

## A Level History A

### Unit Y215

### Italy and Unification 1789–1896

### Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour



**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.
- Choose either Question 1 or Question 2 and Answer all parts of the question.
- 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 **30**.
- 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.

Answer **EITHER** all of Question 1, or all of Question 2.

**1 (a)** Which had the greater importance for the development of Italian nationalism?

- (i) The revolutions of 1820–1821
- (ii) The revolutions of 1831

Explain your answer with reference to both (i) and (ii).

[10]

**1 (b)\*** How successfully did the rulers of the Kingdom of Italy cope with its problems from 1861–1896?

[20]

OR

**2 (a)** Which of the following was the greater problem for the leaders of the new Kingdom of Italy after 1861?

- (i) The Brigands' War
- (ii) The relations with the Church

Explain your answer with reference to both (i) and (ii).

[10]

**2 (b)\*** 'The most important contribution to the creation of a united Italy in 1861 was made by Cavour.'  
How far do you agree?

[20]

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**...day June 20XX – Morning/Afternoon**  
**A Level History A**  
**Unit Y215 Italy and Unification 1789–1896**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 30**

**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:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - 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:
- 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

## 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>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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Question		Answer	Marks	Guidance
1	(a)	<p><b>Which had the greater importance for the development of Italian nationalism?</b></p> <p><b>(i) The revolutions of 1820–1821</b></p> <p><b>(ii) The revolutions of 1831</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In treating the revolutions of 1820–1821</b>, answers might consider the importance of the secret societies and how developed and influential they were.</li> <li>• Answers might consider that Ferdinand of Naples was forced to grant a constitution, so the revolution did keep alive the ideas of freedom from the Revolutionary period.</li> <li>• Answers might consider that the establishment of a constitution in Piedmont, though short-lived, did set a precedent for the later parliamentary regime.</li> <li>• <b>In treating the revolts of 1831</b>, answers might consider that they were centred in Modena, Parma and the Papal States and did briefly create a new united state of central Italy. Again it did show that rulers were vulnerable and depended on Austrian help.</li> <li>• Answers might consider that the revolts of 1831 did see the decline of the Carbonari and a move towards more coherent ideas and aims, especially centred on Mazzini, Gioberti and Balbo.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the ‘importance for Italy’.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
1 (b)*	<p><b>How successfully did the rulers of the Kingdom of Italy deal with its problems 1861–1896?</b></p> <ul style="list-style-type: none"> <li>• <b>Successes</b> might be seen as state building which dealt with the problem of making a unified Italy in the new Italy after 1861 with the monarchy establishing itself, new legal and penal codes, a constitution and uniform government and also educational reform.</li> <li>• Answers might consider that rulers overcame the problem that two major cities were not part of the 1861 kingdom to take Rome and Venice, albeit on the back of Austrian and French defeats by Prussia.</li> <li>• Answers might consider that the problem of economic backwardness was dealt with by considerable economic expansion in the 1880s with a degree of state support.</li> <li>• Answers might consider that there was more education, some rise in the electorate, a new political system which, however problematic, did broaden the political class after the conservatism of the 1860s.</li> <li>• The perceived problem of Italy being seen as a weak power was dealt with by alignment with the Dual Alliance from 1882 and the overseas expansion.</li> <li>• <b>Less success</b> may be seen in the imposition of Piedmontese institutions in the 1860s and the virtual civil war in the South.</li> <li>• Answers might consider that governments did not deal well with the imbalance between the North and South.</li> <li>• Answers might consider that the electorate remained narrow and the standards of political life dropped under <i>Trasformismo</i> politics from the 1870s with weak coalitions and concessions to win votes.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how successful', but at Level 4 may simply list success/failure.</li> <li>• At Level 5 and above there will be judgement as to the relative success.</li> <li>• At higher levels candidates might establish criteria against which to judge success; this might include aims, success for whom, etc.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider that Italy's armed forces showed themselves to be weak in Ethiopia in 1896 and it was not really seen as an equal by the great powers.</li> <li>• Answers might consider that the hostility of the church to the new state was only partially resolved.</li> </ul>		
2 (a)	<p><b>Which of the following was the greater problem for the leaders of the new Kingdom of Italy after 1861?</b></p> <ul style="list-style-type: none"> <li>• <b>The Brigands' War</b></li> <li>• <b>The relations with the Church</b></li> </ul> <p><b>Explain you answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Brigands' War</b>, answers might consider the reaction against Piedmontisation.</li> <li>• Answers might consider the sheer scale of the opposition in the South.</li> <li>• Answers might consider the repression used and the long-term impact and resentment.</li> <li>• <b>In dealing with the Church</b>, answers might consider the pressure from the Papacy for Catholics to avoid cooperation with the new state.</li> <li>• Answers might consider the position of the Vatican set within the new capital after 1870.</li> <li>• Answers might argue for the problems of the rural South and reinforcing resentment against Northern rule.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the problems of the new Italy.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

Question		Answer	Marks	Guidance
2	(b)*	<p><b>'The most important contribution to the creation of a united Italy in 1861 was made by Cavour.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In arguing that Cavour made the greatest contribution</b>, answers might consider the diplomacy that led to the Treaty of Plombières and the French military support.</li> <li>• Answers might consider the work done to establish Piedmont as a modern and progressive state worthy of leading a united Italy.</li> <li>• Answers might consider the swift responses made by Cavour after the French armistice.</li> <li>• Answers might consider Cavour's reaction to the success of Garibaldi in containing the nationalist movement.</li> <li>• <b>In arguing that others may have been more important</b>, answers might consider the role of Napoleon III and his military intervention.</li> <li>• Answers might consider the inspirational effect of Mazzini and Young Italy.</li> <li>• Answers might suggest that Garibaldi ensured that the new Italy would not simply be an enlarged Piedmontese state in Northern Italy.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'the most important', but at Level 4 may simply list the contributions of different people/factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the extent of the contribution of Cavour.</li> <li>• At higher levels candidates might establish criteria against which to judge the contribution.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
<b>Totals</b>	<b>30</b>			<b>30</b>

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