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June 2022 – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

J410/06 The USA 1919–1948: The People and the State

Time allowed: 1 hour

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the Changes for 2022 qualification web page.

You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

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The USA 1919–1948: The People and the State

Answer **all** the questions

1. Describe **one** action taken by the US government during the Second World War.

[2]

2. Explain why some industries prospered in the 1920s.

[10]

3. Explain how the Great Depression affected Americans in the 1930s.

[10]

4.

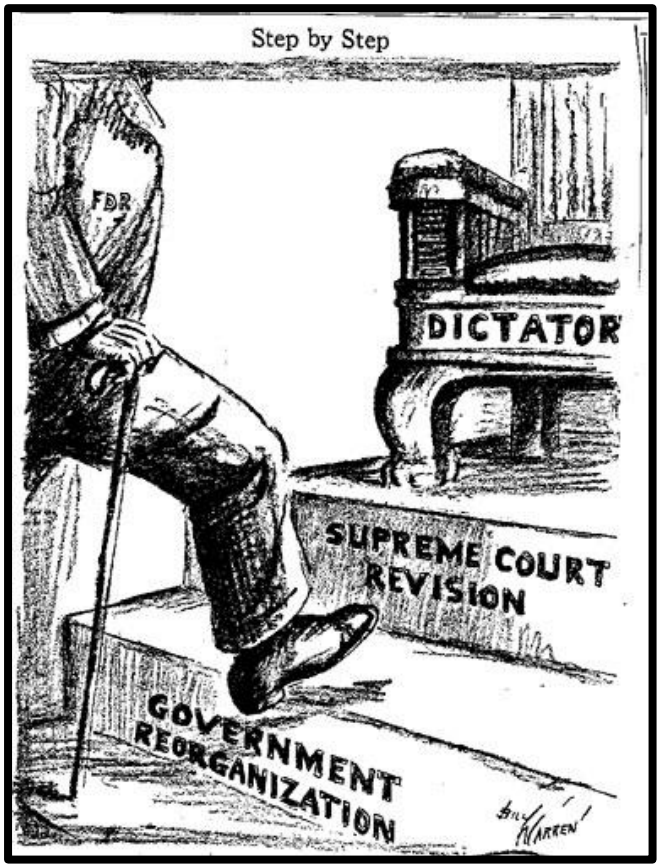
(a) Study **Source A**. What of the message of this source?

[5]

(b) Study **Source B**. Explain how this source is useful to a historian studying the New Deal.

[5]

Source A



An American cartoon from November 1937.
Source B

The great betrayer and liar, Franklin D. Roosevelt, who promised to drive the corrupt out of America, has succeeded only in driving the farmers from their homesteads and the citizens from their homes in the cities. I ask you to remove the man who claims to be a Democrat, from the Democratic Party, and by this I mean Franklin Double–Crossing Roosevelt.

From a radio broadcast by Father Charles Coughlin in 1936.

5.* 'The people of the USA fully supported the government in the Second World War.' How far do you agree?

[18]

END OF QUESTION PAPER

Copyright Information:

Source A: Billy Warren, Step by Step, Buffalo Evening News, 11 Nov 1937.

Source B: From Ralph M. Shaw, The New Deal: Its Unsound Theories and Irreconcilable Policies, in AM. Liberty League Document No. 39, pg. 13, 31 May 1935.

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June 2022

GCSE (9–1) History (A Explaining the Modern World)
J410 The USA 1919–1948: The People and the State

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

This document has 20 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

   - there is nothing written in the answer space

   Award Zero '0' if:

   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	**Award mark**
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning

1. **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** action taken by the US government during the Second World War.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	First mark for identification of action + second mark for descriptive detail for each response. Note that a maximum of 1 mark can be given for correct identification of action, even if more than one action is identified. All content is indicative only and any other correct examples of actions taken by the US government in the Second World War should also be credited.

Levels	Indicative content	Marks
N/A Points marking	One important action the USA took during the Second World War was neutrality. When the war broke out in 1939 the US Congress passed the Neutrality Act. OR One action the USA took during the war was the Lend Lease programme. This allowed the US to effectively lend resources and equipment to the British to help them fight against Germany.	**2**

2. Explain why some industries prospered in the 1920s.

Assessment Objectives	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]
Additional Guidance	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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g. *Industry prospered because the US had big reserves of raw materials, there was a demand for consumer goods, mass production allowed goods to be produced at affordable prices, advertisements encouraged Americans to spend. Production line for motor cars made them cheaper. As motor industry developed it engendered more industry with components being produced, roads constructed and petrol industry developed Government encouraged industry by tax benefits, tariffs and the idea that there should be little interference in business to let it prosper in its own way.*	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g. *Industry prospered in America in the 1920s for a number of reasons. One such reason was the laissez–faire policy of the Republican government. They believed that the businessmen should not be interfered with and to be allowed to get on with his job of making money. Another reason was the use of tariffs to make importing foreign goods more expensive. This meant Americans bought American goods and their companies grew. Taxation was also kept low, which meant that all Americans, both rich and poor, could spend money on American goods.*	**7–8**

Level 3 • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g. *Some industries such as oil and steel prospered in America in the 1920s because of the use of trusts. These were super companies which were so huge that they dominated their sectors. The Republicans supported trusts because they believed it helped industry. For example, one major oil company was helpful because it meant that the quality of fuel was standard across the country (which was why Standard Oil got its name). Trusts were allowed to do what they wanted by the Government in the USA at the time so their costs were reduced, they could control workers and wages and they could eliminate potential competitors. The USA also reduced tax, increased tariffs and did not interfere in business.*	**5–6**
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. *The American government tried not to interfere with business in the 1920s. They felt that it was the work of businessmen to do their job and create money.*	**3–4**
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • 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.	Level 1 answers will typically contain general points e.g. *The American government did not interfere in business in the 1920s.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

3. Explain how the Great Depression affected Americans in the 1930s.

Assessment Objectives	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]
Additional Guidance	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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify at least two effects of the Depression and explain them fully e.g. *The Depression affected Americans badly. One of the main effects was unemployment. After the Crash many banks and businesses collapsed. Their workers were laid off. Worse still, most businesses which survived cut the number of workers they employed. Around 14 million people were unemployed by 1933, that is about 25% of the workforce. Some areas were hit particularly badly. For example 50% of workers in Cleveland were unemployed.* *The Depression also devastated the rural areas. As a result of the Depression farm income fell. This meant many farmers could not pay their rents and mortgages and were forced off their land. Many of them were forced to become migrant workers. Rural areas of the USA saw many examples of malnutrition.*	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one effect of the Depression and explain it fully e.g. *The Depression affected Americans badly. One of the main effects was unemployment. After the Crash many banks and businesses collapsed. Their workers were laid off. Worse still, most businesses which survived cut the number of workers they employed. Around 14 million people were unemployed by 1933, that is about 25% of the workforce. Some areas were hit particularly badly. For example 50% of workers in Cleveland were unemployed.*	**7–8**
Level 3 • Response demonstrates accurate knowledge and	Level 3 answers will typically identify and describe one effect of the Depression e.g. *The Depression affected Americans badly. One of the main effects was unemployment.*	**5–6**

understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	*Around 14 million people were unemployed by 1933, that is about 25% of the workforce.*	
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events linked to the issue in the question e.g. *In 1929 the Wall Street Crash was caused by speculators. Shares were too costly and people began to sell them. Many banks and businesses went bust.*	**3–4**
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • 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.	Level 1 answers will typically contain general points e.g. *The Depression started soon after the Wall Street Crash and caused many problems.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

4a Study Source A. What is the message of this source?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	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. 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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 • Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.	Level 3 answers will typically make effective use of content, provenance or context to support inference about the main message of the source e.g. *The message of this source is that Roosevelt needs to be stopped because he is planning to become a dictator. He is shown taking a series of steps which the cartoonist thinks will lead to dictatorship. The cartoon is saying that Roosevelt had a crafty plan to become a dictator by advancing slowly, a step at a time. Once he had reorganized the government he could deal with the Supreme Court and then there would be nothing to stop him being a dictator. The cartoon was published by Roosevelt's opponents, many of whom were owners of big businesses. They believed that government should stay out of business as far as possible and that Roosevelt was interfering too much in business and legal matters. They claimed he was becoming like the dictators who were running Germany and Italy.*	**4–5**
Level 2 • Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically make valid inference(s) about the main message of the source e.g. *The message of this source is that Roosevelt is taking a series of steps which the cartoonist thinks will lead to dictatorship. The cartoonist is an opponent and in 1937 Roosevelt was facing opposition from big business and some members of the Supreme Court.* *OR* *This source is telling the public the steps that Roosevelt has taken since he became President in 1933. He has taken a number of important measures in reorganizing the*	**2–3**

	government (like his New Deals) and he is now planning to reform the Supreme Court.	
Level 1 • Response analyses the source 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.	Level 1 answers will typically make a valid comment about the content/provenance of the source, e.g. *The source is not useful because it was written during the 1930s.*	**1**
Level 0 No response or no response worthy of credit.		**0**

4b Study Source B. Explain how this source is useful to a historian studying the New Deal

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	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. 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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 • Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.	Level 3 answers will typically make a valid inference from the source, developed with effective use of content, provenance or context to support the inference e.g. *This source is useful as an example of why some Americans opposed Roosevelt and also as evidence of how his opponents tried to discredit him. Father Coughlin was a popular broadcaster with a very large audience estimated at 30 million. He basically felt that Roosevelt was not doing enough to help the poor and not enough to control banks and big business. We can see how strongly Coughlin feels where he calls Roosevelt a liar and betrayer. This is clearly a very biased source, which makes it useful as a source about the views and methods used by some of Roosevelt's opponents.*	**4–5**
Level 2 • Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.	Level 2 answers will typically argue the source is useful or not useful based on reliability or will make a valid but more generalised assertion about the value of the source.eg. *This source is not useful because it was written by an opponent of Roosevelt. Coughlin set up the National Union for Social Justice which attacked Roosevelt and his policies. The source is very harsh and critical of him.* *OR* *This source is useful as it shows the critical attitude of some Americans to his New Deal. Father Coughlin argues that the impact of his New Deal on the poor in America has been devastating.*	**2–3**

Level 1 • Response analyses the source 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.	Level 1 answers will typically select sections from the source and assert they are useful e.g. *This source is useful because it says that American people were driven from their homes by the New Deal.*	**1**
Level 0 No response or no response worthy of credit.		**0**

5. "The people of the USA fully supported the Government in the Second World War." How far do you agree?

Assessment Objectives	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]
Additional Guidance	At Level 3, at least two distinct reasons should be considered. At Level 4, at least two distinct reasons should be developed. Level 4 and above should consider 'how far' (both sides of argument). At Level 5, responses should address how far the USA fully supported the government in the Second World War, based on a nuanced argument considering a range of possible reasons, with a conclusion. 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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 • The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. • This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	Level 5 answers will typically construct a well-supported argument around more than one factor which reaches a valid conclusion e.g. *As Level 4 but with conclusion* *Overall I agree with the statement. Far more Americans supported the war than opposed it. Perhaps the most striking example is the Japanese Americans. Despite their poor treatment by the government many Japanese Americans went on to serve with distinction in the armed forces, indicating how strong support was among the population as a whole.*	**15–18**
Level 4 • 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. • This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically construct a well-supported argument around more than one factor e.g. *The majority of Americans supported the war effort in the Second World War. To begin with, the majority of them supported going to war against Japan in particular after the attack on Pearl Harbor. This outraged Americans anyway and US propaganda made effective use of the attack. Germany declared war on USA soon afterwards and US propaganda found*	**11–14**

• *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	*it easy to convince Americans that Nazism was an evil which needed to be fought.* *Americans also gained a great deal from the war. More than half a million new businesses started up. The war ended unemployment which had been a massive problem in the 1930s. It brought opportunities for all workers, including women and African Americans as well.* *On the other hand, not all Americans supported the war. There was very high taxation which was unpopular and some opposed America getting involved in the war in Europe. For many African-Americans the war so little or no improvement in racial discrimination. Units in the Army and Navy were segregated along racial lines.*	
Level 3 • 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. • This is supported by accurate knowledge and understanding that is relevant to the question. • *There is a line of reasoning presented which is mostly relevant and which has some structure.*	Level 3 answers will typically construct a supported argument e.g. *The majority of Americans supported the war effort in World War 2. To begin with, the majority of them supported going to war against Japan in particular after the attack on Pearl Harbor. This outraged Americans anyway and US propaganda made effective use of the attack. Germany declared war on USA soon afterwards and US propaganda found it easy to convince Americans that Nazism was an evil which needed to be fought.*	**7–10**
Level 2 • 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. • This is supported by some knowledge and understanding that is relevant to the question. • *There is a line of reasoning which has some relevance and which is presented with limited structure.*	Level 2 answers will typically identify reason(s) why the American people supported the government in the Second World War e.g. *On the whole the American people did support the war effort. The war brought greater job opportunities for men and women. Also most Americans though that the war was a just cause.*	**4–6**
Level 1 • 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	Level 1 answers will typically demonstrate simple knowledge of American support for the government in the Second World War e.g. *Some people in America were against the war effort. They did not like war.* OR	**1–3**

very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • *The information is communicated in a basic/unstructured way.*	*Some people in America supported the war effort. They thought America was doing the right thing.*	
Level 0 No response or no response worthy of credit.		**0**

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1	2				2
2	5	5			10
3	5	5			10
4			10		10
5	12	6			18
Total	24	16	10		50