Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel GCSE (9–1)

Centre Number | | | | | |

Candidate Number | | | | |

Tuesday 11 June 2019

Afternoon (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

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.

Turn over ▶

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From a report about the events at Little Rock High School on 25 September 1957.

> A crowd of 300 people had gathered to protest against the black students joining Little Rock High School. They waited impatiently for the students to arrive. There were 350 soldiers on duty.
>
> The nine black students arrived in a car. They were protected by soldiers who were travelling in jeeps and carrying machine guns.
>
> At 9:28 am, six white students walked out of school to protest against the presence of the black students.
>
> At 11:30 am, all students had to evacuate the building because it was believed there was a bomb in the school.

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1 Give **two** things you can infer from Source A about opposition to the desegregation of Little Rock High School.

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

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]

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2 Explain why US involvement in the Vietnam War changed under President Nixon.

(12)

You may use the following in your answer:

- Vietnamisation
- bombing of North Vietnam

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 achievements of the civil rights movement in the years 1960–65?

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 achievements of the civil rights movement in the years 1960–65.**

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 achievements of the civil rights movement in the years 1960–65.

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 achievements of the civil rights movement in the years 1960-65?

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://kinginstitute.stanford.edu/liberation-curriculum/create-your-own-classroom-activity/little-rock-crisis