

## **GCSE (9–1)**

### **History A (Explaining the Modern World)**

#### **J410/06: The USA 1919-1948: The People and the State**

General Certificate of Secondary Education

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. Annotations

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
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## 2. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

**The USA 1919–1948: The People and the State**

1. Describe **one** example of the US government's response to the Great Depression.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
<b>Additional Guidance</b>	All content is indicative only and any other correct examples of correct examples of impacts of the US government's response to the Great Depression should also be credited. 2 egs or one eg explained = 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<p><i>The government responded to the Great Depression by setting up organisations to help the country deal with the economic downturn [1]. Hoover created the Reconstruction Finance Corporation, which loaned money to banks and businesses [2].</i></p> <p><b>OR</b></p> <p><i>Hoover responded to the Great Depression by encouraging businesses to stabilise prices [1]. For example, he gave government-funded loans to farm cooperatives through the Federal Farm Board to help keep farm prices up and deal with surpluses [2].</i></p>	2

2. Explain why the Second New Deal was introduced in 1935.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
<b>Level 5</b>	<p>Level 5 answers will typically identify at least <b>two</b> reasons for the introduction of a Second New Deal in 1935 and <b>explain them fully</b> e.g.</p> <p><i>One of the reasons Roosevelt introduced a Second New Deal in 1935 was to provide extra support for ordinary Americans. Many people were critical of Roosevelt's First New Deal as they said it hadn't achieved the America he had intended, and so the Social Security Act was passed as part of the Second New Deal to create a fairer society. This act provided state pensions, and also provided unemployment insurance so that if someone lost their job, they would receive money until they found another.</i></p> <p><i>Another reason for the introduction of a Second New Deal was the high unemployment rate. Over 11 million people were still out of work in 1934. Roosevelt established the Works Progress Administration (WPA) to create jobs - people were employed to build schools, hospitals, and other public buildings. In its lifetime, the WPA employed 8.5 million people. Therefore, the Second New Deal was introduced to reduce unemployment rates.</i></p> <p><b>THRESHOLD ANSWERS</b></p> <p><i>One reason for the Second New Deal was because the First New Deal had not achieved the America FDR had intended. Many people were still living in desperate poverty, so the Social Security Act was introduced to help the poorest in society and provide them with a safety net.</i></p> <p><i>Another reason was that unemployment was still very high. Organisations like the WPA were created to provide a better solution to providing work, replacing organisations like the PWA to offer a more efficient approach.</i></p>	<b>9–10</b>
<b>Level 4</b>	Level 4 answers will typically identify <b>one</b> reason for the introduction of a Second New Deal	<b>7–8</b>

<ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>in 1935 and <b>explain it fully</b> e.g.</p> <p><i>One of the reasons Roosevelt introduced a Second New Deal in August 1935 was to provide extra support for ordinary Americans. Many people complained that his First New Deal hadn't achieved the America he had intended, and so the Social Security Act was passed to create a fairer society. This act provided state pensions, and was later extended so that dependents and disabled people benefited. It also provided unemployment insurance so that if someone lost their job, they would receive money until they found another.</i></p>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically <b>identify and describe</b> reasons for the introduction of a Second New Deal without explaining them e.g.</p> <p><i>As part of the Second New Deal, Roosevelt established the Works Progress Administration (WPA) to create jobs.</i></p> <p><i>The Second New Deal was also introduced to create a fairer society. People were given extra support (for example, pensions) from 1935 onwards.</i></p>	<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain <b>descriptions</b> of the Second New Deal e.g.</p> <p><i>The Works Progress Administration (WPA) was established. Ordinary Americans were also supported through strengthened trade unions.</i></p>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain <b>general</b> points e.g.</p> <p><i>The Second New Deal created jobs.</i></p>	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

3. Explain why prejudice against immigrants grew in the USA in the 1920s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]  AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
<b>Level 5</b>	<p>Level 5 answers will typically identify at least <b>two</b> reasons for the growth in prejudice against immigrants and <b>explain them fully</b> e.g.</p> <p><i>Prejudice against immigrants grew in the 1920s because of an increased fear of communism. There was a revolution in Russia in 1917 and people in the US were scared that communism would spread to their shores, especially as many immigrants from eastern Europe and Russia were coming to live in the US. When workers in cities began to go on strike because of economic hardship, many Americans blamed the communists because of the circulation of anti-communist propaganda.</i></p> <p><i>Prejudice against immigrants also grew because of the actions of the US government. People in the government were worried that "anti-American" views were circulating in the 1920s and so they dealt with opposition very harshly. The Palmer Raids, in response to the bombing of eight US cities, saw the detention of more than 10,000 suspects without a hearing and many immigrants were deported. The harsh actions of the US government made it seem like immigrants were a huge threat, which made prejudice against immigrants grow.</i></p> <p><b>THRESHOLD ANSWERS</b></p> <p><i>Prejudice against immigrants grew in the 1920s because of an increased fear of communism. In the 1920s, immigrants from eastern Europe and Russia were coming to live in the US and people were worried they would spread their communist ideas. Many Americans blamed the communists for workers' strikes.</i></p> <p><i>Prejudice against immigrants also grew because of the actions of the US government. The</i></p>	<b>9–10</b>

	<p><i>Palmer Raids were a very harsh response to bombings in eight American cities. This made it seem like immigrants were a huge threat, which made prejudice against immigrants grow.</i></p>	
<b>Level 4</b>	<p>Level 4 answers will typically identify at least <b>one</b> reason for the growth in prejudice against immigrants and <b>explain it fully</b> e.g.</p> <p><i>Prejudice against immigrants grew in the 1920s because of an increased fear of communism. There was a revolution in Russia in 1917 and people in the US were scared that communism would spread to their shores, especially as many immigrants from eastern Europe and Russia were coming to live in the US. When workers in cities began to go on strike because of economic hardship, many Americans blamed the communists because of the circulation of anti-communist propaganda.</i></p>	<b>7–8</b>
<b>Level 3</b>	<p>Level 3 answers will typically <b>identify and describe</b> one or more reason for the growth in prejudice against immigrants e.g.</p> <p><i>Americans thought these immigrants were bringing communist views from Russia after its recent revolution.</i></p> <p><i>Government propaganda, such as material circulated during the Red Scare, meant that people were worried about immigrants in the US.</i></p> <p><i>Workers' strikes and bombings happened. People thought that immigrants were behind them.</i></p> <p><i>The Palmer Raids convinced people immigrants were a threat.</i></p>	<b>5–6</b>
<b>Level 2</b>	<p>Level 2 answers will typically contain <b>description of events</b> that is linked to prejudice against immigrants e.g.</p> <p><i>The first Red Scare happened in this period. Communists in America were disliked by the public.</i></p> <p>.</p>	<b>3–4</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain <b>general</b> points e.g.</p> <p><i>Immigrants were moving to America in the 1920s.</i></p> <p><i>The US government didn't like anti-American views.</i></p>	<b>1–2</b>

close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	<i>Workers went on strike in this period.</i>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## 4. Study Sources A and B. How similar are these two sources?

<b>Assessment Objectives</b>	AO3 (a): Analyse sources contemporary to the period. [10]
<b>Additional Guidance</b>	<p>Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2.</p> <p>For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected.</p> <p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<b>Level 3</b>	<p>Level 3 answers will typically explain the contrasting purpose of the two sources e.g.</p> <p><i>Sources A and B are similar in some ways. They both comment on the issue of women working during World War Two, and reveal that similar attitudes existed in society – despite A showing women were wanted in the workforce this poster would not have been published if they were accepted and filled the workforce and B shows it was unexpected for women to be working. However, they each have differing purposes. Source A is trying to persuade women to contribute to the war effort by working in war industry. It may also have been produced to persuade men that women were capable of taking on roles in industry. Whereas Source B was produced for a military newspaper to entertain male army recruits. The fact that the male mechanic does not expect a woman to be working in this position reveals that attitudes towards women working have not changed. This could present a similarity with Source A as it would not need to have been produced if as many women as necessary were employed in war work. Government surveys from this time revealed that a good proportion of both women and men were against women working.</i></p>	<b>7–10</b>
<b>Level 2</b>	<p>Level 2 answers will typically compare the message or the attitudes of the two sources e.g.</p> <p><i>Sources A and B are similar in some ways. They both comment on the issue of women working during World War Two, and reveal that similar attitudes existed in society – despite A showing women were wanted in the workforce this poster would not have been published if they were fully accepted in workplaces, and that many women were working, as the message is that women should be working. Source B</i></p>	<b>3–6</b>

	<i>shows it was unexpected for women to be working which can be seen by the man's surprise at a woman working, and so it displays a similar attitude to Source A.</i>	
<b>Level 1</b> <ul style="list-style-type: none"><li>Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s).</li></ul>	Level 1 answers will typically compare elements of the content of each source or compare the type of source e.g.  <i>The sources are similar because they are visual sources that would have been intended for wide publication. One is a government poster, whereas the other is a cartoon.</i>  In this level, answers may focus almost entirely on one of the two sources.	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

5.\* ‘The main reason for an economic boom in the 1920s was Republican party policies.’ How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	<p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5.</p> <p>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
<b>Level 5</b>	<p>Level 5 answers will typically construct a <b>balanced and well-supported</b> argument e.g.</p> <p><i>Whilst Republican party policies brought immediate economic gains in the 1920s, it was World War One that placed the US economy in a position ready for this prosperity.</i></p> <p><i>Republican Party policies definitely contributed to an economic boom in the 1920s. In 1922 the Republicans placed import tariffs on foreign goods through the Fordney-McCumber Tariff. This allowed American companies to grow more rapidly as it was easier for them to sell their goods. Actions like this were part of the Republicans’ ‘laissez-faire’ policy. They wanted big businesses to act without government intervention as they thought this would stimulate growth. This approach resulted in industrial growth doubling in the 1920s.</i></p> <p><i>However, the First World War also contributed to the US’s economic boom. American banks loaned a lot of money to the Allies during the war, which meant they were wealthy after the war - Britain alone still owed over \$4 billion dollars in the 1930s. In addition, American companies became very wealthy from the weapons and equipment that were supplied to the Allies, and many of these companies continued to grow during the 1920s. Therefore, American industry was initially stimulated as a result of US involvement in the war, which led to prosperity in the 1920s.</i></p> <p><b>NOTE: 18 marks = as below plus a clinching argument</b>  <b>16-17 marks = 4 explained examples (3-1 or 2-2)</b>  <b>15 marks = 3 explained examples (2-1)</b>  NB: This would be a L5 answer without the conclusion, but lower in the level.</p>	<b>15-18</b>
<b>Level 4</b>	<i>Level 4 answers will typically set out a <b>one-sided argument</b> with support from <b>at least two valid</b></i>	<b>11-14</b>

<ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p><i>explained examples OR construct a balanced argument with each side explicitly supported by one explained example, e.g.</i></p> <p><i>Republican Party policies definitely contributed to an economic boom in the 1920s. In 1922 the Republicans placed import tariffs on foreign goods. This allowed American companies to grow more rapidly as it was easier for them to sell their goods. Actions like this were part of the Republicans' 'laissez-faire' policy. They wanted big businesses to act without government intervention as they thought this would stimulate growth.</i></p> <p><i>However, the First World also contributed to the US's economic boom. American banks loaned a lot of money to the Allies during the war, which meant they were wealthy after the war. In addition, American companies became very wealthy from the weapons and equipment that were supplied to the Allies. Therefore, American industry was stimulated as a result of US involvement in the war.</i></p> <p>NB: Reserve 14 marks for a clinching argument. 12 mark standard. Mark for development in addition.</p>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically construct a <b>one-sided argument</b> with support from one valid explained example e.g.</p> <p><i>I agree with the statement. Republican Party policies definitely contributed to an economic boom in the 1920s. In 1922 the Republicans placed import tariffs on foreign goods through the Fordney-McCumber Tariff. This allowed American companies to grow more rapidly as it was easier for them to sell their goods as foreign goods were more expensive. Actions like this helped contribute to industrial growth doubling in the 1920s.</i></p>	<b>7–10</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding that is relevant to the question.</li> <li><i>There is a line of reasoning which has</i></li> </ul>	<p>Level 2 answers will typically <b>identify and describe</b> reasons for an economic boom in the 1920s, but will stop short of linking this to whether US Republican Party policies were the main reason for this e.g.</p> <p><i>American companies were contracted to provide the Allies with weapons during World War One. US industry grew.</i></p> <p>OR</p> <p><i>The Republicans took a 'laissez-faire' approach. Businesses were allowed to grow without government intervention.</i></p>	<b>4–6</b>

<i>some relevance and which is presented with limited structure.</i>		
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge that is relevant to the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically make <b>general</b> assertions e.g.</p> <p><i>US companies made a lot of money.</i></p> <p><i>People bought American goods.</i></p> <p><i>The US was rich after the First World War.</i></p>	<b>1–3</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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