

## **GCE**

### **History A**

#### **Y315/01: The changing nature of warfare 1792-1945**

Advanced GCE

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

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

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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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**Annotations**

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

## Subject Specific Marking Instructions

Question	Answer	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 extent of developments in the organisation and nature of warfare in the American Civil War.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A puts forward the view that that there were significant changes in the organisation and involvement of the state.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as there was a Second Revolution as the power of the state grew.</li> <li>• Answers might argue that Interpretation A is valid as the Confederate Government did become heavily involved printing large amounts of money and the South which had been one of the least taxed areas became more heavily taxed.</li> <li>• Answers might argue that Interpretation A is valid as the War did lead to the rapid industrialisation of the North in key industries.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the heavy involvement of civilians, which was a significant development.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B puts forward the view that changes in the nature of warfare were partial and limited.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as although railways were used to</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <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>

2*		<p>move troops, horses were still used.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation B is valid as defenders did appear to have an advantage and frontal assaults were not successful.</li> <li>• Answers might argue that Interpretation B is invalid as by 1864-5 the sheer weight of numbers and economic resources did play a key role.</li> <li>• Answers might argue that Interpretation B is invalid as the South failed to take advantage of problems faced by Lincoln.</li> <li>• Answers might argue that Interpretation B is valid as given the resources of the North it was surprising the war lasted as long as it did.</li> </ul> <p><b>How far did developments in transport and communication change the nature of warfare during the period from 1792 to 1945?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that they did change the nature of warfare</b> it might be argued that the developments of railways allowed large numbers of troops to be brought to key points.</li> <li>• <b>Answers might consider</b> that the combustion engine allowed motorised warfare.</li> <li>• <b>Answers might consider</b> that steamboats allowed the transportation of large numbers of soldiers across oceans.</li> <li>• <b>Answers might consider</b> the development of radios, telegraph and telephone as they allowed greater coordination on the battlefield.</li> <li>• <b>Answers might consider</b> the development of the tank and aircraft and their impact on the nature of warfare.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <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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		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the development of Blitzkrieg.</li> <li>• <b>Answers might consider</b> the use of airborne assaults.</li> <li>• <b>In arguing that developments in transport and communication did not change the nature of warfare</b>, it might be argued that even if railways moved troops they still had to walk the last part so road conditions were important</li> <li>• <b>Answers might consider</b> that soldiers still relied on flags, bugles and runners.</li> <li>• <b>Answers might consider</b> that during the Revolutionary and Napoleonic Wars large numbers of troops were assembled and moved.</li> <li>• <b>Answers might consider</b> that even when railways were available their effectiveness depended upon reliability and planning.</li> <li>• <b>Answers might consider</b> the problem of getting sufficient supplies to the front.</li> <li>• <b>Answers might consider</b> that in the First World War the combustion engine was unreliable.</li> <li>• <b>Answers might consider</b> that Blitzkrieg was less effective in large areas in the East where troops could fall back and regroup.</li> <li>• <b>Answers might consider</b> that it was only towards the end of the period where developments had a crucial impact.</li> </ul>		
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3*	<p><b>How important were developments in the command and control of armies in determining the outcome of wars in the period from 1792 to 1945?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the argument developments in command and control were important</b>, it might be argued that developments under Napoleon allowed him to sustain large armies.</li> <li>• <b>Answers might consider</b> the developments made by the Prussians in the mid-nineteenth century.</li> <li>• <b>Answers might consider</b> the development of the Prussian General Staff.</li> <li>• <b>Answers might consider</b> the appointment of Foch as Allied commander which eventually allowed for centralized planning and operations.</li> <li>• <b>Answers might consider</b> the development of smaller units during the First World War.</li> <li>• <b>Answers might consider</b> the development of small groups of shock troops or stormtroopers at the end of the First World War and during the Second.</li> <li>• <b>Answers might consider</b> the appointment of an overall commander for D-Day.</li> <li>• <b>In challenging the view that developments in command and control were important</b>, it might be argued that the strength of alliances determined the outcome of war, as with the Napoleonic War.</li> <li>• <b>Answers might consider</b> that economic resources were more important in determining the outcome, as with the American Civil War.</li> <li>• <b>Answers might consider</b> the number of troops available.</li> <li>• <b>Answers might consider</b> the weakness of the opposition.</li> <li>• <b>Answers might consider</b> morale both on the Home and military front.</li> </ul>	<p><b>25</b></p> <p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <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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4*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> technological developments, such as the atom bomb in the Far East.</li> <li>• <b>Answers might consider</b> political unrest as a factor in determining the outcome of the First World War.</li> </ul> <p><b>How far were governments involved in the organisation and conduct of war in the period from 1792n to 1945?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the argument governments were involved,</b> it might be argued that as the period progressed they became more involved, particularly with the development of total war.</li> <li>• <b>Answers might consider</b> that governments had to raise increasing sums to fight wars.</li> <li>• <b>Answers might consider</b> that governments had to control key areas of production.</li> <li>• <b>Answers might consider</b> the role of governments in raising large forces with conscription.</li> <li>• <b>Answers might consider</b> the control government needed over transport to move men and supplies.</li> <li>• <b>Answers might consider</b> the role of states in manipulating the population.</li> <li>• <b>Answers might consider</b> the role of states in creating alliances.</li> <li>• <b>In challenging the view that governments were involved,</b> it might be argued that at the start of the period the state had limited responsibilities.</li> <li>• <b>Answers might consider</b> that before total war state involvement was limited.</li> <li>• <b>Answers might consider</b> that many armies were volunteer forces until later in the period.</li> <li>• <b>Answers might consider</b> that in many European states there was limited state involvement during</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <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>the Revolutionary and Napoleonic Wars.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that it was with developments in communication, such as in the Crimean War that the state became more involved.</li><li>• <b>Answers might consider</b> that in empires wars the state could have little involvement because of distances.</li></ul>		
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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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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