

GCE

History A

Unit : Y215/01 Italy and Unification 1789 - 1896

Advanced GCE

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

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

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

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which had the greater importance in causing the revolutions of 1848 in Italy?</p> <p>(i) Charles Albert of Piedmont (ii) Revolutionary leaders</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing the role of Charles Albert was more important, answers might consider the effects of the reforms introduced into the Kingdom of Piedmont by Charles Albert after 1837 which left the Kingdom with the potential to challenge Austrian supremacy within the peninsula and Charles Albert with the potential to become a possible King of the whole peninsula. • Answers might consider the effects of Charles Albert's reforms from 1846. • Answers might consider the effects of Charles Albert's declaration of war against Austria in March, 1848. • In arguing the roles of the revolutionary leaders were more important, answers might consider the role of Mazzini whose 'Young Italy' was much less moderate than earlier campaigners for reform and placed a much greater emphasis on the need for action by Italians themselves. • Answers might consider the effects of the work of various writers in the 1840s such as Carlo Cattaneo, Cesare Balbo and Massimo d'Azeglio. • Answers might consider the significance of the clashes between the Milanese and the Austrian garrison in January 1848 as well as the rising at Leghorn at the same time; the 'Tobacco Strike' and the rising in Palermo might also be considered. • Answers might consider the roles of Mazzini and 	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 'causing the revolutions'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>Garibaldi in establishing the Roman Republic in 1849.</p> <ul style="list-style-type: none"> Answers might consider the role of Daniele Manin in Venice and contrast this with both the abdication of Charles Albert. 		
(b)	<p>How important was Napoleon III to the establishment of the Kingdom of Italy in 1861?</p> <ul style="list-style-type: none"> In arguing Napoleon III was important, answers might consider Napoleon's long-standing interest in Italian affairs and his reaction to his attempted assassination by Orsini and the trial which followed. Napoleon's anti-Austrian stance and the effects of his desire to replace Austrian influence in Italy might well be examined. Answers might argue that before this point Cavour had struggled significantly to make headway in foreign policy, examining his failure to gain concrete rewards for Piedmont's role in the Crimean War and arguing that much of that failure was due to Napoleon III's opposition to the aggrandizement of Piedmont. Answers might consider the importance of the Plombieres meeting between Cavour and Napoleon and the planning of the war against Austria; the importance of the provision of 110,000 French troops to the war of 1859 might also be examined. Answers might consider the importance of the reaction of Napoleon III to the armistice concluded at Villafranca in July, 1859 and the enlargement of Piedmont which was to follow this after the plebiscites of 1860. Answers might consider the significance of French failure to intervene in Naples . In arguing Napoleon was not important, answers might well consider the fact that Napoleon's main 	20	<ul style="list-style-type: none"> No set answer is expected. At higher levels candidates will focus on 'how important', but at level 4 may simply list reasons. At level 5 and above there will be judgement as to the degree of Napoleon's importance. At higher levels candidates might establish criteria against which to judge importance; this might include the value of achievements, the long-term prospects, etc. 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>concern was to establish French influence in Italy rather than to create a united Italy. Such answers might well argue the key to Italian unification is Cavour rather than Napoleon as he was able to take advantage of both Napoleon's ambitions and his weaknesses. His role in the modernisation of the economy of Piedmont during the 1850s might also be examined.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the Crimean War which not only allowed Piedmont to increase her international standing and convinced nationalists such as Manin that they should look to Piedmont for progress in uniting Italy, but also seriously undermined Austria and left her isolated. Such considerations might also include the fact that Napoleon III had actually opposed a Piedmontese presence at the Congress of Paris and had also shown marked reluctance to agree to a discussion of Italian affairs. • Answers might consider that Napoleon's reaction to the Orsini affair was actually motivated by his realisation that he was now in a position to dictate to Cavour. Plombieres, for example, witnessed no discussion of Italian unification and saw Napoleon being far more concerned to engineer French gains of Savoy and Nice as well as the marriage of his cousin to Clotilde of Savoy. Russian proposals for an international congress in March, 1859 saw France arguing against Piedmontese involvement and, in April, Napoleon vetoed Piedmontese control of Tuscany, doing the same with Romagna in June. In July it was Napoleon who called for an armistice in the war against Austria and Villafranca saw Napoleon committed to a disunited Italy; in October he specifically stated his opposition to unity. 		

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the importance of the role of Victor Emmanuel of Savoy and his relationship with both Garibaldi and Mazzini. • Answers might consider the role of Garibaldi and his successes which forced Cavour's hand in seeking to take over the whole peninsula. 		
2 (a)	<p>Which of the following was the greater success of Italian governments in the period 1861 to 1896?</p> <p>(i) The creation of a true sense of unity (ii) Economic policy Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing the creation of a true sense of unity was more successful, answers might consider the successful completion of unification achieved by the acquirement of Venetia after the Austro-Prussian War of 1866 and that of Rome during the Franco-Prussian War of 1870-71. • Answers might consider the 'parliamentary revolution' of 1876 which finally brought about an end of conflict with the South and saw Depretis finally integrate the southern elites by exploiting their need for political and economic protection. • Answers might consider the effects of the widening of the franchise with the new electoral law of 1881. • Answers might consider the promotion in the 1880s and 1890s of the '<i>Risorgimento</i>' as the fundamental cause of a united Italy. • 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. • In arguing economic policy was more successful, 	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 the 'success of Italian governments'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>answers might consider the abandonment of free trade and the introduction of tariffs in 1878 and 1887 which allowed the cotton industry to progress and encouraged the adoption of capital intensive methods of farming in the Po Valley.</p> <ul style="list-style-type: none"> • Answers might consider the rapid construction of railways which followed unification which, for example, gave southern producers access to the markets of Northern Italy. • Answers might consider the establishment of an Italian steel industry with the first foundry built at Terni in 1884 as well as the use of government subsidies to modernise the Italian merchant navy. • Answers might consider the importance of the foundation of the <i>'Banca d'Italia'</i> in 1893. • Answers might consider the establishment of the first electro-generating plant in Milan in 1888 and the expansion of hydro-electricity. 		
(b)	<p>'The most important result of the revolutions of 1848-9 in Italy was their effect on Piedmont.' How far do you agree with this?</p> <ul style="list-style-type: none"> • In arguing the most important result of the revolutions was their effect on Piedmont, answers might consider that the continuation of constitutional government there after the revolutions and the 'patriotic' reputation of the House of Savoy made the Kingdom the focus of nationalist ambitions from this point. • Answers might consider that the ensuing more liberal atmosphere in Piedmont provided an encouragement for many exiles from other Italian states to gather there, giving it a strong 'Italian identity'. • Answers might consider that the ease with which the 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'achieved nothing', but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the degree of failure. • At higher levels candidates might establish criteria against which to judge failure; this might include the extent of failure, the long-term prospects, etc.. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>revolutions had been crushed encouraged many radicals to reject the idea of 'revolution' in favour of the kind of principles adopted by Cavour.</p> <ul style="list-style-type: none"> • Answers might consider that the revolutions left Piedmont with a very different agenda from that normally associated with the rulers of the period. • In arguing other effects were more important, answers might consider that the return to reaction by the Bourbons in the Kingdom of the Two Sicilies discredited them at home and abroad and that this therefore inevitably encouraged a move towards Piedmont. • Answers might also consider the significance of the ascension to power in France of Louis Napoleon, a man committed to the weakening of Austria and the revision of the European balance of power and without whom it is possible to argue Italian Unification would not have taken place. • Answers might consider the return of the Papacy to traditional policies following 1848/9 and the effects of this. • Answers might consider the importance of the end of Austria's sole position as a European power with an interest in Italy. • Answers might consider 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. • Answers might consider the importance of the emergence of Garibaldi and Mazzini as leading figures in the Roman Republic. 		

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.
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
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
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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

