



Oxford Cambridge and RSA

GCE

History A

Y215/01: Italy and unification 1789-1896

A Level

Mark Scheme for June 2023

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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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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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 40% 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 or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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: Not applicable in F501
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:
 - a.

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 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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which had the greater impact on Italy: (i) The revolutions of 1848-1849 in Piedmont (ii) The revolutions of 1848-1849 in Naples Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the revolutions in Piedmont, answers might consider Piedmont's retention of its constitution and its freedom from Austria. • Answers might consider Victor Emmanuel II's pose as saviour of constit. monarchy & 'father' of Italy. • Answers might consider the faith placed in Piedmont by nationalists such as Gioberti. • Answers might consider the Church/State rupture in relation to the Siccardi Laws and the kingdom's appeal to the nationalists. • Conversely, answers might argue Victor Emmanuel II's subsequent actions countered more radical demands. • In dealing with the revolutions in Naples, answers might consider the permanent damage done to Ferdinand II's popularity. • Answers might consider the loss of middle class support and a lack of money for social reforms. • Answers might consider the effects on Sicily. • Answers might consider the opposition's reassessment of its tactics and increasing willingness to look outside Naples for solutions. • Conversely, answers might consider the revolutions weakened both the Bourbons and their opponents, leaving the South in a power vacuum. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 question. • 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. • 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. <p>Some candidates may discuss events in Sicily when considering Naples. Those who do not should not be disadvantaged and should be able to access any level.</p>

Question		Answer	Mark	Guidance
1	(b)*	<p>'Napoleonic rule was the most important factor in laying the foundations of unity in Italy in the period 1789-1847.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing Napoleonic rule was the most important factor in laying the foundations for unity, answers might consider the effects of the consolidation of the peninsula by Napoleon. • Answers might consider the effects of the rationalisation and centralisation of administrative, financial, judicial and military structures. • Answers might consider the new elite of notables created under Napoleon, arguing it was for this class 'Risorgimento' held its greatest appeal. • Answers might consider impact of unified economic policy in North re tariffs, currency etc. • Answers might consider the effects of state control over the Church produced by Napoleon. • In arguing Napoleonic rule was not the most important factor, answers might consider the limitations of Napoleon's reforms (e.g. in relation to the gap between Northern and Southern Italy). • Answers might consider the erasure of French reforms carried out at Vienna in 1815. • Answers might consider the importance of events in Italy before the advent of Napoleon - the effects of the French Revolution & effective destruction of the Italian <i>ancien regime</i> 1796-9. • Answers might consider the contribution of individuals such as Mazzini. • Answers might consider the impact on Italy of the Vienna Settlement. • Answers might consider the importance of economic factors in the years after 1815. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluation but at Level 4 may simply list factors. • At Level 5 there will be judgement as to 'most important'. • At higher levels candidates might establish criteria against which to judge importance. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> Answers might consider the importance of events in 1846/7. <p>Which of the following contributed most towards the establishment of a new kingdom of Italy 1850-1861:</p> <p>(i) Cavour's actions outside Italy</p> <p>(ii) Cavour's actions within Italy</p> <ul style="list-style-type: none"> In arguing Cavour's actions outside Italy were more important, answers might consider his success in placing the 'Italian Question' at the centre of European politics. Answers might consider the effects of Piedmont's involvement in the Crimean War, especially when contrasted with the role of Austria. Answers might consider Cavour's role in the Plombières Agreement. Answers might consider Cavour's success in managing to break with Austria, maintain good relations with Napoleon III, Russia and Prussia, and portray Piedmont as a bulwark against revolution. In arguing Cavour's actions within Italy were more important, answers might consider Cavour was responsible for reform of finance, the Church and the military. Answers might consider Cavour's control of the press, Parliament and the opposition left him with a strong and stable base from which to control the rest of the peninsula. Answers might consider that, thanks to Cavour, almost 50% of all the railway track in Italy was to be found in Piedmont as was Italy's first home produced steamship and railway locomotives. Answers might consider his skilful exploitation of 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 question. 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. 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	Mark	Guidance
2	(b)*	<p>events in Central Italy in early 1860, the effects of his decision to intervene in the Papal States in September, and the importance of his decision to work with Garibaldi.</p> <p>‘The treatment of the Mezzogiorno was the greatest failure of Italy during the period from 1861 to 1896.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing its treatment of the Mezzogiorno was Italy’s greatest failure during the years 1861 to 1896, answers might consider evidence for problems in, and the alienation of, the South. • Answers might consider the effects of the Brigands’ War on Italy. • Answers might consider the failure to address Southern problems of illiteracy and disease. • Answers might consider the state of Sicily and the rise of the Left as symptomatic of failure. • Answers might consider the role of the South in the crisis of the 1890s. • Answers might consider the Depretis Compromise & failure to address problem of the <i>latifundia</i>. • In arguing its treatment of the Mezzogiorno was not the greatest failure of these years, answers may consider failures in addressing a range of pan-Italian social, economic and political problems. • Answers might consider post-Cavour Italy’s failure in finding successors of his calibre. • Answers might consider failure to address economic problems (eg agricultural & industrial backwardness) throughout Italy. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluation but at Level 4 may simply list failures. • At Level 5 there will be judgement as to ‘greatest failure’. • At higher levels candidates might establish criteria against which to judge failure. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• Answers might consider the failure to resolve problems in Church-State relations.• Answers might consider the failure to resolve problems associated with <i>trasformismo</i>.• Answers might consider the failure of Italy to acquire convincing great power status.• Answers might consider failures to resolve political conflict (eg the parliamentary revolution of 1876).		

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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
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 by limited evidence and the relationship to the evidence may not be clear.
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 supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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