

A Level History A

Unit Y315

The Changing Nature of Warfare 1792–1945

Sample Question Paper

Version 0.15

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of British generalship in the First World War.

[30]

Passage A

Douglas Haig was 'brilliant to the top of his Army boots'. David Lloyd George's view sums up the attitude of many people towards Haig and other British generals of World War One. They were, supposedly, 'donkeys': moustachioed incompetents. However, an undeniable fact is that Britain and its allies, not Germany, won the First World War. Moreover, Haig's army played the leading role in defeating the German forces in the crucial battles of 1918. In terms of the numbers of German divisions engaged, the numbers of prisoners and guns captured, the importance of the stakes and the toughness of the enemy, the 1918 'Hundred Days' campaign rates as the greatest series of victories in British history. Even the Somme (1916) and Passchendaele (1917), battles that have become by-words for murderous futility, not only had sensible strategic rationales but qualified as British strategic successes, not least in the amount of attritional damage they inflicted on the Germans. No one denies that the British Expeditionary Force (BEF) had a bloody learning curve, or that generals made mistakes that had catastrophic consequences. However, before dismissing the generals as mere incompetent buffoons, we must establish the context.

Adapted from: G. Sheffield, *The Western Front: Lions Led by Donkeys?*, published in 2011

Passage B

In the months following the Battle of the Aisne, and consequently right up until the winter of 1917, the British commanders were to make every effort, spending the lives of their men recklessly, to reproduce the sort of conditions of open warfare and cavalry country that had confronted them on the Aisne in the autumn of 1914. But their handling of operations at this time gives no confidence that they would have been any more efficient or imaginative, had their wish been granted, than they were in coping with siege-like condition that set in. So it was that, as the leaves fell and the ground turned to mud and the German howitzers with their twelve-horse teams plodded patiently up to the line, the British army was poised on the abyss. It could be saved only by a reckless squandering of the virtues which, like its delusions, sprang from a background of peace and a stable, ordered society. Bravery, perfect discipline, absolute conviction of right and wrong and the existence of God; a whole code of behaviour that is now little more than an object of derision – these were to be pitted against the largest and the most highly trained army in the world. It could only be hoped that the British officers would profit rapidly from experience. Instead, with unimaginative and poorly executed plans they achieved little at huge cost to their men and to the nation.

Adapted from: A. Clark, *The Donkeys*, published in 1991

Section B

Answer **TWO** of the following three questions.

2* 'The organisation of armies was the main factor in determining the outcome of wars.' How far do you agree with this view of warfare in the period from 1792 to 1945?

[25]

3* Assess the impact of developments in communication and transport on the conduct of war in the period from 1792 to 1945.

[25]

4* How important were manpower and resources in determining the outcome of war in the period from 1792 to 1945?

[25]

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Passage B: Adapted from: Sheffield, G. (2011), The Western Front: Lions Led by Donkeys? Available at http://www.bbc.co.uk/history/worldwars/wwone/lions_donkeys_01.shtml Reproduced with permission from the author.

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...day June 20XX – Morning/Afternoon

A Level History A

Unit Y315 The Changing Nature of Warfare 1792–1945

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
 - 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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

Section A

Question	Answer	Marks	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of British generalship in the First World War.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues criticism of Haig and the British commanders is misplaced as the 1918 British victories brought the war to a victorious end, and even the battles of 1917 were sound strategically and achieved some success, and note that it mentions the attritional successes of the Somme and Passchendaele as well as the Hundred Days in support of this claim. • In evaluating Interpretation A, answers might argue that the view is valid because it is supported by the robust defence of British positions in 1918, followed by victories such as Amiens which prompted the armistice. • In evaluating Interpretation A, answers might argue that Interpretation A is valid in seeing the attacks of 1916–1917 as weakening the Germans, but it is harder to see much strategic purpose in either and casualties were incommensurate with gains. 	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	Marks	Guidance
	<ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B that lives were wasted in a futile effort to get back to the open warfare of 1914 by poor leadership and note that it mentions unimaginative and poorly-executed plans in support of this claim, as well as reference to the heavy artillery the men faced. • In evaluating Interpretation B, answers might argue that it is valid because it is supported by the poorly planned advances at Passchendaele, which got bogged down in mud, and the high casualties (57,000) on the first day of the Somme. However, when the British did return to more open warfare in Spring 1918 they were successful. 		

Section B

Question	Answer	Marks	Guidance
2*	<p>‘The organisation of armies was the main factor in determining the outcome of wars.’ How far do you agree with this view of warfare 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 superior organisational structures give an advantage in military operations. • Answers might consider the importance of permanent divisional structures in the course of the Napoleonic Wars and the developments of corps composed of multiple arms which remained the basic system throughout the period, which helps explain Napoleon’s domination. • Answers might consider the development of the army group and the advantages it brought in the wars of the later 19th and 20th Centuries. • Answers might consider the command and control systems, such as the French General Staff. • Answers might argue that organisational developments brought efficiency and better command controls hence more effective fighting capabilities. • In challenging the hypothesis in the question, it might be argued that other factors were more important in determining the outcome of wars. • Answers might consider that weapon technology was more important in determining the outcome, but this might be better used by well-organised armies. 	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	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider that economic mobilisation was more important, resources were used more efficiently by better organised armies. • Answers might consider that leadership was more important in determining the outcome, but without good leadership armies would not be well organised. • Answers might consider the role of alliances in determining the outcome of wars. 		
3*	<p>Assess the impact of developments in communication and transport on the conduct of war in the period from 1792 to 1945.</p> <ul style="list-style-type: none"> • In considering the impact of communication, it might be argued that communication had an impact on battle management. • Answers might consider its impact on battle strategy, comparing runners with the use of radio. • Answers might consider the impact on the co-ordination of armies at all levels, particularly where there was a larger field of operations. • Answers might consider the effectiveness of communications in different military situations, comparing the Western Front with more fluid warfare. • Answers might consider the impact of various developments such as foot, horseback, visual telegraph, electric telegraph, telephone and radio. • In considering the impact of transport, it might be argued that the application of steam power was crucial and focus on the impact of railways in the 19th Century. 	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	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider the impact of the combustion engine in the 20th Century. • Answers might consider the impact of transport on the rapid movement of soldiers and their strategic deployment. • Answers might consider the impact of transport on the ability to mobilise large numbers of soldiers. • Answers might consider the impact of transport on the ability to concentrate forces and movement across a battlefield. 		
4*	<p>How important were manpower and resources in determining the outcome 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 large armies were usually victorious in wars and consider the Napoleonic Wars, impact of USA in WWI and Russia in WWII. • Answers might consider that manpower allowed armies to sustain greater losses and therefore keep fighting. • Answers might consider how manpower could be deployed and its role in producing weapons, total war. • Answers might consider the importance of the availability of resources, such as iron, steel, coal and oil. • Answers might consider that resources have become more important over time as the sophistication of warfare has increased. 	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	Marks	Guidance
	<ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that alliances were crucial in determining the outcome of wars and consider the Napoleonic or Second World War. • Answers might consider the importance of well-trained armies in determining the outcome of wars. • Answers might consider the importance of strategy and consider the American Civil War and the early stages of the Second World War. • Answers might consider the importance of weaponry. • Answers might consider the importance of leadership and organisation, and consider Napoleon and the Prussian General Staff. 		

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80

Summary of updates

Date	Version	Change
November 2020	0.15	Updated copyright acknowledgements.