Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel GCSE (9–1)

Tuesday 11 June 2024

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.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From a book by Robert F Williams. Williams was a Black American leader of the civil rights movement in North Carolina. Here he is describing the situation in 1958, after he led a campaign to integrate a public swimming pool.

> My telephone would ring day and night with threatening calls, sometimes every fifteen minutes.
>
> White racists would come through our colored neighborhood at night and fire guns. One night, an armed attack on my house was led by a sergeant of the State National Guard. He was identified, but no action was taken against him. The Chief of Police even denied that an attack had taken place.
>
> The only way that we could prevent attacks by the racists was to have about twenty volunteers keeping watch every night.

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1 Give **two** things you can infer from Source A about the treatment of Black Americans in the 1950s.

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 **not** able to win the war against the Vietcong in the years 1964–73.

(12)

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

- the Vietcong use of booby traps
- the US use of Agent Orange

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 Martin Luther King in the civil rights movement?

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 Martin Luther King in the civil rights movement.

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 Martin Luther King in the civil rights movement.

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 Martin Luther King in the civil rights movement?

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: http://nationalhumanitiescenter.org

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History

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

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Sources/interpretations for use with Section B.

Source B: A photograph of the March on Washington DC, 28 August 1963. Here Martin Luther King is shown waving to crowds taking part in the March.



Source C: From an account by Bob Lucas, given in an interview for a television documentary series that was shown during the 1970s and 1980s. Lucas was a Black civil rights leader in Chicago. He worked closely with King in a campaign to improve living conditions for Black Americans in the city.

> Dr Martin Luther King had failed to get improved living conditions for Black Americans in Chicago. Furthermore, after he left the city, in late August 1966, we began to notice a wider split between the Black activists and White activists in the civil rights movement. The split had started around 1964 but, while Dr King was here, that division between us had been sort of kept quiet, out of respect for him. However, after he left, the split really began to show itself. Our Black activists literally asked Whites to leave meetings and even to leave the movement.

Interpretation 1: From *The USA: A Divided Union?* by N DeMarco, published in 2001.

> King's commitment to non-violent direct action meant that influential white people, such as President Kennedy and President Johnson, could support the Civil Rights Movement without damaging their political positions.
>
> King's dignified behaviour and inspiring speeches attracted international attention. He won the Nobel Peace Prize in 1964, which put more pressure on the government to end discrimination against Black Americans.
>
> King worked hard to bring about important new laws, particularly the 1964 Civil Rights Act and the 1965 Voting Rights Act.

Interpretation 2: From *Civil Rights in America, 1945–89* by T Lancaster, published in 1990.

> By 1965, the progress made by the civil rights movement had raised the hopes of Black Americans enormously, yet the lives of many remained unchanged.
>
> There were also problems as the movement became more active in northern cities. In 1966, Martin Luther King started the Chicago Freedom Movement, which aimed to highlight the discrimination in housing. The city authorities agreed to try to prevent Black Americans being excluded from certain areas, but little was actually achieved.
>
> Segregation still existed all too clearly in many areas of northern life and 'Black Power' became an attractive idea.

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Acknowledgements

Source B from: © Getty Images; Source C from: *Voices of freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s* by Henry Hampton & Steve Fayer © Bantam Books, 1990; Interpretation 1 from: Source: '*The USA: A Divided Union?*', Neil deMarco, Longman 2001; Interpretation 2 from: *Civil Rights in America 1945-89* by Tony Lancaster © Macmillan Education, 1990.