

GCE

History A

Y215/01: Italy and unification 1789-1896

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. 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
P	Provenance
SC	Simple comment
	Unclear
V	View

2. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Who played the more important role in the establishment of the Italian Kingdom in 1861?</p> <p>(i) Victor Emmanuel II (ii) Garibaldi</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In arguing Victor Emmanuel II played the more important role, answers might consider that the King inherited the legendary status created by his father's actions in 1848/9, a status reinforced by the view that in 1850 he was seen as the saviour of the Piedmontese kingdom and constitution from the Austrian threat.</p> <ul style="list-style-type: none"> • Answers might consider the favour displayed by the King for the Sicardi Laws whose anti-clericalism appealed directly to the nationalist cause. • Answers might consider that in appointing Cavour as chief minister of Piedmont, the King was responsible for the emergence of the most influential figure in the achievement of Italian unification. • Answers might consider the King's support for Piedmontese intervention in the Crimean War and its effect on the kingdom's international standing. • Answers might consider the King's role in provoking war against Austria in 1859. • Answers might consider the King's role in placating Napoleon III following the Orsini Affair. • Answers might consider the importance of the King's relationship of the King with both Mazzini and Garibaldi. <p>• In arguing Garibaldi played the more important role, answers might well consider that the</p>	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 'more important role in the establishment of the Italian kingdom'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable. • 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.

		<p>positive characteristics attributed to Victor Emmanuel II owed more to the propaganda which followed unification than to fact</p> <ul style="list-style-type: none"> • Answers might consider that of all the major figures involved in achieving Italian Unification, Garibaldi was the only one consistently committed to that end.. • Answers might consider that, in both the Sicilian Revolt and the Conquest of Naples, it was Garibaldi's personality and military skill which translated popular support into military victory. • Answers might consider that the success of the plebiscites in the South in 1860 owed a great deal to the personal popularity of Garibaldi. <ul style="list-style-type: none"> • Answers might consider that it was Garibaldi's success which forced Cavour to accept the unification of the Italian peninsula rather than simply the enlargement of Piedmont. 		
1	(b)*	<p>'The revolutions in Italy of 1848-1849 failed to achieve their aims.' How far do you agree?</p> <p>In arguing the 1848/9 revolutions failed to achieve their aims, answers might consider that the total defeat of revolutionaries such as Mazzini and Garibaldi which was clearly demonstrated by the failure of the Roman Republic in 1849.</p> <ul style="list-style-type: none"> • Answers might consider the failure of the supporters of radical revolution to cooperate with each other, thus themselves destroying the opportunity for radical change. • Answers might consider that the real effect of the 1848/9 revolutions was to demonstrate the importance of foreign power in Italy with a French garrison installed in Rome and the re-establishment of Austrian power, emphasising the impossibility of revolutionary Italians achieving their aims. • Answers might consider the vital importance of 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far do you agree', but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the relative importance of different reasons. • At higher levels candidates might establish criteria against which to assess the different reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

		<p>the leadership of Italy's royal families and of the Papacy. The refusal of Tuscany and Naples to cooperate with Piedmont as well as the flight of the Pope had been far more important in determining the outcome of 1848/9 than the role of the revolutionaries themselves. Hence the power of reaction rather than revolution had been emphasised.</p> <ul style="list-style-type: none"> Answers might consider the refusal of radicals and Italy's royal leaders to cooperate, citing, for example, the refusal of Charles Albert to use volunteer troops because of his fear of their radicalism, again demonstrating the impossibility of revolutionary success. <p>In arguing that 1848/9 did not demonstrate a failure of revolutionary aims in Italy, answers might consider that, despite his defeat in 1849, Garibaldi would go on to play a crucial role in 1860/61.</p> <ul style="list-style-type: none"> Answers might consider that the confirmation of the importance of French and Austrian influence in Italy brought about by 1848/9 ironically opened up opportunities for revolution given the antagonism between them. Answers might consider that 1848/9 decisively destroyed any hope of the Papacy being used as a vehicle for patriotism, making the anti-clericalism of the revolutionaries more acceptable. Answers might consider the arguments of Luigi Settembrini that 1848/9 was, in fact, the point at which the concept of an 'Italian identity' emerged, thus fulfilling revolutionary aims. Answers might consider that, though far from being revolutionary, 1848/9 had wrought a decisive difference in the nature of Piedmont from that of the other Italian states and that, as happened in 1860/61, the opportunity for cooperation between this state and revolutionaries such as Garibaldi had been created, leading to the eventual success of revolutionary aims. 		
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		<ul style="list-style-type: none"> Answers might consider that, though the revolutions of 1848/9 had failed in Italy, by bringing the future Napoleon III to power in France, again a greater opportunity for revolutionary change in the future might now be available, again facilitating the long-term success of revolutionary aims. 		
2	(a)	<p>Which did greater damage to Italy during the years from 1861 to 1870?</p> <p>(i) The process of Piedmontisation (ii) The Brigands' War Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In arguing the greater damage was caused by the process of Piedmontisation, answers might consider that this process underlined the fact that Italian Unification had not come about organically but, instead, was the result of a Piedmontese 'conquest'. Such a 'conquest' was bound to damage the growth of a true spirit of national unity. Answers might consider the speed with which the process of Piedmontisation took place. For example, the entire Neapolitan legal system was revolutionised by a series of decrees passed in only two days in 1861. Answers might consider that the process left Italy's governors in ignorance of many of its areas. The result of this was a series of counter-productive policies. For example, the jury system was introduced throughout the South despite the fact that Mafia activity made jury intimidation a simple matter. Answers might consider that, unexpectedly, the South proved a drain on Piedmont's resources, lacking the mineral resources it was presumed to possess. This reflected the government's purely Piedmontese outlook and ensured Italian unification was significantly less successful than, for example, that in Germany. 	10	<ul style="list-style-type: none"> No set answer is expected. Judgement must be supported by relevant and accurate material. Only credit material relevant to 'did greater damage'. Answers may deal with each factor in turn, then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable. 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.

		<ul style="list-style-type: none"> Answers might consider that the ill-considered purging of the <i>Garibaldini</i> often, ironically, resulted in leaving those hostile to the new government in control. In arguing the Brigands' War was more damaging, answers might consider that by 1865 the war had claimed more Italian lives than a combination of all the other battles of the Risorgimento. Answers might consider that the crisis created by the war often reflected earlier crises such as that of 1848 and emphasised the lack of improvement brought about by unification. Answers might consider the abuses which followed the introduction of the <i>Pica Law</i> and the effect of these on the standing of the new national government. Answers might consider the effect of the war on the perception of the South which helped to produce the North/South divide, arguably the new kingdom's greatest problem. Answers might consider the way in which the war created new problems for the South. For example, the cholera epidemic introduced into Sicily by troops in 1865/6 seriously undermined economic activity. 		
2	(b)*	<p>'The French Revolution was the most important factor affecting the development of Italy in the period from 1789 to 1847.' How far do you agree?</p> <p>In arguing the French Revolution had the greatest impact on the development of Italy, answers might consider the transformation of the <i>ancien régime</i> principalities into centralised states where feudalism was abolished and the absolute sovereignty of the state asserted.</p> <ul style="list-style-type: none"> Answers might also consider the sale of 	20	<ul style="list-style-type: none"> No set answer is expected. At higher levels candidates will focus on 'how far do you agree', but at level 4 may simply list reasons. At level 5 and above there will be judgement as to the relative importance of different reasons. At higher levels candidates might establish criteria against which to assess the different reasons. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. Knowledge must not be credited in isolation; it

		<p>Church lands and the accelerated pace of economic change brought about as a result.</p> <ul style="list-style-type: none"> • Answers might consider the introduction into Italy – for example during the years 1796-9 – of terms such as popular sovereignty and democracy and the first linking of nationalism to political unification. • Answers might consider that the Revolution clearly illustrated the weakness of previously unchallengeable dynasties . • Answers might consider the response to the French Revolution of Italian thinkers such as Pietro Verri and Dalmazzo Francesco Vasco. <p>In arguing the French Revolution did not have the greatest impact on Italian development, answers might consider the weakness of Italian revolutionaries and the launch of repression by Italian rulers, especially after 1791.</p> <ul style="list-style-type: none"> • Answers might consider that a distinction should be made between the effect of the Revolution and that of Napoleon, arguing the latter to be far more influential in its reforms of the law and the economy and its undermining of the traditional élites • Answers might consider that the Congress of Vienna had a greater impact by arousing opposition to the removal of the advances made in response to the French Revolution and under Napoleon which produced the disturbances of the 1820s and 1830s. • Answers might consider that the development of Piedmont after 1831 was more significant. • Answers might consider that economic change in the latter part of the period was more important given its effect on revolutionary thinking in the North combined with the deprivation of the poor brought about by industrialisation. At the same time, the failure to reform agriculture in the South created further 	<p>should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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			<p>demands for reform.</p> <ul style="list-style-type: none">• Answers might consider significance of the election of Pius IX in 1846.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. 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 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. 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 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. 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 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. 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 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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