

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F	E1/F1 The Road to Unification: Italy, c.1815–70	General Advice for Unit 1
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General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, *analytical* essay that comes to a judgement as to extent, significance, importance etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one High Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a High Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked.** Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

How far do you agree that the Great Depression was the main reason for the increased support for the Nazi Party in the years 1929-1933?

Use this to help you plan your answer.

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2. **Write a brief introduction.** You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and outline what your answer is going to be.
3. **Discuss the given factor or named event/individual/idea directly.** An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.
4. **Begin each paragraph by making a point which helps to answer the question.** Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.
5. **You must come to a judgement in your conclusion.** To gain a high Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible etc. the given factor is, e.g. the Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

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Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *explain historical explanations and reach a judgment*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on obstacles to Italian unity across the whole period – from the Vienna Settlement to Rome becoming capital of the Kingdom of Italy – and the extent to which the influence of the Catholic Church was the greatest obstacle.

Exemplar Question

How far do you agree that the greatest obstacle to Italian unity in the years 1815–70 was the influence of the Catholic Church?

(30 marks)

Planning Your Response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

- 1) Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
- 2) Make a list of 5–8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.
- 3) If you feel you have enough time, you could develop the links between points or jot down some evidence that you might use in support.

Plan

Brief answer: No, the Catholic Church was not the greatest obstacle – for a short while in the 1840s it seemed to help – Austria was the greatest – but it was an obstacle and after 1866 was the last remaining obstacle until 1870.

- Catholic Church was an obstacle
- However, not always
- Other factors just as important – conservative rulers, lack of popular support, different nationalist ideas
- Austria the greatest obstacle
- But 1866–70 last remaining obstacle to obvious geographical and political unity

Examiner's Exemplar Answer 1

Between 1815 and 1870 there were many different obstacles to Italian unity. The Catholic Church was very important in Italy because most of the Italians were Catholics and accepted what the Pope told them to do. The influence of the Catholic Church was one of the obstacles but there were others as well (1).

In 1815 after Napoleon had been defeated Italy was split up into several different states and the rulers who had been before Napoleon were returned to their thrones (2). Some of Italy was controlled by Austria and the Pope was in control of the Papal States and the city of Rome. These rulers wanted to keep power to themselves so they opposed Italian unity (3).

In 1820 there were attempted revolutions in some of the Italian states (4). In Piedmont and Naples the kings were forced to make changes by the revolutionaries and to grant constitutions. In Piedmont Victor Emmanuel abdicated. These revolutions did not help Italian unity because not all the revolutionaries wanted to unify Italy in the first place and because within a year the Austrians had helped to put down the rebellions and to restore the monarchs (4).

It was the Austrians again who helped put down revolutions which happened in Parma, Modena and the Papal States in 1831 (5). The Pope asked for help from Austria to stop the revolution. The Catholic Church believed that new ideas such as liberalism and nationalism would make people question what the Church told them and that it would lose influence. Many ordinary people did not support the revolutions.

In the 1830s and 40s many people who wanted change

(1) This is a typical introduction which shows some understanding of the question and is aware of the influence of the Catholic Church – the key issue. At this stage this would suggest a potential Level 3 or, with more development, Level 4 answer.

(2) This is a descriptive statement, suggesting that this is a possible narrative-led answer.

(3) Because this answer has some focus on the issue of the question here, it is unlikely to be a Level 2.

(4) This continues with the same paragraph organisation but makes a clear attempt to show analysis by breaking down and explaining.

(5) A more focused opening to this paragraph, with references to key issues and relevant to the Catholic church. The supporting evidence is not

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in Italy began to believe that the only way to do this was try to unite the Italian states (6). Mazzini wanted to create an Italian Republic, Balbo wanted Italy to be ruled by Piedmont and Gioberti suggested that Italy should be a federation ruled by the Pope. Although they wanted Italian unity they all had different ideas and this prevented Italian unity.

When Pope Pius became Pope in 1846 many people thought that he would help Italian unity (7). He seemed to be liberal and had promised to carry out reforms. Some people thought he might help get rid of the Austrian influence from Italy (8). However, when the 1848 revolutions broke out he did a complete turn around and became a great obstacle (8). He refused to let Papal troops help to drive out Austrians from the north and to undermine Piedmont's attempts to get rid of Austrian influence. He also threatened the revolutionaries with excommunication.

On his return to Rome in 1850 and up until 1870 he remained a major obstacle to Italian unity by trying to influence Catholics into believing that it was wrong to support Italian unification (9). He forbade Catholics from working with the Kingdom of Italy after 1860 and published the Syllabus of Errors, which said that Italian unification was wrong.

Austria put down the revolutions of 1848–49 and the French sent troops to protect the Pope. Austria was finally kicked out of Lombardy in 1859 and Venetia in 1866 after wars with Piedmont. The French left Rome in 1870 when they lost the Franco-Prussian War. Garibaldi was able to unite the north and south of Italy when he captured Sicily and Naples and handed them over to King Victor Emmanuel in 1860 (10).

So the Catholic Church was an obstacle to Italian unity but there were many other obstacles as well, including the Austrians, the interference of the French, the lack of popular support and the divisions among the revolutionaries (11).

Examiner's Assessment

This is a high Level 3 answer. It attempts analysis because it breaks down the question and shows some explanatory features. There is some understanding of the focus of the question with reference to obstacles and there are implicit suggestions that some obstacles are more important than others. The chronological approach has affected the final paragraphs with a weak

in depth but it is sufficient and secure.

(6) A reference to different ideas about Italian unity.

(7) Focus on key issue of Catholic Church.

(8) Highlights both positive and negative attitudes towards unity.

(9) Reference to major obstacle. Short paragraphs such as this are often a feature of Level 3 writing.

(10) Perhaps the candidate is running out of time. In this chronological approach the response reverts to a narrative of what happens next. Implies Austria, France and the north/south divide are obstacles to unity.

(11) A brief conclusion that does not consider element of greatest obstacle –it just lists other factors.

narrative outline of events after 1848 and a brief conclusion with little attempt at a judgement on the specific question asked. The paragraphs are organised into a chronological commentary. The references to obstacles and a good coverage of the chronology required put this in the higher band.

Examiner's Exemplar Answer 2

It took sixty-five years for Italy to be transformed from a series of separate states ruled by restored monarchies after the Napoleonic invasion into a unified Kingdom of Italy under Piedmont with Rome as its capital. It took so long because there were many obstacles to the political unity of Italy (12). The influence of the Catholic Church was a very significant obstacle but it was one of many, such as the conservative rulers, the lack of popular support for unity and divisions amongst supporters of unity itself (13). By far the greatest obstacle, however, was the role of Austria in preventing unity (14).

The Catholic Church was influential in Italy in many ways (15). Both rulers and ordinary people were influenced by the conservative beliefs of the Catholic Church and the attitude of the Papacy towards Italian unity was often reflected in the actions of Italian rulers and mass support for nationalism. In 1815 temporal power was restored to the Papacy in the Papal States and the Pope shared the conservatism of the other Italian rulers who hoped to maintain their own power in individual states (15). The dominant power in Italy was Austria and the Habsburg family and they were staunchly Catholic. When there was revolutionary activity in the Papal States in 1831 Austria came to the defence of the Pope (16).

The conservatism of the Church was therefore an obstacle to unity but up until the 1840s only one of many (17). Without the Catholic Church the Italian rulers would still have been opposed to greater unity (17). In the 1820-21 and 1831 revolutions they did not join together to oppose the threat but called upon Austrian troops to help them. The revolutionaries themselves were also divided (17) over whether unity was desired at all and those who were nationalists had different ideas. For example, Mazzini wanted a united republic and Balbo thought Piedmont should lead a united Italian kingdom. It was the military might of Austria (17) that maintained the restoration system of

(12) The beginning of an effective introduction establishes the time period.

(13) Acknowledges the key issue and other possible obstacles.

(14) Establishes a greater obstacle.

(15) Uses the first paragraph to explain Catholic influence.

(16) Also links to the obstacle earlier identified as being greater.

(17) Identifies other obstacles. This essay covers such a wide time period that it would be difficult to cover all obstacles equally and this paragraph sums up the major issues. The obstacle of Austrian influence is given predominance, however.

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1815 with support for the Kings of Naples and Piedmont in 1820–21 and the rulers of the central states in 1831. With Austria in direct control of most of northern Italy unity was very unlikely to happen (17).

In fact, in the 1840s, the Church seemed to offer potential leadership for a united Italy (18). Gioberti wrote the *Primato*, suggesting a united federal Italy under the leadership of the Pope, and when the apparently liberal-minded Pius IX was elected Pope in 1846 it appeared that this might be achieved. Pius IX brought great hope to both nationalists and liberals who wanted change in Italy and his willingness to introduce reforms including a form of constitution probably encouraged the revolutions which broke out across Italy in 1848. Once gained it would be outside military interference mainly from Austria but also from France in Rome which would put a stop to the revolutions and any potential move towards unity that they might possibly bring (19).

The Pope had quite quickly changed his mind about new ideas once revolution had broken out in 1848 and it was after this that it might be argued that the Catholic Church became a more significant obstacle (20). By April he had published the Allocution, which rejected the Piedmontese attempts to eject the Catholic Austrian power from Italy and encouraged the overthrow of the Republic established in Rome. In the years after his restoration Pius IX used his power as head of the Church to undermine any moves towards unity. In 1861 he forbade Catholics to have any official ties with the newly formed Kingdom of Italy and in 1864 formally rejected liberalism and nationalism in the Syllabus of Errors. The Pope's refusal to acknowledge the new Kingdom of Italy kept Rome from becoming the capital of Italy until 1870 and even then he made it clear that Catholics should not participate in the Liberal State (21).

However, despite the influence of the Catholic Church in Italy, the Catholic objections were largely ignored by Italians themselves. It required the removal of Austrian influence for Italy to be united (22). Once the ruling class in Piedmont were convinced that Italian nationalism was to their benefit they began to acquire the means to drive Austrian influence from Italy. By 1860 Austrian influence had been driven from Lombardy and the central areas through a combination of war and diplomatic manipulation to create a more unified northern Italy under Piedmont. By the end of the year the Italian nationalist Garibaldi had seized Sicily and Naples and forced the joining of north and south in the

(18) Creation of a counter-argument.

(19) This links back to Austrian influence and introduces the role of France.

(20) Uses the chronological approach to argue for some significance for the given factor.

(21) Detailed evidence in support.

(22) Once again establishing a counter-argument and re-introducing Austrian influence.

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Kingdom of Italy and by 1866 Austrian defeat in war against Prussia resulted in Venetia joining the new kingdom. Until 1870 an obstinate Pope with the support of a French garrison kept Italy from complete unity but it did not stop the creation of a new Italian state.

Overall the influence of the Catholic Church was a very significant obstacle to Italian unity. Apart from one period between 1846 and 1848 it remained negative towards Italian unity throughout the period and it kept Italy from having its obvious Roman capital until 1870. However, although significant, it was one of many different obstacle which slowed up the process. The greatest obstacle was in fact the presence of Austrian influence. All the time that Austria had some direct control in northern Italy and an effective army Italy could not be united. Once Austria began to lose its influence in 1860 it took only six years to rid Italy of Austria completely and less than a year to create a Kingdom of Italy (23).

Examiner's Assessment

This is a high Level 5 answer. It directly addresses the focus of the question throughout, concentrating on the role of the Catholic Church as an obstacle to unity. It suggests a number of other factors but establishes the significance of the Catholic Church in comparison at different times. Having established in the introduction that the influence of Austria was in fact the greatest obstacle, this is interlinked throughout the essay with the role of the Church and creates an overall balance.

This answer may seem a little long but good Level 4 and Level 5 answers are generally between 750 and 1000 words – between three and five sides of writing in medium-size handwriting. Level 3 answers are generally between 500 and 750 words.

(23) A completely focused judgement with reference to the Catholic Church, the greatest obstacle, change over time and the identification of Austria as a greater obstacle which had been made clear in the body of the essay.

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Applying the mark scheme

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When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two Mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

So it is very important that you know what Level your essay has achieved. This way you can try to improve your essays by improving your work either within a Level or by stepping up a Level.

Level descriptors – bands

Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band

The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band

As the Level X descriptor.

High band

The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

How far do you agree that the greatest obstacle to Italian unity in the years 1815-70 was the influence of the Catholic Church?

(30 marks)

Target: AO1a and AO1b

Level 1	Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.	(1–6)
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	<p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p> <p>Specific to exemplar question A few generalised sentences about the Catholic Church and/or Italian unity, e.g. most Italians were Catholic and were very easily influenced by the Pope; the Pope supported Italian unity and then changed his mind; the Austrians were bullies in Italy.</p> <p>It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned, e.g. a question about pre-1848 which is answered with reference to 1841–70.</p>	
<p>Level 2</p>	<p>Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit.</p> <p><i>The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p> <p>Specific to exemplar question A few relevant paragraphs about the question or narrative without explanation. For example, paragraphs describing or</p>	<p>(7–12)</p>

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	briefly commenting on Italy in 1815; the attempted revolutions; the role of the Catholic Church and the influence of Austria without specific reference to obstacles. Also, some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate.	
Level 3	<p>Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with stated factor, cannot go beyond Level 3.</p> <p><i>The writing will be largely coherent, but some passages may lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p> <p>Specific to exemplar question Level 3 should be considered as soon as the response attempts to analyse, i.e. the answer is organised into explanatory paragraphs or explanatory narrative with reasonable supporting evidence. An answer could be a general narrative of the key events/obstacles to Italian unity, e.g. the role of the conservative rulers after 1815; the failure of the revolutions; the influence of Pope Pius IX and the strength of Austria with a commentary as to significance; or it could be a series of explanatory statements about obstacles to Italian unity with thin or irrelevant supporting evidence. If there is no or very brief reference to economic factors, the highest mark that can be gained is 18.</p>	(13–18)
Level 4	<p>Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places.</p> <p><i>The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.</i></p>	(19–24)

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	<p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p> <p>Specific to exemplar question If a response has clearly understood the focus of the question and most of the material is developed and relevant, then it is a Level 4 answer. The response will address the influence of the Catholic Church with some depth of reference, e.g. the role of the Pope as temporal ruler; the specific case of Pius IX; the influence of the Church on ordinary people and on Catholic rulers, whilst suggesting other factors and/or reasons why the Catholic Church was not the greatest obstacle. Those answers which clearly imply reference to the concept of 'greatest obstacle' through importance or in a conclusion will move down from the mid-band and those which are more direct and attempt some evaluation will move up. Other factors might be Austrian influence, French intervention, the lack of popular support and the divisions within nationalism.</p>	
<p>Level 5</p>	<p>Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge.</p> <p><i>The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p> <p>Specific to exemplar question The response should directly refer to all or most of the key elements to the question – the influence of the Catholic</p>	<p>(25–30)</p>

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	<p>Church, greatest obstacle, Italian unity and 1815–70. The answer should focus on the role of the key issue with other factors being compared in importance or giving an integrated answer clearly showing how the influence of the Catholic Church fits in, e.g. explain how Catholic influence was an obstacle but that Austrian influence was more significant or explaining that obstacles to Italian unity were more complex and integrated together to slow down the process of unification. The emphasis should be on the extent to which the Catholic Church was the greatest obstacle but there should be balance. It is important at Level 5 to reach a judgement.</p>	
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A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

- 1) Write in well organised **paragraphs**. An essay is a series of organised paragraphs, each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing. Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are too long and should be split up.
- 2) Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.
- 3) Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8' etc – even though you may communicate informally this way all the time.
- 4) Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult, then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

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It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

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Chronology: Key Events in *Italy, c. 1815-70*

Timelines are an excellent tool for historians. They help to establish chronology, historical patterns and change over time. However, timelines are also fluid. They can be added to, shortened and edited to suit the purpose of the user. When you are provided with a timeline in a textbook or on a site such as this, don't just accept it as it is – check it to make sure the information is correct, highlight the most important dates for the purposes you are using it for, annotate it, add information that you think should be there etc.

Use this timeline to plan for an essay, to revise, or as a skeleton from which to build on your knowledge.

Year	Month	Event
1814-15		Vienna Settlement: re-establishes system of separate states after Napoleonic Era – restoration of most former ruling families
1818		King of Naples increases powers of Church censorship
1820		Revolution in Sicily and Naples
	July	King Ferdinand agrees to constitution
	October	Meeting of elected parliament
		Revolution in Piedmont-Sardinia
		Victor Emmanuel I abdicates
		Power struggle between Charles Albert and Charles Felix
1821		Congress of Laibach: King Ferdinand renounces constitution
	March	Austrian troops put down Neapolitan revolution
		Charles Felix requests Austrian aid to Piedmont
		Revolution defeated at Novara
1824		Charles Albert becomes king of Piedmont-Sardinia
1831		Revolutions in Modena, Parma and the Papal States – put down by Austrian troops
		Mazzini establishes 'Young Italy'
1837		Mazzini exiled in London
1843		Gioberti's <i>Primato</i> – federal Italy under control of Pope
1844		Balbo's <i>Della Speranza d'Italia</i> – national unity under leadership of king of Piedmont-Sardinia
		Attempted revolution in state of Naples
1846		Election of Pope Pius IX
1846-48		Reform period in the Papal States, including a political

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		amnesty, abolition of press censorship and the decision to create the <i>Consulta</i>
The Revolutions of 1848-49 <i>NB This is a complex period with plenty of activity. You are advised to become fully acquainted with the course of events in various parts of Italy.</i>		

[Note to DS: Please merge into single table]

1848-9: Naples and Sicily		
1848	January	Revolutions in Sicily and Naples Ferdinand II grants a constitution
	March	Sicilian parliament announces the separation of Sicily from Naples
	May	Ferdinand II appoints a right-wing government
	September	Neapolitan troops sent to Sicily
1849	Spring	Sicilian rising suppressed Neapolitan constitution abolished
1848-50: Other Italian states		
1848	February	Constitutions promised in Tuscany, the Papal States and Piedmont (the <i>Statuto</i>)
	March	The 'Five Days' in Milan Radetsky withdraws to the Quadrilateral Charles Albert of Piedmont declares war on Austria Independent Venetian Republic of St Mark proclaimed
	April	Allocution of Pius IX rejects war against Austria and the unification of Italy
	July	Charles Albert defeated at Custoza
	November	Assassination of the Pope's chief minister Pellegrino Rossi Pius flees to Gaeta in Naples
1849	March	Charles Albert renews war against Austria
	April	Piedmont's forces defeated at Novara Charles Albert abdicates in favour of Victor Emmanuel II
	February	Constituent Assembly in Rome proclaims the Roman Republic
	June	French troops under General Oudinot defeat Garibaldi's forces and take Rome
	August	Venetian Republic surrenders to Austrian forces
1850		Pope returns to Rome and abolishes all the earlier reforms
Cavour and Piedmont Cavour's domestic reforms included reorganisation of the administration, the financial and legal system, industry, and the army. Free trade treaties, the development of Piedmont's infrastructure, and anticlerical laws were also significant.		
1847		The liberal newspaper <i>Il Risorgimento</i> founded by Cavour
1848		Cavour elected to the Piedmontese parliament
1850		Cavour is Minister of Agriculture, Commerce and the Navy
1851		Cavour made Minister of Finance
1852		Cavour becomes Prime Minister
Cavour's foreign policy		

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1853		Outbreak of the Crimean War Cavour sends Piedmontese troops to the peninsula
1856		Cavour represents Piedmont at the Congress of Paris The 'Italian Question' not discussed
1858	July	Plombières agreement between Piedmont and Napoleon III
1859	January	Victor Emmanuel II's ' <i>grido di dolore</i> ' speech
	Apr.	Austrian ultimatum to Piedmont Outbreak of Franco-Piedmontese war against Austria
	June	Battles of Magenta and Solferino
	July	Truce of Villafranca, ceding Lombardy to Piedmont, while Venetia remains in Austrian hands Cavour resigns
	November	Treaty of Zurich confirms the cession of Lombardy
1860	January	Cavour returns to office
	March	Plebiscites in Tuscany and Emilia (Parma, Modena and the Romagna) vote for annexation to Piedmont
	March	Treaty of Turin - Piedmont cedes Nice and Savoy to France
	March	Victor Emmanuel II proclaimed King of Italy
Garibaldi and the South, 1860		
1860	April	Revolt in Palermo against Neapolitan rule
	May	Garibaldi sails from Genoa and lands in Sicily; defeats Neapolitan forces at Calatafimi and enters Palermo
	September	Garibaldi crosses to the mainland and takes Naples
	October	Cavour sends Italian troops to occupy the Papal States apart from the Patrimony of St Peter Meeting between Garibaldi and Victor Emmanuel II at Teano Plebiscites in Naples, Sicily, Umbria and the Papal States Marche vote for annexation to Piedmont
	November	Garibaldi hands over his conquests to Victor Emmanuel II
1861	June	Death of Cavour
Venetia 1866		
1866	April	Italian alliance with Prussia against Austria
	June	Outbreak of the Seven Weeks War Italy defeated at Custoza
	July	Italy defeated at Lissa
	August	Treaty of Prague; Venetia ceded to Italy
Rome		
1861		Pope forbids Catholics to have any connection with the new Kingdom of Italy
1862		Garibaldi is defeated at Aspromonte
1864		September Convention between Italy and France Napoleon is to evacuate Rome and Italy's capital is to move from Turin to Florence; some French troops remain Pope produces <i>Syllabus of Errors</i> , rejecting liberalism

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		and nationalism.
1867		Garibaldi is defeated at Mentana in last attempt to take Rome
1870	July	Franco-Prussian War breaks out Napoleon withdraws last troops from Rome
	September	Italian troops enter Rome at news of French defeats
	October	Plebiscite in Rome votes for annexation by Italy Pope declares Papal Infallibility and encourages Catholics not to participate in the politics of the new Liberal State

Teaching Activity

One of the major themes in this topic is to gain an understanding of the reasons why Italian unification took so long to achieve. Often exam questions will ask you to identify and evaluate the factors which created obstacles to Italian unification. Organise a balloon debate or small group debate to determine the most important obstacle.

- a) Copy and fill in the table below. Collect evidence that could be used to support each of the following as a key obstacle to Italian unification. If you think there are other obstacles, you can add these to the table.

Obstacle	Supporting evidence
Catholic Church/Papacy	
Austrian intervention	
French actions	
Lack of popular support	
Conservative rulers	
Nationalist disunity	

- b) Organise into groups of seven (or more if you have found other factors). One of you should be the chairperson (or balloon pilot) and the others will represent the different obstacles (or balloon passengers). Each representative should give a short opening speech arguing that their factor is the most important obstacle to Italian unification. At the end of the first round, the chair should make a decision as to which is the weakest obstacle (or which balloon passenger must be sacrificed to keep the balloon in the air). At the end of each round, the losing representative should begin to help the chair make further decisions.

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- c) In the second round the remaining representatives should choose one of the other obstacles and explain why their obstacle is more important. The least convincing representative should then be voted out.
- d) This should go until there is only one representative left. This will be the representative who has made the best argument for their obstacle being the most significant (or for being the sole survivor from the balloon).

These skills of argument and counter-argument can be transferred into a plan for writing an evaluative essay.

Resources

D. Beales and E. Biagini, *The Risorgimento and the Unification of Italy* (Longman, 2002)

J. Gooch, *The Unification of Italy* (Lancaster Pamphlets, Routledge, 1986)

H. Hearder, *Cavour* (Longman, 1994)

H. Hearder, *Italy in the Age of the Risorgimento 1790–1870* (Longman, 1983)

D. Mack Smith, *The Making of Italy 1796-1870* (Macmillan, 1968, 2nd edn 1988)

Websites

It is often difficult to find specific websites for History topics that are detailed enough, accurate, and which do not disappear from the web overnight! It is probably best to search for a variety of keywords connected to the topic and to sieve through the results up to a least page 5. Remember that you need to be careful when using websites to try to determine accuracy and any bias that might be found on the site. If possible try to find the 'Home' or 'About us' information to find out who is producing the site. This is particularly important when trying to find information about controversial topics or ideas; websites covering Nazi Germany, Fascism and the Holocaust should be investigated carefully before accepting the information is accurate.

Usually the first website that appears on a list is Wikipedia. Your teachers will probably already have warned you to use Wikipedia with caution. Wikipedia can be useful and will often give you links to other information. Treat it in the same way that historians use other sources of information – check that the information is accurate by cross-referencing with other sites or books. The editing history of a Wikipedia entry can also be very helpful in understanding how the entry has been created.

Here are a few general history websites designed to be used by students that might lead you to information for your topic:

The History Learning Site - www.historylearningsite.co.uk/

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SchoolHistory - www.schoolhistory.co.uk/

Spartacus Educational - www.spartacus.schoolnet.co.uk/

Sempringham publishing - www.history-ontheweb.co.uk/

BBC History - www.bbc.co.uk/history/

If you try the following link you may find some information specifically useful for studying the unification of Italy:

<http://library.thinkquest.org/TQ0312582/unification.html>