

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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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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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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer/Indicative content	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 reasons why the South (Confederacy) lost the American Civil War.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that weak Southern finances and inflation determined the outcome. • In evaluating Interpretation A, answers might argue that inflation created shortages and weakened the will to resist. • Answers might argue that the blockade was crucial as the South relied on revenue from cotton exports and the North's naval supremacy allowed the blockade to be tightened. • Answers might argue that the view is valid as the North had nine times the industrial capacity and could therefore produce more weapons. • Answers might argue that the view is valid as the South lacked a trained bureaucracy and was unable to mobilise the economy. • Answers might argue that the view is invalid as it was superior strategy and leadership of the North that determined the outcome. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that it was Union military success that weakened the South's will to resist. • In evaluating Interpretation B, answers might argue that the North did not suffer the same destruction. • Answers might argue that interpretation B is valid as the economy of the North and the resources available were much stronger and therefore able to sustain a war of attrition. 	30	<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

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> Answers might argue that interpretation B is valid as the North could better sustain the heavy casualties. Answers might argue that interpretation B is invalid as it wasn't Union military success but the South's lack of resources that led to the destruction of morale. 		
2	<p>'Technological developments have not changed the outcome of battles.' How far do you agree with this view of the period from 1792 to 1945?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that where technological developments were similar on both sides other factors were more important. Answers might consider that the machine gun was available to both sides and therefore had limited impact on the outcome of the First World War. Answers might consider that Napoleon did not have technological advantages in the early nineteenth century but was victorious because of numbers. Answers might consider that resources are more important than technology, particularly in the early period. Answers might consider that it is not the possession of the technology but how it was used, so command and leadership was more important. In challenging the hypothesis in the question, it might be argued that it did change the outcome where one side had a technological advantage. Answers might consider the impact of technology in the wars of Unification with the needle gun in 1866, changes in artillery in 1870. Answers might consider that the impact of railways had an impact on the Wars of Unification and 	25	<ul style="list-style-type: none"> No set answer is expected At higher levels answers might establish criteria against which to judge 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/Indicative content	Mark	Guidance
	<p>American Civil War.</p> <ul style="list-style-type: none"> • Answers might consider whether the development of the atom bomb changed the outcome of the War in Asia or simply speeded it up. • Answers might consider that technological changes such as the use of parachutists determined some Second World war battles. 		
3	<p>How important was planning and preparation to the outcome of successful military campaigns in the period from 1792 to 1945?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Prussian planning and the development of the General Staff was important to success in the Wars of Unification. • Answers might consider that the ability to mobilise the state was important. • Answers might consider that Sherman's March to the Sea is evidence of the importance of planning. • Answers might consider that it was important in the Second World in the Far East with island hopping and the division of forces. • In challenging the hypothesis in the question, it might be argued that planning, as with the Plans of the First World War did not bring success. • Answers might consider that Napoleon's planning did not bring success in the invasion of Russia in 1812. • Answers might consider that the British were successful on the Western Front in 1914 despite little planning. • Answers might consider that thoroughness was more important. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • 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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider that available resources were more important. 		
4	<p>‘The role of governments in the conduct of war changed significantly in the period after 1865.’ How far do you agree with this view of the period from 1792 to 1945?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Bismarck successfully mobilized Prussia to unite Germany. • Answers might consider that the state was not successful in mobilizing resources in the Crimean War. • Answers might consider the mass mobilization for the First World War. • Answers might consider that the state took on greater responsibilities for war, as seen with legislation, such as DORA. • Answers might consider that with the development of the media and growth of democracy the role of governments changed. • Answers might consider the role of governments in mobilizing labour and the economy in the period after 1865. • Answers might consider the importance of government in financing wars throughout the period. • In challenging the hypothesis in the question, it might be argued that the governments of France during the Revolution and Napoleonic wars successfully conscripted large numbers. • Answers might consider that the Union was heavily involved in the American Civil War. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • 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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• Answers might consider that the Confederacy was heavily involved in mobilizing resources.• Answers might consider how Napoleon exploited the Empire during the Napoleonic Wars.		

APPENDIX 1 – this contains the generic mark scheme grids

	<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.
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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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