



GCE

History A

Y315/01: Thematic study and historical interpretations: The changing nature of warfare 1792-1945

A Level

Mark Scheme for June 2023

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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
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 scoris 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 scoris 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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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:

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- 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.

- The scoris **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 scoris messaging system, or e-mail.
- 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.*
- For answers marked by levels of response: Not applicable in F501
 - 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

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11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the success of French armies during the Revolutionary Wars of 1792-1802.</p> <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that it was revolutionary new tactics that brought the French military victories.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is valid as most of Europe was still using tactics from the earlier eighteenth century where they used three lines. • Answers might argue that Interpretation A is valid as the French did use mass armies made up of conscripts with the concept of the nation in arms. • Answers might argue that Interpretation A is valid as Napoleon did break his armies down into self-sustaining corps, moving separately, but able to combine to fight. • Answers might argue that Interpretation A is not valid as the mass armies needed enthusiasm and required generals who embodied the cause and were inspirational. • Answers might argue that Interpretation A is valid as when Napoleon invaded Egypt he deployed his men in modern formations. 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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

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Question	Answer	Mark	Guidance
	<p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that there were a number of changes that brought the French victories.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as France was able to raise, at least on paper, one million men in 1794. • Answers might argue that Interpretation B is valid as the French army was used like a battering ram due to the enthusiasm for the fatherland, summed up in the marching song, the Marseillaise. • Answers might argue that Interpretation B is not valid as success was the result of new organization, with the use of self-contained corps, which allowed faster movement. • Answers might argue that Interpretation B is valid as the Revolutionary armies were less well-drilled, but more committed than members of national forces. • Answers might argue that Interpretation B is valid as workshops in France produced large amounts of weaponry, with the nation organized for war. 		

Question	Answer	Mark	Guidance
2*	<p>'The work of military theorists had little impact on the conduct of war in the period from 1792 to 1945.' How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that as emotional and national enthusiasm had a greater impact. • Answers might consider that war favoured defence and many generals ignored this view of Clausewitz. • Answers might consider that theorists gave little attention to the conduct of the American Civil War. • Answers might consider that technology and tactics meant that defence and mass armies did not have the advantage as Clausewitz suggested. • Answers might consider that the ability of the Soviets to concentrate forces was more important than the theories of Blitzkrieg. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that the French Revolution allowed the ideas of Du Teil and Gribeauval to be put into practice. • Answers might consider that Napoleon was influenced by Jomini. • Answers might consider the influence of Clausewitz and the importance of defence. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question	Answer	Mark	Guidance
3*	<ul style="list-style-type: none"> • Answers might consider the impact of Liddell Hart and how they were developed by General Guderain. • Answers might consider the importance of Clausewitz ideas on war as an extension of national policy in terms of national and ideological expansion. • Answers might consider the impact of theorists once staff colleges were created to study wars. • Answers might consider that the work of theorists impacted the conduct of war in Russia in the 1940s, but that Blitzkrieg had little impact. <p>‘Military plans were more important in determining the outcome of wars in the period from 1866 to 1945 than in the period from 1792 to 1865.’ How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that plans became more important because of the increase in industrial and technological developments. • Answers might consider that the impact of railways had a large impact on strategic planning, seen in the American Civil War, Wars of German unification and the First World War. • Answers might consider the importance of rapid Prussian mobilisation in 1870 compared with the French, using a co-ordinated rail network. • Answers might consider that for much of the Revolutionary and Napoleonic Wars there were no real plans or co-ordination. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider that there was little co-ordination or planning during the Crimean War. • Answers might consider that the growth in the size of armies meant that planning became more important as forces needed to be co-ordinated, seen in the Austrian failure in 1866. • Answers might consider whether the Anaconda Plan existed and the impact of the blockade. • Answers might consider the importance of Island hopping in the Battle for the Pacific in the Second World War. • Answers might consider the planning for D-Day. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that the Anaconda Plan was important in determining the outcome of the American Civil War and this was before 1866. • Answers might consider that the First World War was not determined by the Schlieffen Plan or the French Plan 17 or the Russian Plan 19. • Answers might consider that even when there was planning, as in the Wars of Unification, it was organisation and weaponry that was more important. • Answers might consider that alliances were more important as seen in the First and Second World war where they provided the economic power needed, • Answers might consider the changes in command structure during the First and Second World Wars which determined the outcome of battles with small groups of shock troops. 		

Question	Answer	Mark	Guidance
4*	<ul style="list-style-type: none"> • Answers might consider the importance of smaller units using initiative to deal with German resistance during the advance through France. <p>‘Public opinion had a greater impact on the First World War than any other war in the period from 1792 to 1945.’ How far do you agree?</p> <p>In supporting the view that it had the greatest impact on the First World War,</p> <ul style="list-style-type: none"> • It might be argued that communication encouraged nationalism and commitment to victory. • It might be argued that public opinion had considerable impact on Russian participation. • It might be argued that it made it harder to have a negotiated settlement with an enemy that had been demonised in the media. • It might be argued that public opinion led to unrestrained warfare, with attacks on civilians and the use of weapons, such as gas. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • 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.

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Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • It might be argued that public opinion allowed for the large-scale loss of life due to the appeal to public opinion. <p>In arguing that its impact was greater in other conflicts,</p> <ul style="list-style-type: none"> • It might be argued that public opinion allowed for the systematic destruction of property during the Second World War. • It might be argued that public opinion allowed for the destruction of property in 1864 during Sherman’s March to the Sea. • It might be argued that radical elements in France were crucial in the desire for war and all-out war which followed defeats. • It might be argued that opposition in nations conquered by Napoleon influenced the nature of war. • It might be argued that support for nationalism influenced campaigns by Napoleon III in Italy and Germany’s Wars of Unification. • It might be argued that the Gettysburg address was crucial in the American Civil War, turning it into a moral crusade. • It might be argued that late nineteenth century wars were encouraged by the militarism stirred up by the popular press. 		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 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.
Level 5 21–25 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.
Level 4 16–20 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.
Level 3 11–15 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.
Level 2 6–10 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.
Level 1 1–5 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 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 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. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 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. 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.
Level 4 13–16 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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 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. 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.

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Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very 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. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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