Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel GCSE (9–1)

Centre Number

Candidate Number

Time 1 hours 20 minutes

Paper reference **1HI0/33**

History

PAPER 3: Modern depth study

Option 33: The USA, 1954–75: conflict at home and abroad

You must have:
Sources/Interpretations 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.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
- Good luck with your examination.

Turn over

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From a newsletter published in 1969 by a campaign group opposed to the Vietnam War.

> While bankers and businessmen are making huge profits out of the war, the ordinary working people are made to pay. Young men, who are forced to join the army, pay with their lives. Our friends, brothers, sons are dying. And if dying isn't enough, ordinary people are also forced to pay more taxes.
>
> The Vietcong have won the war but the US government still intends to stay in Vietnam for a long time.

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1 Give **two** things you can infer from Source A about the reasons for opposition to the war in Vietnam.

Complete the table below to explain your answer.

(i) What I can infer:

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.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

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(Total for Question 1 = 4 marks)

2 Explain why the Vietnam War escalated under President Johnson in the years 1963–68.

(12)

You may use the following in your answer:

- Gulf of Tonkin
- Ho Chi Minh Trail

You **must** also use information of your own.

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) **Study Sources B and C.**

How useful are Sources B and C for an enquiry into the position of black Americans in the 1950s?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

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(b) **Study Interpretations 1 and 2. They give different views about the position of black Americans in the 1950s.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the position of black Americans in the 1950s.

You may use Sources B and C to help explain your answer.

(4)

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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the position of black Americans in the 1950s?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS

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Acknowledgements

Source A from: https://digitalcollections.lib.washington.edu/digital/collection/protests/id/10/rec/257

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Pearson Edexcel GCSE (9–1)

Time 1 hour 20 minutes

Paper reference **1HI0/33**

History

PAPER 3: Modern depth study
Option 33: The USA, 1954–75: conflict at home and abroad

Sources/Interpretations Booklet for use within Section B.
Do not return this Booklet with the question paper.

Turn over

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Sources/interpretations for use with Section B.

Source B: A photograph taken by the Chicago Housing Authority (CHA) in 1954. The CHA campaigned for improved housing in the city. The photograph shows children playing in an alleyway in a black suburb of Chicago.

Source C: From an article in *Jet* magazine published in February 1954. *Jet* was a national weekly news magazine aimed at black Americans.

Since the University of Arkansas admitted its first black student five years ago, 203 black students have graduated.

This year, during the graduation ceremony, 61 black students marched together with white students in the procession. The black students sat unsegregated among the white students and received their diplomas in alphabetical order. Most of the black students had studied Education, with two having studied Law.

A senior member of the university said: 'Four years ago, I was sure desegregation wouldn't work but now I can say there has been no incident. I have reached the conclusion it is better this way. We should treat all people the same.'

Interpretation 1: From *Civil Rights in the USA, 1863–1980* by D Paterson, D Willoughby and S Willoughby, published in 2001.

> In the 1950s, black Americans campaigned against segregation and discrimination in education, voter registration and employment.
>
> The unequal treatment of black Americans in education was something which could easily be challenged and progress was made. Powerful arguments were made against the lack of equality in education and these efforts eventually produced successful results.
>
> Increasing numbers of black Americans registered to vote. More states now had laws on fairness in employment.
>
> Black people were beginning to benefit from the general mood of prosperity in America. It was clear that black Americans were making some progress in education and the economy.

Interpretation 2: From *An Introduction to American History 1860–1990* by A Farmer and V Sanders, published in 2002.

> In the 1950s, black Americans usually lived in run-down areas. Black children went to schools which were worse than the schools white children attended. Segregation meant that blacks could not go to many cinemas, hotels, restaurants and swimming pools. Black applicants for jobs were often rejected because of their race.
>
> Most black Americans in the South were not allowed to vote. In the North, even though blacks could vote, they lived in poor housing and were economically disadvantaged when compared to whites.

Acknowledgements

Source B: © Robert Natkin / Contributor/Getty

Source C: Jet Magazine, Published by Johnson Publishing Company

Interpretation 1 source from: 'Civil Rights in the USA 1863–980', David Paterson, Doug Willoughby, Susan Willoughby, Heinemann, 2001

Interpretation 2 source from: 'An Introduction to American History, 1860–1990', Alan Farmer and Vivienne Sanders, Hodder Education 2002