

GCE

History A

Y215/01: Italy and unification 1789-1896

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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**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
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which was more important in the establishment of the Kingdom of Italy during the years 1850-1861?</p> <p>(i) Diplomacy (ii) War</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing diplomacy was more important, answers may suggest that the diplomatic isolation of Austria following the rise to power of Napoleon III and Austria's loss of Russian support was crucial. • Answers may suggest that, conversely, Piedmont's leadership of the Italian Peninsula was assisted by Cavour's conclusion of free trade treaties with France, Belgium and Britain and by his presence at the Congress of Paris in 1856. • Answers may suggest that the intervention of Victor Emmanuel II after the Orsini Affair in 1858 as well as the visit of Conneau to Turin in the same year did much to retain French support for Piedmont's ambitions. • Answers may refer to the importance of the Plombières Agreement between Cavour and Napoleon III. • Answers may suggest the real architect of Italian Unification was Cavour whose forte was diplomacy as opposed to Garibaldi who relied on direct military action. • In arguing war was more important, answers may suggest it was Garibaldi's military exploits which transformed the situation during the years 1859-61. 	10	<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 • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take 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 may suggest that the opportunity to persuade the great powers to consider the 'Italian Question' only arose because of the advent of the Crimean War. Answers may suggest that Cavour's diplomacy failed at the Congress of Paris, failing to secure Parma or a reduction of the Austrian presence in Italy. Answers may suggest that French military success and Austrian military failure in 1859 provided vitally important elements in the creation of an Italian Kingdom. 		
1	(b)	<p>'In the years from 1815 to 1847, the Vienna Settlement laid the foundations for the eventual creation of the Kingdom of Italy.' How far do you agree?</p> <ul style="list-style-type: none"> In arguing the basis for the creation of the Kingdom of Italy was laid at Vienna, answers may refer to the predominance of Austrian influence created in Italy at Vienna which allowed a desire to be free from Austria to become identified with the campaign for a united Italy. Answers may refer to the survival of certain reforms produced in Italy by Napoleon I and go on to argue Napoleon III's interest in Italy sprang directly from a desire to overturn the Vienna Settlement. Answers may refer to the enlargement of the Kingdom of Piedmont at Vienna and its later emergence as the creator of a united Italy. Answers may refer to the social and economic backwardness encouraged by the Italian rulers restored at Vienna whose policies most directly harmed the interests of the small but influential 	20	<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 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

		<p>middle class which turned, in consequence, to the concept of unification.</p> <ul style="list-style-type: none"> • Answers may refer to the emergence of nationalist secret societies in the wake of the Vienna Settlement. • Answers may refer to the almost immediate outbreak of armed revolt in Italy following the Vienna Settlement. • In arguing the basis for the creation of the Italian kingdom was not laid at Vienna, answers may note the long period following Vienna before the creation of the Kingdom of Italy in 1861. • Answers may note the strength of the various Italian states between 1815 and 1847. • Answers may refer to the ‘Zelanti’ and the respect regained for the spiritual leadership of the Papacy and its support for conservatism. • Answers may refer to the increasing ‘Germanisation’ of Lombardy and Venetia during these years. • Answers may refer to the general lack of interest in politics on the part of the majority of the Italian population during these years and the failure to make progress in resolving linguistic difficulties. • Answers may refer to the general consensus amongst the great powers re the satisfactory nature of the Italian settlement reached at Vienna. 		<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
2	(a)	<p>Which posed the greater problem for the Kingdom of Italy during the years from 1861 to 1896?</p> <p>(i) The Mezzogiorno (ii) Relations with the Church</p> <p>Explain your answer with reference to both (i) and (ii).</p>	10	<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> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to</p>

		<ul style="list-style-type: none"> • In arguing the Mezzogiorno was the greater problem, answers may suggest that the problem of the North/South divide was of paramount importance. • Answers may refer to the damage created by the process of ‘Piedmontisation’ in the South in the 1860s and the abiding memory of the atrocities of the Brigands’ War. • Answers may refer to social and economic problems in the South which encouraged a reliance on trasformismo and hindered the emergence of a meaningful party system. • Answers may refer to the effects lack of development in the South had on the North which was hindered by the absence of a skilled work force there or by the emergence of consumers for its industrial goods. • Answers may refer to the encouragement provided to the growth of socialism and anarchism by the poverty of the South. • In arguing relations with the Church were more problematic, answers may refer to the centrality of the Catholic faith to Italian culture and to its position as the home of that church. • Answers may refer to the refusal of the Vatican to accept the creation of the Italian Kingdom and its instruction to its followers to abstain from participation in its political affairs. • Answers may refer to the weakening of the Church’s ability to oppose the Italian State following its loss of Rome. • Answers may refer to the Church’s increasing need to seek rapprochement with the Liberal State following the emergence of Socialism. 	<p>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 • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take 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.
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			<ul style="list-style-type: none"> Answers, conversely, may refer to the efforts made by the Liberal State itself to seek a rapprochement with the Church. Answers may refer to the importance of the Catholic press and societies united under the <i>Opera dei Congressi</i> in encouraging criticism of the Liberal State. 		
2	(b)		<p>'The Kingdom of Italy in 1861 was not a united state.' How far do you agree?</p> <ul style="list-style-type: none"> In arguing the nature of the Kingdom created in 1861 was not that of a united state, answers may refer to the 'accidental' nature of its creation, given that Cavour had been forced to embrace the concept of a united peninsula only because of the actions of Garibaldi. Answers may refer to the inevitable problems created by the deficit resulting from Cavour's policies of 1856 and 1859 which, in total, had cost 300 million lire. Answers may refer to the effects of what, in fact, was a Piedmontese conquest of Italy in 1861. Answers may refer to the problem of expectation created by the dismantling of the Kingdom of Naples, given that parts of the Italian Peninsula still remained under non-Italian control. Answers may refer to the importance of Napoleon III to the creation of the Kingdom of Italy and the difficulty presented in 1861 of his support for the Papacy. In arguing the nature of the Kingdom of Italy in 1861 did possess the characteristics of a united state, answers may well point out that it is possible to argue that the events of 1850-61 had seen Italy fulfil Charles Albert's dictum of 	20	<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. <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 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>'Italia fara da se', given the centrality of Cavour and Garibaldi to the process of unification.</p> <ul style="list-style-type: none">• Answers may refer to Garibaldi's voluntary surrender of his conquests to Victor Emmanuel, his retirement and the plebiscites which sanctioned the creation of the Kingdom.• Answers may argue the Kingdom of Italy was created by a coherent movement of like-minded patriots whose concern was to establish a 'Liberal' state.• Answers may argue that the events of 1859-61 left the new Italy with the opportunity to produce a federal rather than a centralised state.• Answers may emphasise the economic potential in 1861 for development in the new kingdom.• Answers may suggest that Lombardy provided the new Italian kingdom with a 'motor' of change, given the predominance of its middle classes.		
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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.

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