

GCSE

History A (Explaining the Modern World)

J410/06: The USA 1919-1948: The people and the state

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

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 example of discrimination of African Americans within the US military in the 1940s. (2)

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	<p>All content is indicative only and any other correct examples of discrimination of African Americans within the US military in the 1940s should also be credited.</p> <p>2 marks for 2 identifications OR 1 mark for identification + second mark for descriptive detail.</p>

Levels	Indicative content	Marks
<p>N/A</p> <p>Points marking</p> <p>Racism= 0 marks</p>	<p><i>African American troops were not promoted as often as white soldiers [1].</i></p> <p><i>In the US Navy only 58 African Americans had risen to the rank of officer by 1945 [2].</i></p> <p><i>Segregation existed in the US military in the early 1940s.</i></p> <p><i>US Marines didn't allow African American soldiers to go into combat before 1944 [2].</i></p> <p><i>African American women serving as nurses were only allowed to attend to African American soldiers.</i></p> <p><i>African American soldiers were assigned to the most dangerous jobs [1] (e.g. Port Chicago incident, 1944) [2].</i></p> <p><i>Not paid as much as white soldiers [1].</i></p>	2

2. Explain why thousands of Japanese-Americans were interned in camps in the USA during the Second World War.

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
<p>Level 5</p> <ul style="list-style-type: none"> 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. 	<p>Level 5 answers will typically identify two or more reasons why Japanese-Americans were interned in camps during the Second World War and explain them fully e.g.</p> <p><i>One reason was that Japan had launched a major attack on the US naval base at Pearl Harbour in December 1941. This was the excuse that President Roosevelt had been waiting for to declare war on Japan and enter war against Germany, her ally. Japan was seen as a treacherous enemy, and her people, both outside of and inside the USA were not to be trusted. As a result, over 120,000 Japanese-Americans from California, Washington state, Arizona and Oregon were forced into remote camps so they could not damage the US war effort.</i></p> <p><i>Another reason was the existence of racism in the USA against Asian peoples. This had existed for a long time but was increased by wartime propaganda, encouraged by the government who wanted to justify their involvement in a war against Japan and her allies. Hollywood and other media organisations were encouraged to depict Japanese people as devious, cruel and threatening which whipped up greater prejudice. Existing racism seems a likely cause given that Italian and German-Americans weren't interned in camps, despite the US also being at war against them.</i></p> <p>THRESHOLD ANSWERS</p> <p><i>One reason was that Japan attacked Pearl Harbour. Japan was seen as a treacherous enemy, and those living in the USA were not to be trusted. Thousands were forced into remote camps so they could not damage the US war effort.</i></p> <p><i>Another reason was racism in the USA against Asian peoples. This had existed for a long time but was increased by wartime propaganda. Hollywood and other media organisations were encouraged to depict Japanese people as devious, cruel and threatening to justify involvement in war. As a result, there was little opposition to the policy of internment.</i></p>	9–10

<p>Level 4</p> <ul style="list-style-type: none"> • 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. 	<p>Level 4 answers will typically identify one reason why Japanese-Americans were interned in camps during the Second World War and explain it fully e.g.</p> <p><i>One reason was that Japan had launched a major attack on the US naval base at Pearl Harbour in December 1941. This was the excuse that President Roosevelt had been waiting for to declare war on Japan and enter war against Germany, her ally. Japan was seen as a treacherous enemy, and her people, both outside of and inside the USA were not to be trusted. As a result, over 120,000 Japanese-Americans from California, Washington state, Arizona and Oregon were forced into remote camps so they could not damage the US war effort.</i></p>	<p>7–8</p>
<p>Level 3</p> <ul style="list-style-type: none"> • 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. 	<p>Level 3 answers will typically identify and describe reasons(s) why Japanese-Americans were interned in camps during the Second World War without explaining them e.g.</p> <ul style="list-style-type: none"> • <u>The Japanese attack on Pearl Harbour in December 1941 created a wave of anti-Japanese feeling.</u> • <u>Official propaganda fanned the flames of existing hostility towards Asians, and the Japanese in particular, through Hollywood and newspapers.</u> • <u>Racism against Japanese grew during the war, because they were allied with Fascist dictatorships in Europe.</u> • <u>They were seen as a threat after Pearl Harbour where Japan bombed a US naval base.</u> 	<p>5–6</p>
<p>Level 2</p> <ul style="list-style-type: none"> • 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. 	<p>Level 2 answers will typically identify reasons(s) why Japanese-Americans were interned, eg</p> <ul style="list-style-type: none"> • <i>Bombing of Pearl Harbour (no agency, no sense of what PH was).</i> • <i>Propaganda spread anti-Japanese feeling.</i> • <i>Racism against Asians.</i> • <i>Feared they were Japanese spies.</i> <p>OR Alternative Level 2 Answers will contain description of events linked to Japanese-Americans internment, eg.</p> <p><i>Over 120,000 Japanese Americans were interned in camps in the US after 1942. These camps were in remote parts of the USA and many were forced to sell their property before going there, often at very reduced prices. There was no distinction between first or second-generation immigrants which was very unfair. They were all seen as a threat.</i></p>	<p>3–4</p>
<p>Level 1</p> <ul style="list-style-type: none"> • 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 	<p>Level 1 answers will typically contain general points or assertions e.g.</p> <p><i>They were seen as dangerous</i> <i>To get rid of them.</i> <i>Racism</i> <i>They weren't liked and accepted.</i> <i>They were seen as enemies.</i></p>	<p>1–2</p>

explicitly, but some very basic understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		0

3. Explain how American women's lives changed 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 <ul style="list-style-type: none"> 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. 	<p>Level 5 answers will typically identify at least two ways in which American women's lives changed in the 1920s and explain them fully e.g.</p> <p><i>In the 1920s American women gained a greater say in politics by getting the vote. The National American Women Suffrage Association (NAWSA) was key in helping the war effort during World War One – it helped in military and civilian organisations. Many women campaigned for the right to vote and used their help during the war as one of the reasons. This was passed by Congress in August 1920. Therefore, women's lives changed as they had political representation which gave them more say over the running of the country and choice of President. [8]</i></p> <p><i>The popular image of American women in the 1920s also saw huge changes and the phrase "new women" was born. Women began to wear more daring clothing and stopped wearing items such as long skirts; many smoked and drank in public, and women were sexually liberated. This was very different to the traditional role women had beforehand where their place was in the home looking after their family. [10]</i></p>	9–10
Level 4 <ul style="list-style-type: none"> 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. 	<p>Level 4 answers will typically identify at least one way in which American women's lives changed in the 1920s and explain it fully e.g.</p> <p><i>In the 1920s American women gained a greater say in politics by getting the vote. The National American Women Suffrage Association (NAWSA) was key in helping the war effort during World War One – it helped in military and civilian organisations. Many women campaigned for the right to vote and used their help during the war as one of the reasons. This was passed by Congress in August 1920. Therefore, women's lives changed as they had political representation which gave them more say over the running of the country and who was President.</i></p>	7–8

<p>Level 3</p> <ul style="list-style-type: none"> • 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. 	<p>Level 3 answers will typically identify and describe one or more change to the lives of American women in the 1920s e.g.</p> <ul style="list-style-type: none"> • <i>Lots more single women were in paid employment, for example in typing pools and telephone exchanges.</i> • <i>In the cities some middle class women became known as flappers because of their fashions and ways in which they acted.</i> • <i>Women gained more independence: they went out dancing more and bought cars. Henry Ford started producing cars that were not black to appeal to the female market.</i> • <i>They gained more leisure time as household devices meant domestic chores took less time.</i> 	<p>5–6</p>
<p>Level 2</p> <ul style="list-style-type: none"> • 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. 	<p>Level 2 answers will typically identify changes in women's lives</p> <ul style="list-style-type: none"> • <i>They wore less restrictive clothing and more had jobs in industry.</i> • <i>They got the vote.</i> • <i>They did not need to be chaperoned when they went out.</i> • <i>They smoke and drank in public.</i> • <i>There were flappers.</i> <p><u>OR Alternative Level 2</u></p> <p>Answers will contain description of events that is linked to American women's lives in the 1920s e.g.</p> <p><i>Women's lives changed more in the cities than in the countryside. In the countryside they continued to act out traditional roles, looking after the family and home, wearing long skirts and seldom going out except to church.</i></p>	<p>3–4</p>
<p>Level 1</p> <ul style="list-style-type: none"> • 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. 	<p>Level 1 answers will typically contain general points e.g.</p> <ul style="list-style-type: none"> • <i>Women saw many positive changes to their lives in the 1920s.</i> • <i>Women got paid more.</i> • <i>They got more freedom.</i> • <i>Their lives changed a lot.</i> 	<p>1–2</p>
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

4a. Study Source A. How reliable is this source about the US government's attempts to enforce Prohibition?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<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
Level 3 <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically assess the reliability of the source(s) using source purpose AND relevant context.</p> <p><i>The source is not reliable because it was written to convince people that the government's attempts were more successful than they were. The author works for the part of the government whose responsibility it was to enforce Prohibition, so he would NOT want to talk about what was going wrong. Instead he is positive, talking about how unrealistic it is to expect rapid success. It is also not true that the increase in law breaking was unrelated to Prohibition. Organised crime imported illegal alcohol from Mexico and Canada and distributed it via bootleggers and speakeasies. All involved were breaking the law of not selling and transporting alcohol, so it is not surprising crime rates went up. And that is without the violence and murder which happened as a result of turf wars between the gangs that controlled the trade. . This source is covering up the facts by implying the government had success.</i></p>	4-5
Level 2 <ul style="list-style-type: none"> 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. 	<p>Level 2 answers will typically assess the reliability of the source(s) using source purpose OR relevant context.</p> <p><i>The source is reliable because he says the government made lots of arrests in relation to Prohibition. In the year the source was written the government made over 60,000 arrests alone so what he says is true.</i></p> <p><i>I don't believe this source. It is saying that prohibition is working. However, as a lawyer working for the government he would want to support and promote what they are doing. It makes him and them look good.</i></p>	2-3
Level 1 <ul style="list-style-type: none"> Response analyses the source in a very 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. 	<p>Level 1 answers will typically make assertions about reliability based on undeveloped provenance or context, content or source type.</p> <ul style="list-style-type: none"> <i>The source is not reliable because it doesn't mention problems the government faced.</i> <i>The source is not reliable because it was written by someone who worked for the government.</i> <i>The source is not reliable because it's a magazine.</i> 	1

Level 0 No response or no response worthy of credit.		0
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4b. Study Source B. Explain why this source was published in the USA at this time.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<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
Level 3 <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source and context.</p> <p><i>This cartoon was published to get the government to change the law of Prohibition or enforce it better. By now, Prohibition had been in place for over five years, yet all it had done was empower organised crime. In Chicago, where this cartoon was published, Al Capone had made millions from selling bootleg alcohol, but the law seemed powerless to stop him. He was 'bullet proof', which is suggested by the situation in the cartoon. The cartoonist wanted people to understand how ineffective the police were and why, and turn against the policy.</i></p>	4-5
Level 2 <ul style="list-style-type: none"> 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. 	<p>Level 2 answers will typically identify and explain the message of the source using relevant source content or context .</p> <p><i>This cartoon was produced to show that organised crime was beating the police. In the cartoon, the figure representing 'organised crime' is not fazed by the policeman's bullets. This is reflective of what was happening in America at the time as gangsters like Al Capone were making millions of dollars a year from their enterprises.</i></p>	2-3
Level 1 <ul style="list-style-type: none"> Response analyses the source in a very 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 . 	<p>Level 1 answers will typically assert the purpose or message of the source without any development OR provides accurate context.</p> <p><i>The source was produced to show that the police were fighting organised crime. The source raises awareness that organised crime is beating the police. At this time gangs were making a fortune from prohibition.</i></p>	1
Level 0		0

No response or no response worthy of credit.	
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5.* 'The New Deal had achieved its aims by 1939.' How far do you agree? (18)

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	<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. 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
Level 5 <ul style="list-style-type: none"> 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. 	<p>Level 5 answers will typically construct a balanced and well-supported argument e.g.</p> <p><i>I partly agree with this statement. One of the aims of the New Deal was to revive US industry and reduce unemployment and the New Deal was able to achieve this. The PWA funded many new buildings and transport networks, which set the groundwork for wider improvements to infrastructure. It also created many jobs: more than 3 million Americans worked for the WPA by the late 1930s. Workers' rights were also supported, which was a key aim of the Second New Deal. The National Labor Relations Act (NRA) supported workers by making it compulsory for employers to allow trade unions. This gave workers legal rights.</i></p> <p><i>On the other hand, not everyone would argue the New Deal had achieved its aims. The relief given to farmers through the Agricultural Adjustment Administration was undermined by the fact that the Agricultural Adjustment Act was declared unconstitutional in 1936 which meant states could not be forced to adopt it. This limited the extent to which the government was able to revive agriculture. Regarding the aim of the Second New Deal to support workers, some people criticised the low wages paid to employees of the WPA as they argued this limited the number of experienced workers. Others criticised the fact that some WPA contractors had to pay a % of their wage to the Democratic Party, making the WPA a political tool. These things meant that the government could not be seen to be fully supportive of ordinary people.</i></p> <p><i>On the whole, it's arguable that FDR experienced initial success as the measures implemented in the Hundred Days had immediate impact and raised the morale of the American people. In the long-term, however, Roosevelt picked up many critics, and whilst short-term fixes could indicate success, the New Deal didn't solve underlying problems in America.</i></p> <p>NOTE: 18 marks = as below plus a clinching argument 16-17 marks = 4 explained points (3-1 or 2-2) 15-16 marks = 3 explained points (2-1)</p>	15–18
Level 4 <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which 	<p>Level 4 answers will typically set out a one-sided argument with support from at least two valid explained points OR construct a balanced argument with each side explicitly supported by one explained points e.g.</p> <p><i>I partly agree with this statement. One of the aims of the New Deal was to revive US industry and the New Deal was able to achieve this. The PWA funded many new buildings and transport networks, which set the groundwork for wider improvements to infrastructure.</i></p>	11–14

<p>uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</p> <ul style="list-style-type: none"> This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. There is a well-developed line of reasoning which is clear, relevant and logically structured. 	<p><i>On the other hand, not everyone would argue the New Deal had achieved its aims. The relief given to farmers through the Agricultural Adjustment Administration was undermined by the fact that the Agricultural Adjustment Act was declared unconstitutional in 1936 which meant states could not be forced to adopt it. This limited the extent to which the government was able to revive agriculture.</i></p> <p>OR</p> <p><i>I agree with this statement. One of the aims of the New Deal was to revive US industry and reduce unemployment and the New Deal was able to achieve this. The PWA funded many new buildings and transport networks, which set the groundwork for wider improvements to infrastructure. It also created many jobs: more than 3 million Americans worked for the WPA by the late 1930s. Workers' rights were also supported, which was a key aim of the Second New Deal. The National Labor Relations Act (NRA) supported workers by making it compulsory for employers to allow trade unions. This gave workers legal rights.</i></p> <p>NB: 14 marks may be used for a clinching argument or 3 valid explained points on one side. 12 mark standard for 2 explanations. Mark for development in addition.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically develop a Level 2 answer with one of the points explained.</p> <p><i>I agree with this statement. The New Deal wanted to help the economy recover from Depression. Roosevelt said he wanted to introduce the 3Rs: Relief, Recovery and Reform.</i></p> <p><i>Recovery would be achieved through the alphabet agencies. For example The PWA funded many new buildings and transport networks, which set the groundwork for wider improvements to infrastructure which really helped industry. The AAA helped farmers after the long years of the 1920s depression. The NRA was trying to improve worker's rights. Overall he did lots of things right and America had confidence in him, even putting their money back in the banks after the 4 day bank holiday [10 marks].</i></p>	<p>7–10</p>
<p>Level 2</p> <ul style="list-style-type: none"> 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. 	<p>Level 2 answers will typically identify aims, successes or failures and weaknesses of the New Deal e.g.</p> <ul style="list-style-type: none"> <i>The New Deal wanted to recover the economy from the Great Depression.</i> <i>Its aims were Relief, Recovery and Reform.</i> <i>It successfully focused on unemployment. Unskilled workers were given jobs.</i> <i>The CCC created work for millions of young men in national parks.</i> <i>The TVA built dams that provided electricity and helped improve the irrigation in many areas of 7 states.</i> <i>The NRA focused on improving working conditions and improving wages.</i> <i>The AAA helped farmers with new techniques.</i> <i>The Second New Deal saw more support for poor Americans. The Social Security Act gave state pensions to the elderly and widows.</i> 	<p>4–6</p>
<p>Level 1</p>	<p>Level 1 answers will typically make general assertions e.g.</p>	<p>1–3</p>

<ul style="list-style-type: none"> • 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. • There is basic knowledge that is relevant to the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i> 	<p><i>The New Deal improved things.</i></p> <p><i>The New Deal failed to help everyone.</i></p> <p><i>The New Deal aimed to recover America.</i></p> <p><i>The New Deal gave out jobs</i></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

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