

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

C100UH0-1



WEDNESDAY, 15 MAY 2024 – MORNING

HISTORY
COMPONENT 1: STUDIES IN DEPTH
Non-British Study in Depth

1H. The USA: a Nation of Contrasts, 1910–1929

1 hour

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet. Additional space is provided for Question 5 within the booklet (if required). If further space is required for any question, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	5	
2.	8	
3.	10	
4.	11	
5.	16	
SPaG	3	
Total	53	

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well-substantiated extended response.

In addition, your answer to Question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist terms as appropriate.

The sources used in this examination paper may have been amended, adapted or abridged from the stated published work in order to make the wording more accessible.

The sources may include words that are no longer in common use and are now regarded as derogatory terminology. Their inclusion reflects the time and place of the original version of these sources.



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Answer **all** questions.

QUESTION 1

Study the source below and then answer the question which follows.

Source A



[A photograph showing the premiere of the film, *The Jazz Singer*, New York, 1927]

Use Source A and your own knowledge to describe popular entertainment during this period. [5]

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QUESTION 2

Study the source below and then answer the question which follows.

Source B



[A cartoon entitled “Bullet Proof”, drawn by Carey Orr for the *Chicago Daily Tribune* newspaper, published in April 1926]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

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QUESTION 3

Study the interpretations below and then answer the question which follows.

Interpretation 1

What was the Monkey Trial about? Local businessmen were eager for publicity and extra revenue. William Jennings Bryan, for the prosecution, considered the trial to be about majority rule and democracy. Clarence Darrow, the defence lawyer, saw a chance to completely ridicule Christianity. He shifted the focus of the trial away from democratic issues to a debate about creation and evolution. It was an attack on Christianity.

[An extract from an article entitled “Scopes Trial: The Trial of the Century and Why It Still Matters Today”, published on the religious website answersingenesis.org in 2005]

Interpretation 2

The true importance of the trial was not the verdict. The Monkey Trial increased awareness of the issue of teaching religion and science in public schools. It also drew attention to the divide in American society between urban and rural American values. It was not an attack on Christianity and, despite the ruling, the public saw Scopes and supporters of evolutionary theory as the victors in the case.

[An extract from an article entitled “Scopes Monkey Trial: Science on the Stand”, published on the website livescience.com in 2016]

Do the interpretations support the view that the Monkey Trial was an attack on Christianity? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

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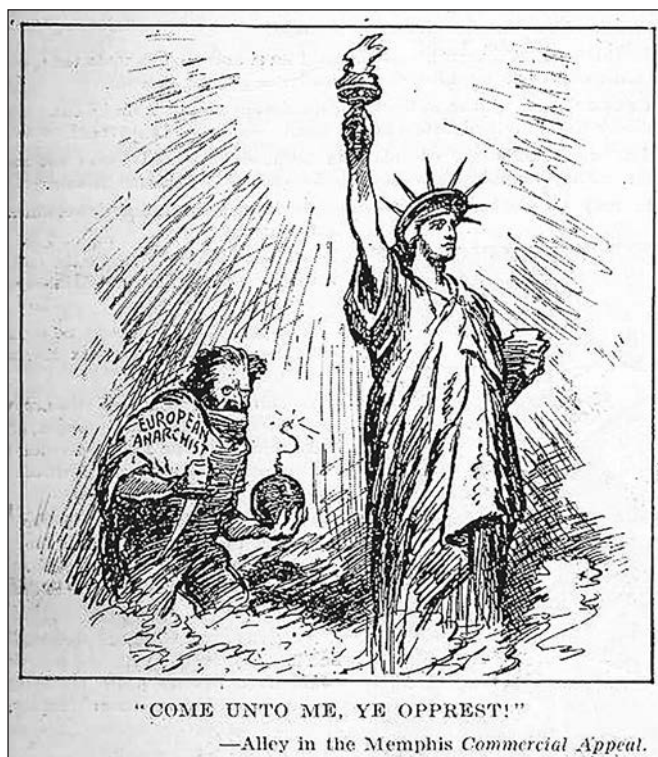
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QUESTION 4

Study the sources below and then answer the question which follows.

Source C

[A cartoon entitled “Come unto me, ye oppressed! [oppressed]”, published in the newspaper *The Memphis Commercial Appeal*, 5 July 1919. The figure on the left is labelled “European Anarchist”.]

Source D

If any man is afraid of communism in America, let him visit a few schools and talk to a few farmers. He will discover that good old-fashioned Americanism is not dead. The farmer is faithful to the principles on which this country was founded. School children are still taught the fundamentals of constitutional democracy. As long as this is so, we are in no danger of revolution.

[James W Gerard, the former US Ambassador to Germany, in a speech delivered as part of his attempt to secure the 1920 Democratic presidential nomination]



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Which of the sources is more useful to an historian studying the Red Scare?

[11]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]



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QUESTION 5

Read the interpretation below and then answer the question which follows.

The Wall Street Crash was the inevitable result of 'production for production's sake' – it was caused by over-production.

[An extract from an article entitled "1929: From boom to bust to depression", published on the anti-business website, In Defence of Marxism (marxist.com), in 2009]

To what extent do you agree with this interpretation?

[16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

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Additional space for Question 5 only:

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