



Oxford Cambridge and RSA

GCE

History A

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

A Level

Mark Scheme for June 2022

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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:
 - 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.

8. 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.
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: Not applicable in F501
 - 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 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
SC	Simple comment

	Unclear
	View
	Synthesis
	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer/Indicative content	Mark	Guidance
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<p>1</p>	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the role of the state in the First World War.</p> <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A puts forward the view that greater control over social and economic resources dictated strategy as the war progressed. <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that this view is valid as state control allowed all men between 20 and 45 to be requisitioned for seven years service • Answers might argue that Interpretation A is valid as the power of the state allowed them to control resources through the KRA or War Raw Materials Department. • Answers might argue that Interpretation A is valid as there were greater links between business and the state, in Germany unions agreed to end strikes so production could be maintained. • Answers might argue that interpretation A is valid as housing and services were neglected. • Answers might argue that Interpretation A is valid as pressure was put on people with food shortages and rationing. • Answers might argue that interpretation A is not valid as it exaggerates the role of the state. <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B puts forward the view that greater resources were needed once conventional attacks had failed. <p>In evaluating Interpretation B,</p>	<p>30</p> <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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2*		<ul style="list-style-type: none"> • Answers might argue Interpretation B is valid as by 1915 there was stalemate on the Western Front • Answers might argue that Interpretation B is valid given the nature of the attacks at Verdun and the Somme. • Answers might argue that interpretation B is valid as people were encouraged to buy war bonds to finance the war. • Answers might argue that interpretation B is valid as women worked in munition factories. • Answers might argue that Interpretation B is valid as there was rationing and government did take control of new areas with measures such as DORA. • Answers might argue that interpretation B is not valid as there was some opposition with mutinies among the French army. <p>‘Generals had little impact on the outcome of battles.’ How far do you agree with this view of warfare in the period from 1792 to 1945?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that once Napoleon faced able generals or armies became too large for one person to command then generalship was less important. • Answers might consider that in the mid nineteenth century the development of technology had a greater impact. • Answers might consider the importance of mobile tactics in the Boer War. • Answers might consider that in the First World War there were large general staffs and large 	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. • 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
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<p>3*</p>		<p>armies that a general could not control and this was made more difficult when the war became static.</p> <ul style="list-style-type: none"> • Answers might consider that in the Second World War generalship was less about inspiring troops and more about managing resources, as in the instance of Marshall and Brooke. • Answers might consider that planning became more important than generalship in the Second World War. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that Napoleon had an impact on the outcome by moving forces quickly, creating self-sustaining corps and rapid advances. • Answers might consider that Moltke was crucial in victories against Austria and France through his planning and logistics. • Answers might consider that Lee was crucial in the success of the Confederate forces in the American Civil War, defending the South from invasions by the North. • Answers might consider the impact of commanders on the Crimean War with Raglan and the Charge of the Light Brigade. • Answers might consider the failure of the leadership of Roberts in the Boer War. • Answers might consider the generalship of Ludendorff in 1918 and the Spring offensive. • Answers might consider that there were some generals in the Second World War who were responsible for success: Yamashita, Rommel, Montgomery and Patton. <p>‘Tanks have been the most important development in weaponry in changing the nature of warfare.’ How far do you agree with this view of the period 1792 to 1945?</p>	<p>25</p>	<p>analysis and evaluation, in line with descriptions in the levels mark scheme.</p> <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>
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		<p>In supporting the hypothesis,</p> <ul style="list-style-type: none"> • It might be argued that tanks allowed a change from war of attrition to the return of advance. • Answers might consider that tanks achieved a breakthrough from trench warfare at Cambrai in 1917. • Answers might consider that the tank had a decisive influence in the Second World War allowing rapid advance with Blitzkrieg. • Answers might consider that the Battle of Kursk allowed the Russian advance into eastern Europe. <p>In challenging the hypothesis,</p> <ul style="list-style-type: none"> • It might be argued that tanks were unreliable in the First World War. • Answers might consider the development of the rifle musket which favoured defence. • Answers might consider that the improved accuracy of the rifle lessened the role of the cavalry. • Answers might consider that the development of the minie bullet meant the loading process was speeded up and therefore firing was more rapid. • Answers might consider the development of the Dreyse needle gun as it could be loaded quickly and fired from a prone position improving defence. • Answers might consider the development of the machine gun as it led to defensive warfare as it was hard to advance in the face of such intensive fire. • Answers might consider the development of artillery ensured that defensive warfare dominated as it was again hard to advance. • Answers might consider the impact of chemical weapons. 	<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. • 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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4*		<ul style="list-style-type: none"> • Answers might consider the development of aircraft, particularly the bomber and how it led to attacks on civilian targets. • Answers might consider the development of the atom bomb <p>To what extent was the American Civil War the most important turning point in the organisation of the state for war in the period 1792 to 1945?</p> <p>In supporting the hypothesis,</p> <ul style="list-style-type: none"> • It might be argued that the war led to an increased power of the state, seen as a second Revolution. • Answers might consider the raising of large forces. • Answers might consider the use of conscription by the south. • Answers might consider the raising of taxes, use of loans and the printing of money by the south to fund the war and the new banking system in the north. • Answers might consider the economic warfare with the blockade of the south by the north. • Answers might consider whether the Civil war should be considered total war. • Answers might consider the arrest of dissidents and the use of martial law. • Answers might consider the infringement of the rights of states. <p>In challenging the hypothesis,</p> <ul style="list-style-type: none"> • It might be argued that the First World War saw the greatest change with conscription, control of 	25	<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 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.
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			<p>industry and the passing of DORA, the raising of money.</p> <ul style="list-style-type: none">• Answers might consider that in the First World War the state controlled the rail network.• Answers might consider the involvement of women in the war effort during the First World War.• Answers might consider the use of propaganda during the First World War.• Answers might consider the role of the state during the Revolutionary Wars with the levee en masse, political indoctrination, coercion, the taking over by the state of industry and exploitation of civilian resources.• Answers might consider mass mobilization under Napoleon, the raising of taxes, loans, censorship.• Answers might consider the scale of state power in the dictatorships of the Second World War.• Answers might consider the propaganda of the Second World War.• Answers might consider the role of the state in raising larger armies in the Second World War.• Answers might consider the role of the state in providing weapons for D-Day or the war in the Pacific.		
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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>
	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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