

Surname	Centre Number	Candidate Number
Other Names		0

## GCSE



C100UH0-1



## HISTORY

### COMPONENT 1: STUDIES IN DEPTH

#### Non-British Study in Depth

#### 1H. The USA: A Nation of Contrasts, 1910-1929

MONDAY 3 JUNE 2019 – MORNING

1 hour

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

### INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen.  
Do not use 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. If you run out of space, use the additional pages at the back of the booklet, taking care to number the question(s) correctly.

### 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.



JUN19C100UH0101

Answer all questions.

**QUESTION 1**

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

**Source A**



[A photograph of assembly line workers at the Ford Motor Company factory at Dearborn, Michigan in 1928]

Use Source A and your own knowledge to describe the economic boom of the 1920s. [5]

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**QUESTION 2**

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

**Source B**



[A cartoon entitled 'Close the Gate', published in the *Chicago Tribune* newspaper in July 1919. The motto of the newspaper was 'The American Paper for Americans']

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**

The 1929 stock market crash was a result of an unsustainable boom in share prices in the preceding years. The boom in share prices was caused by the false expectations of investors, buying shares on the margin, and over-confidence in the belief that continuing economic growth was permanent.

[An extract from *What caused the Wall Street Crash of 1929?* an article written by Tejvan Pettinger, an economist, published on the website *EconomicsHelp.org* in 2017]

**Interpretation 2**

Millions experienced hunger and destitution due to a system where overproduction was allowed and carried out for private profit. The Wall Street Crash was the inevitable result of 'production for production's sake', which could not continue indefinitely as consumer demand could not keep up with the amount of goods being made.

[An extract from *1929: From boom to bust to depression*, an article published on the anti-business website *In Defence of Marxism* in 2009]

Do the interpretations support the view that overproduction caused the Wall Street Crash? [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

Under the pretence of teaching science, teachers are undermining the religious faith of students by teaching belief in Darwinism instead of belief in the Bible. Quietly and unnoticed, these enemies of the Bible have been substituting irreligion for religion. Christians now need to bring the enemies of the Bible into the open and confront them.

[William Jennings Bryan, writing in his book *The Menace of Evolution*, published in 1922. Bryan would later be the prosecutor at the Monkey Trial]

#### Source D

The least we can do, your Honour, is to give the next generation all the facts and theories that learning has produced. Let the children have their minds kept open—close no doors to their knowledge. Make the distinction between religion and science. Let both be taught. We feel we stand with progress. We feel we stand with science. We feel we stand with freedom in America.

[Dudley Field Malone speaking at the Monkey Trial, 15<sup>th</sup> July 1925. Malone was a New York lawyer who was on John Scopes' defence team]

Which of the sources is more useful to an historian studying the Monkey Trial? [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 provided below and answer the question which follows.

*'The development of the flapper lifestyle was the most important factor in changing the lives of women during this period.'*

[An extract from a student blog entitled *Flappers and the New Feminism*, published on the University of Mary Washington's website in 2013]

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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**END OF PAPER**



<b>Question number</b>	<b>Additional page, if required. Write the question number(s) in the left-hand margin.</b>

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