**CHANGING NATURE OF WARFARE - EXAM STYLE**

**SECTION A – INTERPRETATIONS – approx. 50 minutes**

***Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of X in the French Revolutionary Wars/ACW/WW1. [30 marks]***

Mark scheme for 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.*

This question is about your evaluative skills – how well you can test the views of historians against your knowledge. You are not being asked for knowledge of the historian – no comment on provenance or anything you know about the historian themselves is necessary – you are purely looking at what their view is on a topic and how far you support it.

These questions will always be based on a specific theme (e.g. generalship, command and control etc.) and will always be focused on the French Revolutionary Wars, the American Civil War or the First World War.

REMEMBER:

* You must use **evaluative language** e.g. this is supported by/challenged by/ questioned by/ corroborated by/validated by etc. Make judgements on the passages as you go as well as explicitly evaluating the passage at the end of each paragraph and in the conclusion
* You must demonstrate **detailed and relevant own knowledge** to test the interpretations – don’t just repeat what is in the passage. **This knowledge must be tightly focused on the depth study in the question – you do not need to draw on knowledge from across the period – use examples from the depth study the question focuses on**
* You do not need to comment on provenance for this question
* **Plan thoroughly** – annotate both passages before you begin to answer the question

You should structure the answer as follows:

INTRODUCTION

* Address the similarities between the two passages – what do they agree on
* Explain where they differ and briefly outline the evidence behind their interpretations to place them in the context of the wider historical debate

EVALUATION OF PASSAGE A

* Identify its viewpoint based on the Q – i.e. what does this historian think about this topic and where is the evidence of their view
* Show the ways which your knowledge supports this viewpoint – use specific quotes/observations from the passage and then your own knowledge about the depth study to extend and agree with them. Evaluate.
* Show the ways which your knowledge challenges this viewpoint – use specific quotes/observations from the passage and then your own knowledge about the depth study to challenge the view. Evaluate.
* Finish the analysis of the passage with a clear overall judgement of how convincing you find the passage as evidence. Use evaluative language

EVALUATION OF PASSAGE B

Same as above for Passage A – can do some limited cross referencing but this is not a necessity

CONCLUSION

* Identify which passage you found more convincing overall and explain why it is more convincing than the other – this must be a relative, comparative judgement using your knowledge
* Identify strengths and weaknesses of both passages – but don’t undermine your overall judgement
* Link back to your overall judgement at the end and make it really clear
* You must give time to discussing BOTH passages in your conclusion

**SECTION B – ESSAYS – approx.. 45 mins per essay**

Mark scheme for 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.*

You will have a choice of three questions for the essay and pick two. The key rules for any warfare essay are:

* You must **PLAN** thoroughly before you begin – themes + lines of argument linked to the question, evidence and your overall judgement – a key plan is VITAL
* **Helicopters not trains** – you must take the perspective of looking at the era as a whole to identify patterns from above, not going war by war – never approach these essays chronologically – you are trying to make judgements on the whole era and select evidence from across the era to prove your point
* **Range** – for each theme/line of argument you must use evidence from across the era to show that you are considering it as a whole – this does not mean every war for every theme, but make sure you reference the beginning, middle and end of the era for each point you make
* **Synthesis** is key – the exam board want to see you weaving together examples from across the era to build an argument – the word ‘similarly’ is key for this – but make sure that the examples are actually similar, the best synthesis really highlights the specific similarities between 2/3 examples
* Detail – you don’t need to know every single battle for every single war but make sure you have a collection of detailed examples to apply – **there needs to be a good balance between range and detail**
* Change – try to reflect on the changing importance of themes across the era – e.g. when are generals more/less important in determining the outcome of wars? It is arguable that they decrease in importance towards the end of the period

TYPES OF WARFARE ESSAY:

Decisive factor questions:

***e.g. ‘X was the most important factor in determining the outcome/conduct of battles/wars’ How far do you agree with this view of the period 1792-1945?* Or *How important was X in determining the outcome of wars?***

* The most common mistake with this essay is losing focus when approaching your two comparative themes – **make sure the second two themes you address are constantly compared to the theme in the question**
* The difference between outcome/conduct, battles/wars etc. is important so pay attention to it and make sure your answer specifically focuses on the question you are given

Structure these essays as follows:

INTRODUCTION

* Identify any terms that require it
* Outline the key lines of argument – the theme in the Q, plus two counter themes – make sure you outline these in a comparative way
* Give your overall judgement on the Q

THEME 1 – THEME IN THE Q AS MOST IMPORTANT

* First reason why this can be seen as most important e.g. *in some ways generals can be seen as the most important factor in the outcome of battles as they are responsible for defining effective tactics. For example…*
* Synthesised examples that illustrate this point – at least 3 – try to include range and detail
* Second reason why this can be seen as most important
* Synthesised examples that illustrate this point – at least 3
* Evaluate point all together and bring together arguments

THEME 2 – FIRST ALTERNATIVE THEME

* Outline the line of argument to show why this can be seen as **comparatively more important** than the question theme e.g. *while generalship is clearly important, it is arguable that superior weapons technology can enable a side with a poorer general to triumph in battle due to greater range and firepower.*
* Synthesised examples that illustrate this point – these must refer to both the theme of this paragraph AND the question theme e.g. examples where a side with a better general loses to a side with better weapons
* Synthesised counter examples e.g. generals outweighing the importance of weapons
* Evaluation of this point – across the era which theme is relatively more important overall – are there particular points where this changes?

THEME 3 – SECOND ALTERNATIVE THEME

* Outline the line of argument to show why this cane be seen as **comparatively more important** than the question theme
* Synthesised examples that illustrate this point – these must refer to both the theme of this paragraph AND the question theme
* Synthesised counter examples
* Evaluation of this point – across the era which theme is relatively more important overall – are there particular points where this changes?

CONCLUSION

* Weigh up all three themes to highlight whether the question theme is most important or something else is – justify this conclusion

Assess the impact questions:

**e.g. Assess the impact of X on the conduct of war from 1792-1945**

* The key to these questions is **continuity and change** – how much is the given factor changing the way that wars are fought
* You must address **three themes that may or may not be impacted by the given factor** – this given factor will be things like industrialisation, communications and transport developments, military theorists etc.
* Make sure if it is on an area of technology, you cover all of the major developments in that area across the course of your essay

How to structure these questions:

INTRODUCTION

* Define any key terms that need it
* Outline the three themes that are to be discussed
* Give your overall judgement on the Q

THEME 1

* Outline an argument for how the question theme impacts this area e.g. *transport and communications technology can be seen to impact strategy by allowing for more rapid mobilisation of mass armies*
* Synthesised examples that show change in this area – when you show change remember to reflect on before to show how things have changed – aim for 4 examples
* Counter argument – examples that show continuity in this era – an example of this for the argument above would be considering the limitations of trains for troop movements, or considering the rapid marches Napoleon undertook without communications technology to support this
* Evaluate point overall – how much impact did the given factor have on this area? Was there more change or continuity overall?

THEME 2 AND 3

* Same as above, just focused on two different areas this theme impacts
* In your evaluation, compare whether it had more or less impact in this area than on the others

CONCLUSION

* Overall judgement on how much impact this factor has had – is there a time in the era when it had most/least impact
* Which area of warfare did it influence the most?

Turning point questions:

**e.g. ‘The development of the Prussian general staff during the Wars of German Unification was the main turning point in the conduct of war.’ How far do you agree with this view in the period from 1792 to 1945?’**

* You are again here looking at **continuity and change but in a more dramatic way** – you must consider whether the change suggested in this area dramatically changed the nature of the way wars were fought and sent warfare in a new direction, or whether it can be constituted as simply a development – **EVOLUTION OR REVOLUTION IS THE KEY HERE**
* To show how something is a turning point you must highlight what came before to show how it changed things, but also how this trend continued afterwards – the ripple effect of this change across the era
* To argue you will be considering other points of the era as the real turning points – but you must still **work thematically with plenty of synthesis** - you will select three themes which are aspects of warfare in which the titular example can be seen as a turning point
* It is perfectly acceptable to conclude that there are no turning points at all in the era, that the whole time period is just continual development

INTRODUCTION

* Outline reasons why the given example could be seen as a turning point – show the three themes you will be exploring – e.g. for the above questions you could do the mobilisation and control of mass armies, centralised control away from the battlefield and strategic planning – identify where the given example can be seen to have made significant changes
* Highlight two possible alternatives – other points in the era which could be regarded as greater turning points in this area
* Give your overall judgement on the Q

FOR ALL THREE THEMES

* Introduce the theme you will be discussing
* Explain how the titular example can be seen to be a turning point – to do this you must compare to before to show how the introduction of this was a dramatic change
* Show how this trend continued from that point onwards – synthesised examples to show the continuation of this trend
* Counter – introduce a possible alternative turning point for this theme – make sure you are directly contrasting and comparing this with the titular turning point
* Synthesise examples from before and afterwards to show how this could be seen as a **greater** turning point
* Evaluate – was the titular factor the turning point for this theme or was it something else? For later themes try to compare the impact with previous themes

CONCLUSION

* Is the titular event the turning point or was something else? Or was there any turning point?
* In which area did this turning point have the most impact?

‘Trend’ Questions:

**e.g. ‘The concept of ‘total war’ should be applied only to conflicts in the twentieth century.’ How far do you agree with this view of warfare in the period from 1792 to 1945?**

* These questions give you a statement about the era which you need to support and challenge
* As ever you need to work **thematically with plenty of synthesis**
* Therefore you need to pick **three themes that act as criteria** in order to test the statement e.g. for the above question you work look at three criteria for Total War – economic mobilisation, political commitment, scale of forces involved – then show you agree with the statement for this criteria and challenge it
* For a statement that gives you two themes you work slightly differently – break down one of the themes into three areas and then test the other theme against this

INTRODUCTION

* Introduce the aspect of warfare and identify the criteria that define it
* Explain how it is possible to agree with the statement
* Present a counter argument – which wars challenge the statement
* Overall judgement

FOR ALL THREE THEMES

* Identify and define the criteria you will be exploring
* Agree with the statement but synthesising examples that prove it – i.e. for the above question, show how WW1 and WW2 fulfil this particular aspect of Total War, plus synthesise examples from the 19th century that do not fulfil the criteria
* Counter argument – give examples from the 19th century that could be said to fulfil this criteria, thereby challenging the statement
* Overall judgement – for this criteria, do you agree with the question statement?

CONCLUSION

* Overall do you agree or disagree with the question statement?
* Which criteria has the most impact on this decision?