Please check the examination details below before entering your candidate information

| Candidate surname | Other names |
|---|---|
| | |

Centre Number | Candidate Number

# Pearson Edexcel GCSE (9–1)

## Thursday 15 June 2023

Morning (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 on the Strategic Hamlet Program, 1962. The report was written for the US Air Force.

> The Strategic Hamlet Program is part of the US policy for the rural areas of Vietnam. So far, strategic hamlets have been set up in three areas but the Program will be increased to cover ten areas.
>
> In a strategic hamlet, the main living areas are surrounded by a ditch almost 2 metres deep and 4 metres wide and also a mound of earth of similar height and width. Outside the ditch, there is usually a bamboo fence, although occasionally the fence will be barbed-wire.

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**1** Give **two** things you can infer from Source A about the Strategic Hamlet Program in Vietnam.

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:

.....

.....

.....

**(Total for Question 1 = 4 marks)**

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**2** Explain why the USA was involved in the peace negotiations (1972–73) about the war in Vietnam.

**(12)**

You **may** use the following in your answer:

- President Nixon
- 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 Freedom Summer (1964)?

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 Freedom Summer (1964).

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 Freedom Summer (1964).

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 Freedom Summer (1964)?

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 based on: https://www.rand.org/content/dam/rand/pubs/research_memoranda/2006/RM3208.pdf

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# 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:** From the recollections of Lenray Gandy, recorded for a documentary made in 2015. Gandy was a black American. He was nine years old during the Freedom Summer and attended a Freedom School. As an adult, he became active in the civil rights movement. Here he is commenting on the Freedom Summer.

> That summer was a turning point. It made a big change in our city in Mississippi. We all began to realise that we did have a right to do things.
>
> The white volunteers who came to us started something great here. We started to do things ourselves, to protest on our own and to stage a boycott. We started to try to find a way to have rights, here in this city.
>
> We call the volunteers who came here 'freedom fighters' and we wanted to be freedom fighters too.

**Source C:** From records kept by the organisers of the Mississippi Freedom Summer, 1964. The organisers kept a list of the harassment faced by civil rights workers throughout Mississippi. Shown here are some of the 67 incidents that were recorded in different towns in Mississippi during the last two weeks of June.

> June 16: **Philadelphia**. Church used as a Freedom Summer School burned to ground.
>
> June 21: **Brandon**. Church firebombed.
> **McComb**. Homes of two civil rights workers bombed.
>
> June 22: **Clarksdale**. Four volunteers arrested while carrying out voter registration work. Held for 3½ hours, then released.
>
> June 23: **Philadelphia**. Missing car found burned; no sign of three civil rights workers.
> **Jackson**. Shots fired at the home of a Church minister.
> **Ruleville**. Magazine reporters, covering a voting rally, chased out of town.
>
> June 25: **Ruleville**. Church firebombed.
> **Itta Bena**. Two volunteers taken to bus stop by four white men who say, 'If you make a speech in town tonight, you'll never leave here.'

**Interpretation 1:** From *Rights and Protest*, by M Rogers and P Clinton, published in 2015.

> The Mississippi Freedom Summer achieved a number of things.
>
> A total of 41 Freedom Schools were established. More than 3 000 black American youths attended them. The curriculum included reading, mathematics, and black American history.
>
> Leadership skills were also covered, so that the civil rights activities and campaigning could continue even after the Freedom Summer volunteers returned home.
>
> Voter registration efforts continued too. Thousands of black Americans went to classes on how to register to vote and 17 000 applied to vote.

**Interpretation 2:** From *Causes and Consequences of the African-American Civil Rights Movement* by M Weber, published in 2005.

> The Freedom Summer was a bitter experience for civil rights workers in Mississippi. Fifteen were killed. Many were beaten and hundreds arrested. Only 1 600 new black American voters actually managed to register in the South.
>
> Some black American participants in the Freedom Summer began to question the usefulness of working with whites and whether non-violent methods could achieve the aims of the civil rights movement. These feelings contributed to divisions in the civil rights movement.

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**Acknowledgements**

Source B based on: https://www.pbslearningmedia.org/resource/dff91049-813b-48a5-8b12-49154e1d7a83/experiences-of-1964-freedom-summer-volunteers/#.WfDgOskpB1M

Source C based on: https://www.wisconsinhistory.org/pdfs/LIB-A-Freedom-Summer-Sourcebook.pdf

Interpretation 1 taken from: Rights and Protest By Mark Rogers and Peter Clinton © Oxford University Press, 2015

Interpretation 2 taken from: Causes and Consequences of the African-American Civil Rights Movement By Michael Weber © Evans Brothers Ltd, 2005