



GCE

History A

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

Advanced GCE

Mark Scheme for June 2019

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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
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

3. Here is the mark scheme for this question paper.

MARK SCHEME Section A

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 conduct and outcome of the American Civil War.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that the role of commanders was crucial in the outcome of the war despite the development of mass production. • In evaluating Interpretation A, answers might argue that once the Union found good commanders, such as Grant and Sherman they made rapid progress to victory. • Answers might argue that Interpretation A is invalid as Grant and Sherman won because their armies were larger. • Answers might argue that Interpretation A is not valid as it ignores the importance of economic resources and manpower. • Answers might argue that Interpretation A is valid and point to the role of commanders at Vicksburg in 1863 and Atlanta, as well as the march through Georgia and the Carolinas. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that 	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.

2		<p>destruction and desertion played a crucial role in the outcome, as well as the failure of Lee at the end.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as the march through Georgia made it 'howl', destroying both its will and capacity to fight. • Answers might argue that interpretation B is valid as Lee's Army of North Virginia suffered from mass desertions. • Answers might argue that Interpretation B is invalid as very few Southerners wanted to carry on fighting so a guerilla war was not viable. • Answers might argue that Interpretation B is valid as South Carolina suffered even worse deprivation than Georgia. <p>To what extent did tactics change in the conduct of war 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 the rapid deployment of forces changed the nature of warfare. • Answers might consider that tactics changed from offensive to defensive because of the development of highly destructive weapons, seen in the period from 1860. • Answers might consider that digging trenches became a major feature in the American Civil War, Russo-Japanese war and World War I. • Answers might consider that tactics changed from tactics of manoeuvre to establishing a breakthrough by a big push. 	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.
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3		<ul style="list-style-type: none"> • Answers might consider the development of coordinated infantry attacks. • In challenging the hypothesis in the question, it might be argued that outflanking remained a tactic throughout the period, with Lee in the American Civil War and attempts in World War I. • Answers might consider that attempts to surround enemy forces (envelop) remained. • Answers might consider that the defensive was present throughout the period with Wellington in the Peninsular War to the trenches of the First World War. • Answers might consider the use of reconnaissance throughout the period. <p>How important were developments in weaponry in determining the outcome of wars in the period from 1792 to 1945?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was important in the outcome of wars, it might be argued that they were crucial in the Wars of German Unification • Answers might consider that the rifle musket played a role in the outcome of the American Civil war, but there were also other factors. • Answers might consider the role of the artillery in determining the outcome of the First World War, but may conclude it was less important. • Answers might consider that the machine gun had a considerable impact on the outcome of the 	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.
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		<p>First World War.</p> <ul style="list-style-type: none"> • Answers might consider that it was the use of the weaponry that was crucial rather than its development. • Answers might consider that developments in air power were important in the outcome of the Second World War. • Answers might consider the development of the atomic bomb as crucial in determining the outcome of the War in the Pacific in 1945. <ul style="list-style-type: none"> • In challenging the hypothesis by arguing that there were other factors that determined the outcome of wars, it might be argued that economic superiority was important, as was seen in World War II. • Answers might consider that numerical superiority was crucial. • Answers might consider the role of commanders, particularly in the period to 1865, in determining the outcome of wars. • Answers might consider that alliances, as in the Second World War, determined the outcome. • Answers might consider that weapon advantage does not always determine the outcome as happened in World War I when the tank was not used effectively. • Answers might consider that in most wars it was not one factor, but a combination of factors that determined the outcome. <p>How effectively did states mobilise their economies for war in the period from 1792 to 1945?</p>		
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4		<ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the mobilisation of economies became more important as the period progressed. • Answers might consider how effectively Prussia mobilised its economy during the 1860s and compare that with Austria, and may also consider that the greater mobilisation of the Union gave it an advantage in the American Civil War. • Answers might consider that economies that could produce changes in weaponry and transport were successful in colonial wars. • Answers might consider the increase in arms manufacture in the period after 1900. • Answers might consider how countries were able to mobilise their economies for long periods of warfare in the twentieth century and may also consider the mobilisation by Napoleon of France in producing weapons and the financial mobilisation by Britain to sustain opposition. • Answers might consider that attempts to destroy the enemy economy through bombing shows its importance. • In challenging the hypothesis in the question, it might be argued that particularly in the early period the mobilisation of the economy was less important. • Answers might consider that no great industrial might on the part of any country was crucial in the period 1792 to 1840. • Answers might consider that Germany was less 	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.
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			<p>effective in mobilising its economic resources in the Second World War and did not introduce 'Total War' until later, yet still made early gains.</p> <ul style="list-style-type: none">• Answers might consider that Austria did not mobilise its economy in the 1860s.• Answers might consider that economic mobilisation was not always effective in bringing quick success as with the Crimean war or American Civil War.		
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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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