



General Certificate of Education

AS History 1041

Unit 2: HIS2G

The Forging of the Italian Nation, 1848–1871

Mark Scheme

2010 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2010

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2G: The Forging of the Italian Nation, 1848–1871

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the expectations of success when revolutions broke out in Italy in 1848. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: | Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Effective answers to this question will make a direct comparison of the two sources in the light of own knowledge of the context. Less successful answers will provide a literal account of the evidence of each source in turn, followed by a limited comparison.

Candidates will need to identify differences between the views of the two sources, for example: The view in Source A is from a modern historian looking back at the romantic optimism shown in the early stages of the revolution in March 1848.

The optimism of this contemporary account from Montanelli is then contextualised by the disillusionment that followed and a list of factors explaining why revolution failed:

The retrospective view of the idealism of the early days gives Source A a different flavour from that of Source B, which emphasizes the lack of coordination and the 'disunity' – challenging the 'marching together in a common belief in Italy' and providing a direct contrast with Source A. 'Even between friends like Mazzini and Garibaldi', Source B explains, the 'level of disunity was striking'; that 'few practical steps were taken'; and the revolutionaries 'failed to reach out to poorer sections of society'.

To address 'how far' they should also indicate some similarity between the sources, for example:

- both sources suggest that high hopes were shattered - in Source B, 'romantic nationalist ideas provided an unrealistic basis' – in Source A the 'joyful days' and the 'flood of patriotism' are blown away by harsh reality
- the last sentence of Source A fits in with the criticisms expressed in Source B.

In making a judgement about the degree of difference, candidates may conclude that Source A overstates the patriotism of early 1848 and that Source B is more realistic.

Candidates will need to apply their own knowledge of context to explain these differences, for example explaining the reasons why Riall is correct in her analysis of romantic nationalism being 'flawed and unrealistic'.

- (b) Use **Sources A, B and C** and your own knowledge.

How far, by the early 1850s, had Italian nationalists learned lessons for the future from their failures in the years 1848–1849? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit.

0

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The focus of this question is on the lessons learned from the failures of 1848–49.

Both Source A and Source B provide plentiful evidence about what went wrong in 1849–49 and why the revolutions failed – with implicit explanation of what the reasons for failure actually were:

Source A – papal pronouncement; military defeat; foreign indifference; rifts between moderates and democrats; regional rivalries.

Source B – no capacity for organisation; lack of coordination; no steps for defence; no steps to mobilise rural or poorer areas; disunity; lack of realism.

Source C – suggests ‘quite a lot’ – especially in respect of not trusting in the Pope and recognising that foreign help was essential. Clark looks more directly about later consequences. A number of specific ‘lessons’ are identified (though this is not comprehensive – answers may well add others from own knowledge) – with useful differentiation between different elements among nationalist movements: ‘backward aristocracy, absolute king and a Pope’; peasants and landowners; need for foreign help; useless to rely on the papacy.

Effective answers will use own knowledge to provide a clear argument and assessment in response to the question ‘how far?’ lessons were learned by the early 1850s, with a reasoned argument about the extent to which lessons were *not* learned after 1848–49. This might be mostly about the necessity for political realism, or how the persistence of illusions and disunity after 1849 prevented lessons being learned. This evidence may focus on key players such as Cavour, Garibaldi and Mazzini but should not go into detail about what happened later on – Cavour and the Piedmontese monarchy are not mentioned in the sources but many answers will focus on this aspect but there is no room here for extensive references to what Cavour did after 1858.

Key issues relevant to the years from 1848 to the early 1850s might include:

- realising that it was going to be a long struggle
- realising there was little hope of support from the papacy
- realising that foreign support had to be based on specific commitments, not vague assumptions
- realising that the Austrians could only be defeated by professional armies
- Cavour’s recognition that Piedmont would need to be strengthened economically and politically.

Question 2

- (a) Explain why the Italian National Society was formed in 1857. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should be able to present a range of reasons for the formation of the society.

Possible reasons might include:

- the small size of the Society reflected its narrow appeal at the time
- the role of Giorgio Pallavicino
- the role of Daniel Manin
- the willingness of radical republicans to give up their ideals in order to boost the chances of success for the nationalist cause.
- the hope that the National Society could keep links with both Cavour and Garibaldi
- the encouragement of Cavour, who hoped to use the Society for his own ends.

The best responses will differentiate according to relative importance. One feature of good answers may be explanation of why it was in 1857, rather than at some other date – but this is not a requirement.

- (b) 'The internal strength of Piedmont was the most important factor in advancing the cause of Italian independence in the years 1850 to 1859.'

Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The focus of this question is on the factors advancing the cause of Italian unification and on the relative importance for this of the political and economic factors behind the rise of Piedmont. Many candidates will wish to use their knowledge of Cavour's internal policies here but the central focus should be on the impact of Cavour on the internal development of Piedmont.

Many answers may agree with the key quotation; but others may argue that although the key factor was Piedmont, it was not because of Cavour's internal policies but his awareness of the need for foreign support that made the difference.

Others again may focus on 'other factors' not related to Cavour.

Evidence might include:

- the role of Garibaldi
- the importance of nationalism
- the weakening of Austrian rule
- the personal motives of Napoleon III.

The balance of evidence in answers will depend on what factors are argued to hold the most importance – responses arguing for the importance of other factors will have less depth on the internal strengths of Piedmont, though this key aspect must be addressed.

Evidence on the internal strengths of Piedmont might include:

- the arrival in Piedmont of exiles from all over Italy
- the new liberal constitution
- effective management of the parliamentary system
- reduction of the influence of the church
- encouragement of trade and railway development
- public spending on infrastructure and irrigation schemes
- manipulation of the press
- winning over support from republican opponents including some Mazzinians.

Good answers are likely to show differentiation between the role of Cavour as a political leader and the intrinsic factors which enabled Piedmont's economic expansion and increasing political influence.

Question 3

- (a) Explain why war with Austria broke out in 1859. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should provide an argued explanation of a range of factors, perhaps with an evaluation of relative importance.

Possibilities include:

- anti-Austrian feeling, played upon by the National Society
- weakening of Austrian power after Crimean War
- impact of the Orsini assassination and the diplomatic agreement between Cavour and Napoleon III
- Cavour's policy of provoking Austria into war
- arrival of 20 000 volunteers to strengthen the Piedmontese army
- Austria's demand that Piedmont demobilize her army – providing the excuse for Piedmont to refuse and to push Austria into declaring war.

To reach the higher levels answers should provide depth of explanation and comment as well as a range of factors. This depth might include making links between factors, or analysis of the motives behind the actions taken.

- (b) 'In the years 1859 to 1866, the unification of Italy was able to make progress only because of the support of foreign powers.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The timescale of this question is important – the end date of 1866 involves the alliance with Prussia and the acquisition of Venetia, as well as the central issue of support from France in 1859–61.

The key quotation says 'only' as a result of foreign support. This may be agreed with; or challenged as being an unbalanced or partial explanation, with 'other factors' having more significance. Supporting evidence may be selective rather than comprehensive.

Possible other factors include:

- Austrian weaknesses
- the strength (60 000) of Piedmont's army
- the greater degree of unity among Italian nationalists compared with 1848-49
- the success of Cavour's policies in building up Piedmont
- the contribution of Garibaldi, including victories at Como & Varese and the agreement with Victor Emmanuel at Teano
- popular rebellions in Tuscany and central Italy.

Foreign support might include:

- pre-planned French action in 1858–59, before war with Austria actually began
- the role of the French army (200,000, backed by railways and modern equipment) in victories at Magenta and Solferino
- the role of Napoleon III in negotiations with Austria
- Treaty of Turin 1860
- role of France in preventing Rome from being taken over by new Italy showed how decisive foreign influence was
- French withdrawal from Rome 1866
- treaty between Piedmont and Prussia 1866 and second battle of Custoza
- Italian takeover of Venetia after Austria defeated by Prussia at Sadowa.

Good answers are likely to show good awareness of chronology – seeing steps towards unification between 1859 and 1866 as part of an ongoing process.