

**GCE**

**History A**

**Unit : Y315/01 The Changing Nature of warfare 1792 - 1945**

Advanced GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation  | Meaning of annotation  |
|---|--|
|    | Blank Page   |
|    | Highlight  |
| Off-page comment  |  |
|    | Assertion  |
|    | Analysis   |
|    | Continuity/Change  |
|    | Evaluation   |
|    | Explanation  |
|    | Factor   |
|    | Illustrates/Describes  |
|    | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement  |
|  | Knowledge and understanding  |
|  | Simple comment   |
|  | Synthesis  |
|  | Unclear  |
|  | View   |

## MARK SCHEME Section A

| Question | Answer/Indicative content   | Mark | Guidance   |
|----------|---|------|--|
| 1        | <p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the reasons for the success of the Revolutionary armies in the Revolutionary wars of 1792-1802.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that Interpretation A argues that it was the weakness of the enemies as well as intermediate measures and new generals that brought success.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that the allies were unable to sustain alliances and made terms with France.</li> <li>• Answers might argue that France was able to raise large armies, second only to Russia, and this provided them with a national army.</li> <li>• Answers might argue that the skill of commanders such as Bonaparte resulted in victories in Italy.</li> <li>• Answers might argue that it was the weakness of resistance in Italy that allowed victories.</li> <li>• Answers might argue that they were able to merge the new recruits with experienced soldiers who trained them 'on the job'.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that Interpretation B argues that it was the tactics of the new mass armies.</p> | 30   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul> |

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|  |  | <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"><li>• Answers might argue that the revolutionary ideals allowed them to sustain the heavy losses.</li><li>• Answers might argue that interpretation B is valid as the columns were only 50-80 men across and 12 men deep.</li><li>• Answers might argue that interpretation B is valid as they developed the concept of mixed order of linear formations, attack columns, skirmishing and sniping.</li><li>• Answers might argue that interpretation B is valid as the levies provided the numbers for such tactics.</li><li>• Answers might argue that interpretation B is valid because they gained experience because they were fighting so many battles.</li></ul> |  |  |
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| 2* | <p><b>Mark Scheme Section B</b></p> <p><b>‘Developments in transport had a greater impact on the nature of warfare in the period from 1792 to 1865 than in the period from 1865 to 1945.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that the development of railways allowed large numbers of troops to be brought to the battlefield quickly.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that railways allowed the rapid movement of supplies and therefore larger armies.</li> <li>• <b>Answers might consider</b> that steamboats allowed large forces to be carried across oceans.</li> <li>• <b>Answers might consider</b> the limits to transport developments in the period 1865 to 1918 as the combustion engine was unreliable and roads could not support the volume.</li> <li>• <b>Answers might consider</b> that success in some of the battles in the period 1792 to 1865 was the result of transport developments and the size of the forces.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that railways could carry soldiers only so far and then they had to walk to the battlefield.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the success of railways depended on organization and that was mastered only later by the Prussians.</li> <li>• <b>Answers might consider</b> that the development of the combustion engine allowed men and supplies to reach the front.</li> <li>• <b>Answers might consider</b> developments in aeroplanes, which allowed parachutists to be dropped behind enemy lines, and the development</li> </ul> | 25 | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |
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| <p>3*</p> |  | <p>of blitzkrieg tactics.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that in the earlier period much of the transport was still on foot or by horses and carts.</li> </ul> <p><b>To what extent did victory in war depend upon the help of allies in the period from 1792 to 1945?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that Napoleon was ultimately defeated as a result of the Seventh Coalition</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that victory in the Crimean War was due to an alliance of Britain, France and Piedmont.</li> <li>• <b>Answers might consider</b> that the Allied alliances in both the First and Second World War gave the allies economic and numerical power that ensured victory.</li> <li>• <b>Answers might consider</b> that it was the strength of the alliance that was important, as Germany had allies in both world wars and lost.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that Japan defeated Russia without allies.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the North was victorious against the South because of economic resources.</li> <li>• <b>Answers might consider</b> that Prussian military might, economic strength and weaponry were the reasons it was victorious in the Wars of Unification.</li> <li>• <b>Answers might consider</b> that the length of the war made economic resources more important.</li> <li>• <b>Answers might consider</b> that the role of commanders and organisation were more important.</li> </ul> | <p>25</p> | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |
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| <p>4*</p> | <p><b>‘Public opinion was always an important factor in the winning of wars in the period from 1792 to 1945.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that the Revolutionary ideals in France helped in winning the Revolutionary wars.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the governments considered it important in the nineteenth century as they produced militaristic and nationalist propaganda.</li> <li>• <b>Answers might consider</b> public opinion was important when casualty rates were high.</li> <li>• <b>Answers might consider</b> that public opinion was important when there were problems of supply on the Home Front.</li> <li>• <b>Answers might consider</b> that public opinion was important in later World Wars because of their length.</li> <li>• <b>Answers might consider</b> how Bismarck molded opinion before the Franco Prussian war.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be that public opinion was not sufficient to bring Napoleon victory despite support shown after 1814.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that public opinion has become important only in an age of the mass electorate.</li> <li>• <b>Answers might consider</b> that public opinion was not a guarantor of victory as both regimes in Germany had mass support due to propaganda.</li> <li>• <b>Answers might consider</b> that public opinion in the Southern States did not lead to victory.</li> <li>• <b>Answers might consider</b> that public opinion was only important with the development of the mass media.</li> </ul> | <p>25</p> | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |
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APPENDIX 1 – this contains the generic mark scheme grids

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|                                  | <i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>  |
|                                  | <b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>  |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.   |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.  |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| <b>Level 2</b><br>6–10<br>marks  | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.  |
| <b>Level 1</b><br>1–5<br>marks   | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.  |
| 0<br>marks                       | No evidence of understanding and no demonstration of any relevant knowledge.   |

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|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>   |
|                                  | <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>  |
| <b>Level 6</b><br>21–25<br>marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>17–20<br>marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>13–16<br>marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>9–12<br>marks  | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                       |
| <b>Level 2</b><br>5–8<br>marks   | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| <b>Level 1</b>                   | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very   |

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| 1<br>1–4<br>marks | generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0<br>marks        | The answer contains no relevant information.  |

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