

**GCE**

**History A**

**Unit : Y215/01 Italy and Unification 1789 - 1896**

Advanced GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Who had the greater importance in advancing the cause of Italian nationalism in the years 1789 to 1847?</b></p> <p>(i) <b>Napoleon Bonaparte</b>  (ii) <b>Pope Pius IX</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with advances under Napoleon Bonaparte,</b> answers might consider the abolition of feudal dues and the effect of the introduction of the Code Napoleon; improvements in education and the successful rule of Eugene Beauharnais might also be considered. It might be argued that the Napoleonic rule laid the political, institutional and ideological foundations of Italy's future independence and unity; the Code Napoleon would provide the basis of the Italian Kingdom's legal system.</p> <ul style="list-style-type: none"> <li>• Answers might consider the move towards unification begun by the reduction of the number of Italian states. In the north a single central state was created from what had previously been five distinctive states.</li> <li>• Answers might consider the effects of the rationalisation of administrative, financial and military structures. The Restoration governments would adopt the Napoleonic systems as well as employing Napoleonic administrators and army officers.</li> <li>• Answers might consider the advance of the middle classes in the administration and in law and the weakening of the power of the aristocracy. The new elite created by Napoleon provided an amalgamation of the nobility and the wealthy bourgeoisie who were able to benefit from the purchase of '<i>beni nazionali</i>'; this new elite would</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 question.</li> <li>• 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.</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>

		<p>remain in power throughout the nineteenth century.</p> <ul style="list-style-type: none"> <li>• Answers might consider the effects of the abolition of internal customs barriers as well as the creation of a uniform commercial code, a single currency and a uniform system of weights and measures. Communications were improved by the construction of waterways and roads; the work of Prina in increasing state control of taxation might also be considered.</li> <li>• Answers might consider that the drafting of 155,000 men into the Italian armed forces between 1802 and 1814 encouraged recruits to begin thinking of themselves as belonging to an ‘Italian nation’.</li> <li>• Answers might consider the reactionary nature of Italy in the thirty years following Napoleonic rule and that, by the end of his rule, the Italian states had remained in a poor state overall.</li> </ul> <p><b>In dealing with advances under Pope Pius IX</b>, answers might consider the immediate effect of his election in 1846 and the prospects of success he appeared to offer to the vision of federal unity advanced by Gioberti and the neo-Guelphs in <i>‘Del Primato Morale e Civile degli Italiani’</i> in 1843.</p> <ul style="list-style-type: none"> <li>• Answers might consider that after his election in 1846 the Pope issued an amnesty for political prisoners and accepted a degree of non-clerical involvement in government.</li> <li>• Answers might consider the Pope’s suggestion of an Italian Customs Union in 1847 and his protests at Austrian suggestions of the establishment of a garrison at Ferrara.</li> <li>• Answers might consider Pius’ decision to end press censorship by the Church and censorship in the Papal States was undertaken by a committee of largely laymen.</li> </ul>		
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		<ul style="list-style-type: none"><li>• A civic guard of local people was created to protect property and this soon gained members who were sympathetic to Mazzini and the ideas of a Republic.</li><li>• A Council of State, the Consulta, was set up and although its powers were limited, for many liberals it was the first step towards an elected parliament.</li><li>• Pius gave the impression of being a liberal pope because of the reforms and won popular support.</li><li>• His reforms had an impact in other parts of Italy and led to calls for change in Piedmont, where reforms followed. Similarly in Tuscany, limited reforms were brought in. However, in both instances it led to demands for even more reform.</li></ul>		
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1	(b)*	<p><b>How successful was the Kingdom of Italy in the years 1861 to 1896?</b></p> <p><b>In arguing the Kingdom of Italy was successful,</b> answers might consider the completion of unification brought about by the defeat of Austria in 1866 and that of France in 1870-1 with the acquisition of Venice and Rome.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that during these years Italy was able to join the ranks of Europe's great powers, especially when she became a member of the Triple Alliance in 1882.</li> <li>• <b>Answers might consider</b> the economic advances made in the North of Italy especially, with the emphasis on railway construction and the introduction of hydro-electricity.</li> <li>• <b>Answers might consider</b> the operation of a constitutional, parliamentary monarchy and the cult established around Queen Margherita.</li> <li>• <b>Answers might consider</b> the successes of Depretis in bringing about reform of education, taxation and the franchise.</li> </ul> <p><b>In arguing the kingdom was not successful,</b> answers might consider the problems of <i>trasformismo</i> and the failure to establish a properly functioning party system.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the failure of Italian governments to secure colonial expansion in North Africa, culminating in the disastrous defeat at Adowa in 1896.</li> <li>• <b>Answers might consider</b> the refusal of the Catholic Church to accept the Italian Kingdom and its instruction to its followers to refrain from political involvement in the kingdom.</li> <li>• <b>Answers might consider</b> the aggravation of the North/South divide with the South remaining backward and undeveloped with, for example, 90% of Sicilian army recruits rejected as unfit for</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 reasons.</li> <li>• At level 5 and above there will be judgement as to the degree of success.</li> <li>• At higher levels candidates might establish criteria against which to judge success;</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>
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			<p>service. Such answers might also refer to the persistently high rate of illiteracy in the South as well as the persistence of emigration.</p> <ul style="list-style-type: none"><li>• Answers might consider the failure to pursue effective agriculture reform, the problem of the lack of industrial resources and the failure of the tariff war against France.</li></ul>		
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2	(a)	<p><b>Who was more important to establishing a new Kingdom of Italy?</b>  <b>(i) Cavour</b>  <b>(ii) Garibaldi</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with Cavour</b>, answers might consider his role in modernising the kingdom of Piedmont in the 1850s, especially in improving its economy and railways so that it was able to assume a leading role within the Italian peninsula.</p> <ul style="list-style-type: none"> <li>• Answers might consider the importance of Cavour ensuring Piedmontese participation in the Crimean War, especially given Austrian policy in relation to this war.</li> <li>• Answers might consider Cavour's reaction to the attempted assassination of Napoleon III by Orsini and the significance of his negotiations with Napoleon at Plombieres as well as his success in enlarging Piedmont in 1860.</li> <li>• Answers might consider Cavour's final willingness to work with Garibaldi.</li> <li>• Answers might consider the lack of desire on the part of Cavour for Italian unification as well as the elements of luck in his achievements such as the Orsini assassination and the mistakes of Austria.</li> <li>• Answers might consider the cults created around the figures of Victor Emmanuel II and Garibaldi as well as the publicity industry developed around Queen Margherita.</li> </ul> <p><b>In dealing with Garibaldi</b>, answers might consider that it was he, rather than Cavour, who was committed to unification and that his tactical expertise and personal charisma proved crucial.</p> <ul style="list-style-type: none"> <li>• Answers might consider the importance of his</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 question.</li> <li>• 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.</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>
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			<p>Southern campaign in Sicily and Naples in forcing Cavour to consider the unification of the whole peninsula.</p> <ul style="list-style-type: none"><li>• Answers might consider the lack of concrete help given to Garibaldi by Piedmont in his military campaign.</li><li>• Answers may consider the importance of the relationship between Garibaldi and Victor Emmanuel II and compare it to the latter's relationship with Cavour.</li><li>• Answers might consider the earlier years of failure by Garibaldi, especially referring to the failure of his military command in 1849.</li></ul>		
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2	(b)*	<p><b>‘The revolutions of 1848 to 1849 laid the foundations of Italian unification.’ How far do you agree?</b></p> <p><b>In arguing the revolutions of 1848/9 did lay the foundations of Italian unification</b>, answers might consider that significant change had been made in Piedmont which now had a constitution and a very different agenda from that normally associated with the rulers of the period. During 1848 Cavour was already speculating about a new kingdom of Northern Italy and Piedmont could now offer a constitutional route to unification instead of the ‘unification of the republicans or of the princes’, both of which had failed.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the significance of the accession to power in France of Louis Napoleon, a man committed to the weakening of Austria and the revision of the European balance of power.</li> <li>• <b>Answers might consider</b> the reliance of Austria on Russian support during the revolutions in Europe and the indication this gave of the nature of Austrian power.</li> <li>• <b>Answers might consider</b> the effects of Pius IX’s refusal to put himself at the head of the nationalist cause, meaning the nationalists would now have to turn to Piedmont.</li> <li>• <b>Answers might consider</b> the importance of the emergence of Garibaldi as military commander in the Roman Republic.</li> </ul> <p><b>In arguing the revolutions did not lay the basis of future unification</b>, answers might consider that no significant changes had been made to the borders of the Italian states and that Austrian and French control emphasized the subjection of the peninsula to foreign powers.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the defeat of Piedmont at</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 far’, but at level 4 may simply list reasons the revolutions led to unification.</li> <li>• At level 5 and above there will be judgement as to the degree to which the revolutions did lay the foundations.</li> <li>• At higher levels candidates might establish criteria against which to judge this.</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>
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			<p>the hands of Austria at Novara and the removal of Charles Albert.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the ultimate impossibility of the Pope fighting Austria (a Catholic state) and the flight of Pius IX.</li><li>• <b>Answers might consider</b> the defeat of Mazzini's Roman Republic and its replacement by a French garrison.</li><li>• <b>Answers might consider</b> the defeat of Manin in Venice and the restoration of the Grand Duke of Tuscany by the Hapsburgs.</li><li>• <b>Answers might consider</b> the failure of the Republicans to work together.</li><li>• <b>Answers might consider</b> the refusal of the Grand Duke of Tuscany as well as the King of Naples to cooperate with Charles Albert.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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.

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