

GCE

History A

Unit **Y245/01**: Italy and Unification 1789–1896

Advanced Subsidiary GCE **H105**

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>'The most important outcome of the Revolutions of 1848 and 1849 in Italy was the granting of a constitution in Piedmont? ' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing the most important outcome was the granting of a constitution in Piedmont, answers might consider that this decisively shifted the hopes of nationalists (despite their temporary defeat in 1848) from Republican ideals or a reliance on the Papacy to a reliance on the leadership of Piedmont which would lead the peninsula to unification in 1861. • Answers might consider that the safeguarding of this constitution by Victor Emmanuel II allowed him to pose as the champion of constitutional monarchy in Italy. • Answers might consider the Piedmontese constitution attracted the support of both the middle classes of Northern and Central Italy and the aristocracy who saw it as a guarantee against a more radical solution. • Answers might consider that all other Italian aims and aspirations had been crushed by Austria. • Answers might consider the attraction which, in subsequent years, Piedmont provided for Italian 'patriots' with possibly as many as 100,000 settling there in the 1850s. • Answers might consider the momentum afforded to the Piedmontese to develop the kingdom and the economic developments which followed in the 1850s. • In arguing the Piedmontese constitution was not the most important aspect of the Revolutions in Italy, answers might consider how the reputation of Garibaldi was enhanced, having defeated the Neapolitan army and held off the French in Rome. Unlike Mazzini he had refused to flee, even at the cost of his wife's life. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to the relative degree of importance. • At level 5 answers might establish criteria against which to judge the relative degree of importance. • To be valid, judgements 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
	<ul style="list-style-type: none"> • Answers might consider the importance of how the actions of Pope Pius IX had demonstrated the limitations of the Papacy in leading an Italian fight against Catholic Austria and consequently ended the hopes expressed by Gioberti for a confederation of Italian princes under the Papacy. • Answers might consider that the Piedmontese constitution lacked importance given the later reluctance of Piedmont to fight for Italian unification as opposed to the simple aggrandisement of Piedmont itself. • Answers might also consider the Revolutions' illustration of the weaknesses of the republicans. 		
2	<p>How far did the years 1861 to 1896 fail to fulfil the hopes of the <i>Risorgimento</i>?</p> <ul style="list-style-type: none"> • In arguing the years 1861 to 1896 did see a failure to fulfil the hopes of the <i>Risorgimento</i>, answers might consider the need to rely on foreign support to gain Rome and Venice. • Answers might consider the contradictions of the Triple Alliance which bound Italy to Austria, the very power from whom she sought the irredentist lands. • Answers might consider the failure to acquire a colonial empire and the humiliation of the defeat at Adowa in 1896. • Answers might consider the failure to achieve a properly functioning system of parliamentary government with the system of <i>trasformismo</i> hampering the development of political parties. • Answers might consider that the army had to be of a considerable size due to the persistent danger of rebellion and the need for frequent recourse to martial law. The level of dissatisfaction with Italian governments might also be addressed here. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to the relative degree of failure. • At level 5 answers might establish criteria against which to judge the relative degree of failure. • To be valid, judgements 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
	<ul style="list-style-type: none"> • Answers might consider the failure to develop the economy, the lack of industrial resources, the persistence of subsistence agriculture and the failure of the tariff war with France. • Answers might consider the aggravation of the North/South divide. Consideration might be given here to the effects of the treatment of the <i>briganti</i>, the domination of the <i>latifundia</i> in the South as well as the problems of illiteracy and emigration. • Answers might consider the failure to heal the rupture with the Catholic Church and the refusal of the Vatican to countenance Catholic involvement in the politics of the Kingdom. • In arguing the aims of the Risorgimento were fulfilled, answers might consider the completion of unification achieved by the absorption of Venice in 1866 and Rome in 1870. • Answers might consider the prestige brought to Italy by its inclusion in the Triple Alliance of 1882 and her apparent status as a great power. • Answers might consider the reform of the franchise as well as reforms in education and taxation brought about by Depretis. • Answers might consider the attempt to create a fully functioning constitutional and parliamentary monarchy with an attempt to elevate figures such as Victor Emmanuel II and Garibaldi to heroic status and a cult developing around the figure of Queen Margherita. • Answers might consider the attempt to create a colonial empire for Italy and the occupation of the port of Massawa on the Red Sea in 1885. • Answers might consider the popularity of Crispi, his determination King Umberto should be Umberto I rather than Umberto IV, as well as his reform of local government in 1889 which doubled the number able to vote in administrative elections. 		

Question	Answer/Indicative content	Mark	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘The rapid progress of the Italian cause was largely the responsibility of one remarkable man : Giuseppe Garibaldi.’</p> <p>Derrick Murphy and Terry Morris, Italy 1815-1943, 2008.</p> <p>Evaluate the strengths and limitations of this interpretation of the unification of Italy in 1861, making reference to other interpretations you have studied.</p> <ul style="list-style-type: none"> • This historical debate centres around the extent to which it can be argued the most important figure in the process of Italian unification was Garibaldi. • In analysing the strengths and limitations of the interpretation, answers might consider the several reasons which have been put forward for Italian unification. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:- • The importance of Garibaldi’s reliance on military action and the importance of his actions from 1860 when the achievement of progress appeared to have stalled. There may also be consideration of the fact that, unlike Cavour, Napoleon III or Victor Emmanuel II, Garibaldi was firmly and consistently committed to unity as well as an examination of the support created by his personality and military skill. • Answers might consider the importance of his invasion of Sicily and defeat of the Kingdom of Naples as well as the relative paucity of help he received from Piedmont at the same time. 	20	

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the impact of Garibaldi's success on Cavour and his consequent conversion to the idea of the unification of the whole peninsula. • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:- • The fact Garibaldi did not initiate the Sicilian revolt which was not even, initially, in favour of unification, but, instead, sought Sicilian independence. They might also point out that the success of Garibaldi's expedition owed much to the incompetence of the Kingdom of Naples. • Answers might consider the short-term nature of the importance of Garibaldi and contrast this to the long-term factors behind Italian unification such as the influence of the French Revolution and Napoleon as well as the failures of the regimes installed after 1815 and the resentment of Austria. • Answers might consider a contrast of the role of Garibaldi with that of Cavour, emphasising his role in the modernisation of Piedmont as well as the success of his dealings with Napoleon III after the Orsini Plot and at Plombieres <p>Other interpretations that might be used in evaluation of the given interpretation are:-</p> <ul style="list-style-type: none"> • Answers might consider the importance of other individuals in producing Italian unification such as Mazzini. • Answers might consider the effects of Austria's actions during the Crimean War, especially the isolation which followed as well as the importance of the role of Napoleon III, especially in the years 1858-60 and in the defeat of Austria at Solferino. 		

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">Answers might consider the importance of Piedmont and its emergence as the peninsula's leading progressive state to the unification of Italy as well as the role of Victor Emmanuel II.		

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 Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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
Level 4 19–24 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 13–18 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 7–12 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 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths,
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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

