

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

C100UH0-1



WEDNESDAY, 11 NOVEMBER 2020 – AFTERNOON

HISTORY

COMPONENT 1: STUDIES IN DEPTH

Non-British Study in Depth

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

1 hour

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

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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.



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Answer all questions.

QUESTION 1

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

Source A

THREE CENTS **THE CHICAGO DAILY NEWS** **BLUE STREAK**
 34TH YEAR—28, 1929. THURSDAY, FEBRUARY 14, 1929. FORTY-EIGHT PAGES. FINAL EDITION

MASSACRE 7 OF MORAN GANG

HAFHA CHANGES HIS MIND: WILL FIGHT PRISON
 Owes it to Friends, He Says; Makes Bond, Presumes Appeal.
MAY STAY IN COUNCIL

TWO OF VICTIMS AND SCENE OF LATEST GANGSTER OUTBREAK

KILLING SCENE TOO GRUESOME FOR ONLOOKERS
 View of Carnage Proves a Strain on Their Nerves.
IS LIKE A SHAMBLES

VICTIMS ARE LINED AGAINST WALL; ONE VOLLEY KILLS ALL
 Assassins Pose as Policemen; Flee in "Squad Car" After Fusillade; Capone Revenge for Murder of Lombardo, Officers Believe.

STAYS GIVEN 2 OF 3 KILLERS DUE TO DIE TONIGHT
 Shanks Faces the Electric Chair Again; Seeks Sanity Test.

1929 FLAPPERS JUST FAT UP VALENTINES
 Modern Greetings Take Line of Sandwich: Swaps Spend \$250,000 More.

DECIDE TO CUT COOK ADRIFT IN TAX TANGLE
 Solons to Rush Laws to Avert Downstate Tieup; Aid County Later.

War to Finish Russell's Plan

[The headlines of the *Chicago Daily News*, February 14th, 1929]

Use Source A and your own knowledge to describe the activities of organised crime in the 1920s.

[5]



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QUESTION 2

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

Source B



[A poster produced by an anti-racist workers organisation, the *Industrial Workers of the World*, published in 1921]

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

Jazz music began to spread throughout the country in this period. During the 1920s, prohibition and the coming of the 'speakeasy' created many opportunities for musicians in cabarets, dance halls and ballrooms. There is no doubt that Jazz was the most significant development in popular entertainment in the USA during the 1920s.

[An extract from an article entitled *The 1920s in Jazz*,
published on the website *jazzstandards.com*]

Interpretation 2

Films really blossomed in the 1920s. By the mid-1920s, movies were big business with some theatres offering double features. By the end of the decade, there were 20 Hollywood studios and the demand for films was greater than ever. Films were becoming bigger, costlier and more ambitious and were the main form of entertainment in the USA during the 1920s.

[An extract from an article entitled *The History of Film: The 1920s*,
published on the website *filmsite.org*]

Do the interpretations support the view that jazz was the most significant development in popular entertainment during this period? [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

Women have resolved that they are just as good as men and intend to be treated as so. They don't mean to have any more unwanted children. They don't intend to be stopped from following any profession or occupation which they choose to enter. They will no longer be forced to play a helpless role. If they want to wear their heads shaven as a gesture of defiance, they will have their way.

[Bruce Bliven, editor of *The New Republic* magazine, writing in an article entitled *Flapper Jane*, published in 1925. Bliven supported progressive causes during his career]

Source D

Older feminists have little in common with the post-war, high-heeled, make-up flapper of today. We believed in our right to smoke and drink, but not to do too much of either. My generation are thoroughly revolted by the promiscuous behaviour of the modern flapper. We grew up before the post-war disillusionment created gin parties and jazz babies.

[Lillian Symes, writing in an article for *Harper's* magazine in 1929. Symes was a feminist who had campaigned for women's rights before the First World War]

Which of the sources is more useful to an historian studying the flapper lifestyle? [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 expansion of the automobile industry was the main reason why the USA experienced an economic boom in the 1920s.'

[Martin Melosi, a professor of history, writing in an article entitled *The Automobile in American Life and Society*, published on the website *autolife.edu* in 2001]

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:

END OF PAPER

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