



**GCE**

**History A**

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

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p><b>How far was the failure of governments restored in 1815 in Italy responsible for the revolutions of 1848? In answering whether the 1848 revolutions were brought about by the failure of the Restoration Governments,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the heavy taxation and protectionist commercial policy applied by Austria-Hungary in Lombardy-Venetia.</li> <li>• <b>Answers might consider</b> the fierce opposition to reform of Francesco IV of Modena.</li> <li>• <b>Answers might consider</b> the dissatisfaction of the middle classes with the policies of the kings of Piedmont, their desire for a constitution and resentment at the restoration of internal customs barriers.</li> <li>• <b>Answers might consider</b> the effects of Victor Emanuel I's reliance on the Jesuits.</li> <li>• <b>Answers might consider</b> middle class dissatisfaction with the repressive policies pursued in the Papal States citing, for example, the lack of development of genuine industrial centres other than Bologna, resentment of the reliance on the Austrian garrison at Ferrara, as well as the inability of the government to maintain law and order in times of economic crisis and the administrative confusion which followed the death of Pius VIII in 1830.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the relative responsibility of the failure of governments compared with other causes.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance of the causes.</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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	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the lack of development in the Kingdom of the Two Sicilies which, despite being the most populous Italian state and possessing the peninsula's most populous city (Naples), witnessed little industrial development and saw trade hindered by internal customs barriers.</li> </ul> <p><b>In arguing the 1848 revolutions were not brought about by the failure of the Restoration Governments,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the argument that, in fact, most Restoration Governments did pursue some modernising policies. For example, the pontificate of Pius VII was comparatively enlightened, whilst Cardinal Consalvi at least had refused to countenance the reintroduction of aristocratic feudal rights; in Parma, Marie Louise had introduced a progressive law code and the Grand Duchy of Tuscany was to become a byword for good government; in Lombardy-Venetia the judicial system was remarkably fair whilst the 'black legend' of Austrian oppression was scarcely justified and the result of 'patriotic propaganda'; there is evidence of some successful pursuit of industrialisation in the Kingdom of the Two Sicilies and of productive agricultural development.</li> <li>• <b>Answers might consider</b> the impact of Pope Pius IX and Charles Albert of Piedmont. For example, the former was hailed as a liberal saviour when he issued a general amnesty for political prisoners, relaxed press censorship and established the <i>Consulta</i>; the latter had cultivated an anti-Austrian stance and had dismissed unpopular ministers as</li> </ul>		

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	<p>well as limiting police powers, introducing the principle of local consultation and granting greater autonomy to Sardinia.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the effects of the revolutions of 1820-1 and 1831 where the repression of native aspirations by Metternich and the Austrian army was especially apparent and led to complacency amongst Italy's rulers combined with a willingness amongst their opponents to look to the French for help as well as a tendency to be inspired by other European nationalists such as the Greeks, the Poles and the Belgians.</li> <li>• <b>Answers might consider</b> the role of Mazzini, his founding of 'Young Italy' in 1831 and its replacement of the <i>Carbonari</i> as the major organiser of opposition to Austria; plots and insurrections organised by 'Young Italy' in 1833, 1834, 1837, 1841, 1844, and 1845 which kept Mazzini's movement in the public eye and led Metternich to describe Mazzini as the 'most dangerous man in Europe'.</li> </ul>		

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2*	<p><b>How far was Italy united between 1861 and 1896?</b></p> <p><b>In arguing Italy was united between the years 1861-1896,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the creation of a functioning constitutional and parliamentary monarchy. Italy sought to imitate the liberal, parliamentary monarchy of states such as Great Britain and established a national head of state and a national parliament. National symbols and values were created and the <i>Risorgimento</i> was presented as the driving force behind the creation of Italy; cults were created around the figures of Victor Emanuel II and Garibaldi and a huge publicity industry around Queen Margherita, wife of Umberto I; Crispi urged the 'nationalisation of the House of Savoy and sought to concentrate power in the hands of the executive.</li> <li>• <b>Answers might consider</b> the capture of Rome in 1870 and the opportunity to provide Italy with a 'natural' capital city serving to evoke the glories of the Roman Empire and to encourage a sense of patriotism. Its capture meant territorial unity was broadly complete and the Law of Guarantees of 1871 sought to resolve the tension between the Papacy and the new Italian kingdom</li> <li>• <b>Answers might consider</b> the economic progress of the period such as the development of hydro-electricity.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to how far Italy was united.</li> <li>• At higher levels, answers might establish criteria against which to judge how far Italy was united.</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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	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the successes of Italian foreign policy during the period, for example joining the Germans and Austrians in 1882 to form the Triple Alliance and producing the appearance of great power status.</li> </ul> <p><b>In arguing Italy was not united during this period,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the persistence of the North/South divide. For example, whilst industry developed in the northern cities such as Milan and Turin, the South continued to endure exceptional levels of poverty and remained dominated by the <i>latifundia</i>; the reliance on hydro-electricity ignored the chronic shortage of water in the South; 90% of Sicilian army recruits were deemed medically unfit and the same percentage applied to the level of illiteracy in the South; the South was unable to provide a market for the industry of the North.</li> <li>• <b>Answers might consider</b> the problems of trasformismo, which, for example, meant the supposedly high principles of the <i>Risorgimento</i> were lost in corruption.</li> <li>• <b>Answers might consider</b> the failure to produce a properly functioning system of political parties as the weakness of the Italian party system hindered popular involvement in politics as well as meaning ministers had no firm basis of party loyalty on which to rely.</li> <li>• <b>Answers might consider</b> the persistence of irredentism with the failure of the kingdom to include within itself Nice, Savoy, Dalmatia and Illyria.</li> </ul>		



Question	Answer/Indicative content	Mark	Guidance
3	<p><b>‘Cavour was the architect of Italian Unification.’</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate about Italian unification largely centres around the relative importance of external powers such as France and Austria, the role of Cavour, and ‘nationalist’ figures such as Garibaldi, as well as the extent to which Italy was capable of ‘doing it by herself’.</p> <p><b>In analysing the strengths and limitations of the interpretation,</b> answers might consider the sole focus on Cavour.</p> <p><b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of:-</p> <ul style="list-style-type: none"> <li>• Cavour’s success in modernising Piedmont. For example, by making its parliamentary system work, his role in changing relations between Church and state with the <i>Siccardi Laws</i> of 1850-1, his promotion of free trade and tariff reduction and reform of the banking system, his reform of the bureaucracy and the army.</li> <li>• His skill in ‘managing’ both the parliament and king of Piedmont. For example, Cavour was prepared to compromise over his reforms of civil marriage and the monasteries in order to maintain the support of the king and over a third of parliamentary deputies were provided with jobs in the administration.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

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	<ul style="list-style-type: none"> <li>• His success in making Piedmont the leading progressive state on the Italian peninsula by, for example, working with Daniel Manin and the National Society as well as engaging in nationalist intrigues in the Legations, Tuscany and Modena.</li> <li>• His attempts to manipulate to Napoleon III following, for example, the attempted assassination of Napoleon by Orsini in 1858 and at the subsequent meeting with the Emperor at Plombières as well as in the negotiations concerning the final state of Italy in early 1860.</li> <li>• His relationship with Garibaldi which, for example, enabled him to play on French fears and gain Napoleon's approval for intervention in the south.</li> </ul> <p><b>In analysing and evaluating the limitations of the given interpretation,</b> answers might use knowledge and understanding of:-</p> <ul style="list-style-type: none"> <li>• The role of Napoleon III who intervened in 'Italy' not to unite it but to enhance French interests and dominate the peninsula. Answers might point out that the war against Austria was Napoleon's war and not that of Cavour and that Napoleon did not even invite a representative of Piedmont to discuss the peace settlement at its end.</li> <li>• The importance of the weakness of Austria due, for example, to its isolation following the Crimean War.</li> <li>• The development of Italian nationalism and the importance of figures such as Garibaldi who had very different aims to Cavour and had been consistently committed to a fully united Italy.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• The limitations of Cavour's aims which, for example, were concerned with only the enlargement of Piedmont and the reduction of Austrian influence; Cavour had no initial aim to include the South in his plans.</li> <li>• Cavour's failures such as his inability to make any progress before 1858.</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:-</b></p> <ul style="list-style-type: none"> <li>• Interpretations which emphasise the long-term process by which Italy became unified, examining, for example, the effect of the first Napoleon on the Italian peninsula.</li> <li>• Interpretations which emphasise the 'accidental' nature of Italian unification, explaining, for example, nationalist failure being rescued only because of events in France rather than in Italy itself.</li> <li>• Interpretations which question the degree to which it is possible to say Italy actually was 'unified', explaining, for example, the contradiction between the aims of Cavour and Garibaldi and the fact that the creation of 'Italy' as pursued by Cavour was in fact a 'Piedmontese conquest' of the peninsula.</li> </ul>		

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 Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 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 the most part substantiated.
<b>Level 4</b> 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.
<b>Level 3</b> 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 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.
<b>Level 1</b> 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>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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, but both will be addressed.
<b>Level 2</b> 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 may only address limitations or strengths.
<b>Level 1</b> 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.

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