



GCE

History A

Y215/01: Italy and unification 1789-1896

A Level

Mark Scheme for June 2024

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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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1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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.*

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10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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)	Which of the following was of greater importance in the revolutions of 1848-1849? • Pope Pius IX • Charles Albert Explain your answer with reference to both (i) and (ii). In referring to Pius IX, answers might consider the effects of his reforms in the Papal States. • Answers might consider his granting of a constitution in March 1848. • Answers might consider the inability of the Pope to pursue a war of independence against Austria or to become a constitutional ruler. • Answers might consider his issuing of the Papal Allocution in April 1848. • Answers might consider the effect of the Pope's flight to Naples. • Answers might consider the effects of the Pope's actions on the hopes of Gioberti and the neo-Guelphs. In referring to Charles Albert, answers might consider the effect of his support for Pius IX against Austria in 1847. • Answers might consider the effects of his granting a constitution in Piedmont in 1848 and of his declaration of war against Austria. • Answers might consider his essential conservatism. • Answers might consider his defeat by Austria at Custoza in 1848 and Novara in 1849.	10	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. • 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
1	(b)*		• Answers might consider his abdication in 1849. • Answers might consider the effects of the memory of his actions on Piedmont's future status within Italy. ‘The problems of Italy were successfully resolved during the period from 1789 to 1847.’ How far do you agree? [Candidates may consider the problems of Italy in this period to have been foreign rule; lack of unity or political development; lack of economic development; the power of the church] In arguing problems were resolved, answers may refer to the considerable change in the years before 1814 brought about by the reduction of the number of states, the improvement in communications and the introduction of the French legal code, but also that the restoration of 1814 brought a period of relative stability which lasted until 1847. • Answers may refer to the economic growth, weakening of the aristocracy and development of the middle classes in response to the effects of the French Revolution and Napoleon. • Answers may refer to the success of the Austrians in maintaining control, directly or indirectly, including the suppression of attempted revolts and revolutions in the 1820s and 1830s. • Answers may refer to the restored power of the papacy after 1814 as a conservative, unifying factor.	20	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. <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. • 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 ‘successfully resolved’. • At higher levels candidates might establish criteria against which to judge ‘successfully resolved’. • 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)		In arguing problems were not resolved, answers may refer to the limitations of Napoleonic reform and the persistence of economic backwardness, illiteracy and the lack of political unity in the Italian peninsula. - Answers may refer to the preponderance of Austrian influence after 1815, the conservatism of Italy's other rulers, the power of the Church and the lack of progress in educating the bulk of the population. - Answers may refer to the restoration of feudalism and customs barriers after 1815 as well as the poor state of agriculture and lack of industrial development. - Answers may refer to the failure of most reforming groups and thinkers and of the revolutions of the 1820s and 1830s. Although many of their ideas were to have an impact in 1848-9 and beyond, they failed to have any lasting impact in the period 1814-47.	10	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. - No set answer is expected - Judgement must be supported by relevant and accurate material. - Only credit material relevant to question.
			Which of the following was of greater importance in Italy during the period from 1861 to 1896? Piedmontisation 1861-1870 The policies of Trasformismo In arguing Piedmontisation was more important, answers may refer to the speed of the process which reinforced the concept of conquest. Answers may refer to the effects of the attack on the Church the process entailed. Answers may refer to the effects of the civil war brought about by the attack on brigandage. Answers may refer to the effects of its failure to		

Question			Answer	Mark	Guidance
2	(b)*		produce standardisation. Arguments may refer to the ignorance with which the process was executed, its long-term failure and its role in maintaining the North/South divide together with the effects of those issues. In arguing trasformismo was more important, answers may refer to its role in preventing the development of a properly functioning party system and of political stability. Answers may refer to its role in the perceived failure of able ministers such as Depretis, Crispi and Giolitti. Answers may refer to its role in the persistence of problems such as the North/South divide and poor economic development. Answers may refer to the encouragement afforded by trasformismo to opposition to the Italian Kingdom. Answers, conversely, may refer to the political, social and economic advances of this period dominated by trasformismo. ‘The developments in Piedmont under Cavour and Victor Emmanuel II were the most significant outcome of the revolutions in Italy of 1848-1849.’ How far do you agree? In arguing these developments were most significant, answers may refer to the change of direction in Piedmont produced by the revolutions and its abandonment of the reactionary politics of most Italian rulers.	20	- 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. 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. <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.

Question			Answer	Mark	Guidance
			- Answers may refer to the effects of Piedmont's ambitions to dominate Northern Italy. - Answers may refer to the unique freedom from Austrian domination in Italy enjoyed by Piedmont and its effect on nationalist support. - Answers may refer to the 'legend' of Charles Albert inherited by Victor Emmanuel II. - Answers may refer to the administrative reform brought about by Cavour in Piedmont in response to the need to ensure stability. - Answers may refer to the economic modernisation brought about by Cavour to enable Piedmont to meet its war indemnity obligations to Austria. In arguing other issues were more significant, answers may refer to the election of Louis Napoleon as President of France and his commitment to the reduction of Austrian power. - Answers may refer to the accentuation of repression in Naples which ultimately destroyed the basis of consent formerly enjoyed by the Bourbon monarchy. - Answers may refer to the effects of defeat in the revolutions on nationalist opinion. - Answers may refer to the effects of the intensification of Austrian control after the revolutions. - Answers may refer to the impossibility of seeking Papal leadership for reform after the revolutions.		- No set answer is expected. - At higher levels candidates will focus on evaluation but at Level 4 may simply list developments. - At Level 5 there will be judgement as to 'most significant'. - At higher levels candidates might establish criteria against which to judge significance. - 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. <i>In terms of the time period considered in respect of the 'outcome of the revolutions', candidates may take a short-term view or a longer-term view. Both approaches will be credited accordingly.</i>

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Question			Answer	Mark	Guidance

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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