

GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
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.)*

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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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
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
SC	Simple comment
?	Unclear
V	View

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the effectiveness of generalship on the Western Front. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that British generals were successful and ultimately achieved victory. • In evaluating Interpretation A, answers might argue British generals had reconstructions of the attack area made so troops were aware of what lay ahead. • Answers might argue generals did develop new tactics, such as the creeping barrage and night attacks. • Answers might argue commanders like Haig were aware of the need to wear down the enemy to achieve victory. • Answers might argue Haig was aware that the mobile battlefield would return and prepared for it. • Answers might argue commanders supported the use of new technology like poison gas and tanks. • Answers might argue generals equipped their men and the transport system was rearranged in 1916-17. • Answers might argue leaders were held in esteem by ex-soldiers.	30	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> 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. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that all generals were slow to learn, and it led to large numbers of casualties. • In evaluating Interpretation B, answers might argue that at both Verdun and the Somme there were large numbers of casualties. • Answers might argue lessons of the Somme were not applied to Passchendaele. • Answers might argue French troops mutinied. • Answers might argue Pershing sent his troops into frontal attacks in 1918. • Answers might argue generals continued to use the same tactics – bombardment and assault over no-man’s land through cuts in barbed wire which made them easy targets. • Answers might consider the strategy used by the Germans at Verdun . • Answers might consider that generals failed to realise that whilst repairs were made the enemy brought up reinforcements. • Answers might consider the failure to understand the nature of the terrain and the problems it created.		

Question			Answer	Mark	Guidance
2*			How far did developments in weapon technology change the nature of land warfare in the period from 1792 to 1945? Answers might consider some of the following themes: strategy, tactics, nature of wars, types of weapons – guns, artillery, chemical, air. In supporting the hypothesis in the question, • It might be argued the types of weapons available determined the strategy and tactics. • Answers might consider how the development of weapons dehumanized warfare and made it industrial. • Answers might consider that the development of weapons has meant each war has had the potential to be more destructive and cause more deaths. • Answers might consider how the development of machine guns allowed for greater defence, and the development of trench warfare and created stalemate. • Answers might consider that weapon developments allowed the size of the battlefield to increase. • Answers might consider artillery developments encouraged offensive actions as opposing forces had been equalized. • Answers might consider the development of aircraft which allowed the development of blitzkrieg.	25	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> 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. • 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	Mark	Guidance
			In challenging the hypothesis in the question, • It might be argued that in the Napoleonic Wars there were no major new weapon technologies but there were still large-scale battles. • Answers might consider the impact of improvements in rifle technology which did not change the cult of the offensive. • Answers might consider that technological developments in weaponry were not always used effectively. • Answers might consider that despite developments in technology, such as artillery, the First World War was not a war of movement unlike the Wars of Unification. • Answers might consider the development of chemical weapons which did not change the nature of warfare. • Answers might consider the development of the tank and its limited impact in the First World War.		

Question			Answer	Mark	Guidance
3*			Assess the effectiveness of alliances in wars during the period from 1792 to 1945. Answers might consider some of the following themes: technological resources, troops/manpower, economic resources, financial aid, deployment of resources, personal relationships/meetings, length/survival of alliances, strength of alliance In arguing that alliances were effective, • It might be argued in the First and Second World Wars it was the stronger alliances that were victorious as they provided manpower and resources. • Answers might consider the effectiveness of preventing enemies from gaining allies in the Wars of German Unification. • Answers might consider the effectiveness of the Triple Entente in 1914, but argue it was only with the USA joining in 1917 that the alliance was effective. • Answers might consider the effectiveness of the British/US alliance in the Second World War, given the manpower and resources provided. • Answers might consider the regular meetings between Britain and the US during the Second World War and the planning that led to D Day. • Answers might consider the importance of the coalition created after Napoleon's invasion of Russia and how this was turned into an effective alliance with the Treaty of Chaumont.	25	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> 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. • 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	Mark	Guidance
			In arguing that alliances were not effective, • It might be argued at the start of the period, during the Napoleonic Wars, many coalitions were short-lived and not effective. • Answers might consider at the start of the period alliances were no more than loose groups of nations and were not strong, reflected in the number of coalitions during the Revolutionary and Napoleonic Wars. • Answers might consider the number of nations who withdrew from the Coalitions. • Answers might consider it was not the effectiveness of the alliance against Russia in the Crimean war that brought victory, and Austria contributed little. • Answers might argue the South's failure to gain alliances in the American Civil War contributed to defeat. • Answers might argue France withdrew from their alliance with Piedmont in 1859. • Answers might argue the alliance of Balkan nations against Turkey 1912-13 showed the limitations of a regional alliance. • Answers might argue the entente with Russia was not effective in the First World War as she withdrew due to revolution and, similarly, the weakness of the alliance of the Central Powers. • Answers might argue the Nazi-Soviet Pact broke down and Germany's alliances were weak, notably with Italy.		

Question			Answer	Mark	Guidance
4*			How far did victory in war during the period from 1792 to 1945 depend on the effective organisation of the state for war? Answers might consider some of the following themes: state power, finances, production, conscription/volunteers, propaganda, transport, medical care. In arguing that effective organization of the state was important, it might be argued, • It might be argued that victories in the Revolutionary Wars were the result of the French state mobilizing large numbers and equipping them. • Answers might consider initially Napoleon was able to use the resources of the state effectively. • Answers might consider the effectiveness of British finances to support the Coalitions. • Answers might argue in the American Civil War the North was better organized than the South, with blockades, resistance in the South, finances and recruitment. • Answers might consider the link between the state and industry in the First World War and the policy of nationalization. • Answers might argue that high levels of taxation allowed the First and Second World War to be financed. • Answers might argue the organization of the Russian state under Stalin allowed the country to resist the Nazi advance.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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	Mark	Guidance
			In arguing that effective organization of the state was not important, it might be argued, • It might be argued that the success of the concept of nation in arms was limited with recruitment issues and industrial capacity was limited. • Answers might consider that under Napoleon there was close working between the commander and state, but it did not bring ultimate victory. • Answers might argue that the German state was as well organized as the Allies, but they still lost. • Answers might argue other factors such as resources and manpower were more important in determining the outcome, • Answers might argue the effectiveness of leadership and planning was more important, • Answers might argue the strength of alliances in the First and Second World Wars determined the outcome,		

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.
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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