damage caused by the demand for energy.

The presence of toxic chemicals in our environment is one of the grimmest discoveries of the industrial era. Rather than coping with these hazards after they have escaped into our environment, our primary objective must be to prevent them from entering the environment at all. 5

At least a dozen major federal laws address these environmental problems in various ways. After the introduction last year of the Toxic Substances Control Act, no further comprehensive federal legislation should be necessary. Now we must begin a coordinated federal effort to exclude these chemicals from our environment. The Act enables the Federal Government, for the first time, to gather information on chemical substances to determine their potential for damaging human health and the environment, and to control these substances where necessary to protect the public. To implement this important Act, I have provided the Environmental Protection Agency with a budget that is three times greater than the previous Republican budget. 10 15

I have instructed the Agency to give its highest priority to developing standards to control toxic pollutants. My Administration will permit the Agency to move more decisively against the discharge of chemicals potentially injurious to human health, especially those containing potential cancer-causing toxins. 20

Source 4: From an article by Michael H Brown, 'Love Canal and the Poisoning of America', in *The Atlantic* magazine, published December 1979. *The Atlantic* was a monthly magazine with a stated mission to pursue truth and to challenge complacency in American life and institutions.

Many who live in Niagara Falls City, New York state, work at the Hooker Chemical Company. In 1977, few were aware that the local canal was a burial ground for toxic waste. 25

We now know that the barrels the company had dumped contained a mix of compounds of truly remarkable toxicity. They contained solvents that damage the heart and liver, and cancer-causing residues from pesticides.

The city council, I was assured, was planning a clean-up programme. No one could agree on who should pay. The city may have feared antagonising Hooker, especially as the company provided desperately-needed employment to an economically depressed area. 30

The Federal Government remained almost inactive. The US Environmental Protection Agency conducted tests but made no public announcement about the hazard. Officials appeared to hide the results until they could agree on how to present them. Results revealed birth deformities, and residents suffered an abnormal number of kidney and bladder problems, but officials characterised residents as hypochondriacs*. Residents burned an effigy of the health commissioner, sent letters to the White House and held vigils, but without result. The Federal Government was clearly not planning to come to their rescue. Some residents still hoped that, miraculously, a government agency would rehouse them. All of them looked at their bodies for signs of cancer and watched with anxiety as each baby arrived. 35 40

* hypochondriacs – people who worry excessively about their health without justification

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Acknowledgements:

Source 1 from: <https://georgiajourneys.kennesaw.edu/items/show/431>

Source 2 from: <https://www.jstor.org/stable/799099>

Source 3 from: <https://www.presidency.ucsb.edu/documents/the-environment-message-the-congress>

Source 4 from: <https://www.theatlantic.com/magazine/archive/1979/12/love-canal-and-the-poisoning-of-america/376297/>

