

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

C100UH0-1



FRIDAY, 16 MAY 2025 – 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 or part-question.

Question 5 will assess your ability to construct a balanced, reasoned and well-substantiated extended narrative 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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QUESTION 2

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

Source B

[A cartoon entitled 'The Cloud', drawn by Lewis Gregg for *The Atlanta Constitution* newspaper, published in January 1919]

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

Prohibition practically created organized crime in America. It provided small-time street gangs with the greatest opportunity ever – feeding the need of Americans coast to coast to drink beer, wine and hard liquor on the sly. Organized racketeers dominated the illegal ‘bootlegging’ industry, as well as urban bosses and vice kings.

[An extract from an article entitled ‘Prohibition Profits Transformed the Mob’, published on the website of the National Museum of Organized Crime and Law Enforcement]

Interpretation 2

Although organized crime flourished under it, Prohibition was not responsible for its appearance, as organized crime’s persistence after repeal demonstrated. Drinking habits underwent a drastic change during the Prohibition Era, and the reduction in consumption continued long after repeal, as did a substantial hard core of popular support for its return.

[Dr Jack Blocker, writing in an article entitled ‘Did Prohibition Really Work?’ published in the *American Journal of Public Health*, in 2006]

Do the interpretations support the view that prohibition was responsible for organized crime? [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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QUESTION 4

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

Source C

In America the life of the majority is on a scale that is reserved for the privileged classes anywhere else. The use of the telephone and radio are widespread. Statistics for 1925 show that the United States owned 81 per cent of all the automobiles in existence. The United States consumes almost three-quarters of the available supply of rubber and gasoline.

[André Siegfried, a French writer on American politics, in his book *America Comes of Age*, published in 1927]

Source D

Hire purchase is a growing evil. It is an attempt to keep up with the Joneses; to satisfy every need; it results in the neglect of the more substantial things of life. The education of children, their physical well-being, even the care of their teeth, are being neglected to enable families to purchase on installments many luxuries and things they could very well do without.

[James Couzens, a former vice-president of the Ford Motor Company and a US Senator, writing in an article entitled 'Should We Stop Installment Buying?' published in *The Forum* magazine in May 1927]

Which of the sources is more useful to an historian studying the economic boom of the 1920s?

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

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Additional space for Question 5 only:

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