

Example KS5 Student Work - History

The following gives some examples of the level of work covered in History in KS5 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps, review the specification and keep effective revision resources, will make the best progress.

Responding to Teacher Assessed Work

Rohan Edwards

Source Question 22/19/24

content

The source is valuable to a historian with regard to economic problems faced by Italy in 1900 with Victor Emmanuel II reinforcing the idea of a strong economy to the deputies by saying 'it is necessary to make [Italy] prosperous' suggesting financial problems with different economic periods in the South of Italy with 0.8 tons of coal produced per hectare but 24 in Britain with poor industry. However, the source content is limited as the King suggests a good relationship between the church with Rome as the 'preached and respected seat of the Pontifical' but hostility between the new Liberal state and the Pope was a major problem with the Pope rebanning the Liberals with the Non Expedit card banning Catholics from taking part in politics after 1861 where 66 bishops were arrested and the seizure of the Quirinal Palace with a lot of people listening to him with 97% of Italians being Catholics. The source is also not valuable as the King proclaims the success of Risorgimento with 'people solemnly identified in the person of their representatives' so it does not value to a historian as it doesn't expose anger and sympathy to the conditions with results in Piedmont in 1861 with ideas of compromise and a lack of national identity and support for the new state by 1900 with only 2% speaking the national language and 2% being able to vote. The source is also not valuable as it is from King Victor Emmanuel II, the King during Risorgimento who would understand the larger problems of unity and discontent with political position in Liberal Italy. However, it does so without being contradictory, in fact it highlights issues faced in places such as the South of Italy with poor industry and literacy being double that of the North's feeling discontent especially with strong ideas of local identity and the Pope's influence. The date also limits the source value to a historian studying problems in 1900 as it was from 1871 and thus would not be able to discuss deeper problems such as Umberto's coronation with a limited perspective. The source is also a speech from the King to the Chamber of Deputies which reduces its value as the King would want to gain support and underlying problems as seen in the content with how he discusses the church and, instead they aim for a stronger economy and create unity where it doesn't exist. However, this could be valuable to someone studying problems facing Italy in demonstrating the fragile and dangerous situation Italy is in where the King has to convince the chamber on the success of unity and deliberately gloss over key problems.

Overall, the source is not very valuable to a historian studying key problems facing Liberal Italy due to its early date of 1871 limiting the perspective with its immediate problems by 1900 and underlying key problems such as the church, due to it being a speech from King to National to underlying problems although that does offer some value of the fragile situation.

Rohan - this is very impressive especially for a first attempt.
Excellent specific focus on the question's essence.

25/25. Praise

① Consider audience when referencing purpose. ①

② How can prominence reveal context of problems?

Students respond to comments directly on the page or will give a number and will write out their rephrasing separately.

Problems of Liberal Italy

Poor economy

Feudalisation

Real vs legal Italy

Rohan Question

Engagement needs motive/fear/insecurity

① The audience of the speech is to the Chamber of Deputies, ~~the~~ which is revealing of its purpose of reinforcing strength and unity where it does not exist, increasing its value to a historian as it reveals the actual state of ~~Italy~~ Italy ~~troubled~~ with anger from the South with Fasci Riots in 1898 as the King has to convince the Chamber of Deputies.

② The source is an extract of the King speaking to the Chamber of Deputies, who were part of the Liberal Oligarchy and would have resolutely supported Risorgimento so the King would be willing to paint the Italy as strong which is valuable in revealing deep divisions in Italy between legal Italy and 'real Italy' with the North/South divide.

- * From 1871, many Italian politicians had aims of creating a strong Italian national identity and culture and to 'make Italians'. Although they endured some success, Italy became increasingly divided and fractured by 1900, many problems originating in the process of Risorgimento, especially prevalent in the South, so unity was not achieved.
- * Risorgimento, the term used to describe the unity of separate areas to form the Kingdom of Italy by 1871, had impossible consequences with divisions between the church and the state as well as the people being deeply rooted even by 1900.
- * By 1900, this division had often manifested itself usually, as seen in Postlembardo in 1861 as people rejected the authority of the new state on issues such as conscription and refused to vote as the Non Expedit continued to be issued with Pope XIII pushing out the Roman Monarchy in 1878, continuing to condemn liberals.
- * Unification created divisions with limited change to the South with only 3 million lire invested but 267 million lire invested in the North from 1862 to 1897 as politicians were not linked to parties but family and local interests with 'legal Italy' not representative of 'real Italy'. This suggests that the political framework led to division, with the debate not focused on the citizens who saw politicians as foreign.

Students should respond to the comments given in green pen. As above, they should indicate which comment they are responding to.

Essay feedback

- 1) By 1900, Italy was far from being united, socially, economically and politically. A 'united' country implies that the citizens feel some sort of attachment to a national identity or source of authority, which simply wasn't the case in Italy as well as there being some sort of political and economic representation in different parts of the country which simply was not the case due to the limitations of the political system and the non-partisan divide. However, unity is supported with the role of the King, which plays a figurehead of the national movement.
- 2) Disunity is apparent through the power struggle between different authorities (King and aristocrats) who project different and contrasting messages:
 - Power struggle between the King and Church
 - ↳ threat of diminishing Papal authority
 - Pope seeking independence by rejecting the law of Guarantees.
- 3) In 1871, the King offered an agreement settlement called the Law of Guarantees (Pagella) which gave 3.25m lire per year which the Pope mostly rejected which suggested the Pope's stubborn behavior in wanting to sign all his power and authority, and not settle for anything less; published the Non-expedit in 1871 which prevented Catholics from participating in liberal activities, justifying separating the power dynamic.
- 4) Even so there is also evident disunity between the North and South of Italy in which there has been economic disparity and inequality deeply rooted. By 1900, this disparity had been exacerbated by the economic growth in the North and the process of unification.

Alongside responding to comments the teacher has made, the student may be required to complete 'response tasks'. These may ask them to rewrite a small section of their work (a conclusion or paragraph) responding to the comments within that section. This should have a title and be neatly underlined, and completed in green pen.

Classwork and Homework

All Classwork or Homework should be labelled (cw/hw) and should have a title or subtitle which is underlined with a ruler. Each piece of work must also include a date at the top which is underlined.

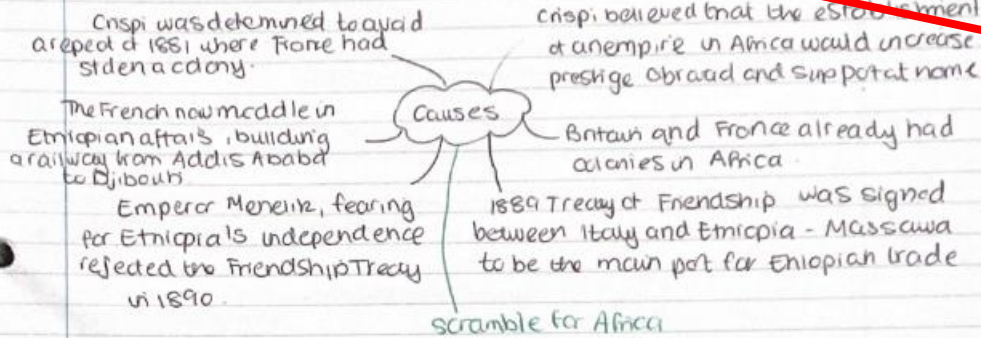
HW Liberal Political System 12/19/24

- The King: They were a hereditary monarch, chosen by birthright, descending from the previous king. They were mainly involved in foreign affairs and appointed the Prime Minister and Senate. They were a constitutional monarch but could decree royal issues and sign parliamentary bills.
- The government: Made up of the Prime Minister and cabinet ministers. Parliament had to have confidence in the Prime Minister and he could appoint prefects to make a strong Italy.
- The Chamber of Deputies: This was a part of Parliament as a legislative body that made laws that the king could sign or veto. The electorate (2% of population) elected them and they had to have confidence in the Prime Minister. They imposed taxes and conscription.
- The senate: Appointed for life by the king, they were a part of Parliament and imposed taxes, conscription and passed reforms with the Chamber of Deputies. Not liberal part of constitution.

All handwriting is neat and readable. Subtitling and bullet points are used effectively and appropriately.

clw 3/10/24 what were Italy's foreign policy goals?

why did Italy go to war with Abyssinia in 1895?



Events:

- In 1895, Crispi ordered Italian troops to occupy the province of Tigre
- In the Battle of Adowa, March 1896, an Italian army was defeated leaving 5000 troops dead 2000 captured
- This was a national humiliation
- Was the first European forces to be defeated by an African state in modern times.

Why was this a disaster for the Liberals?

Reasons:

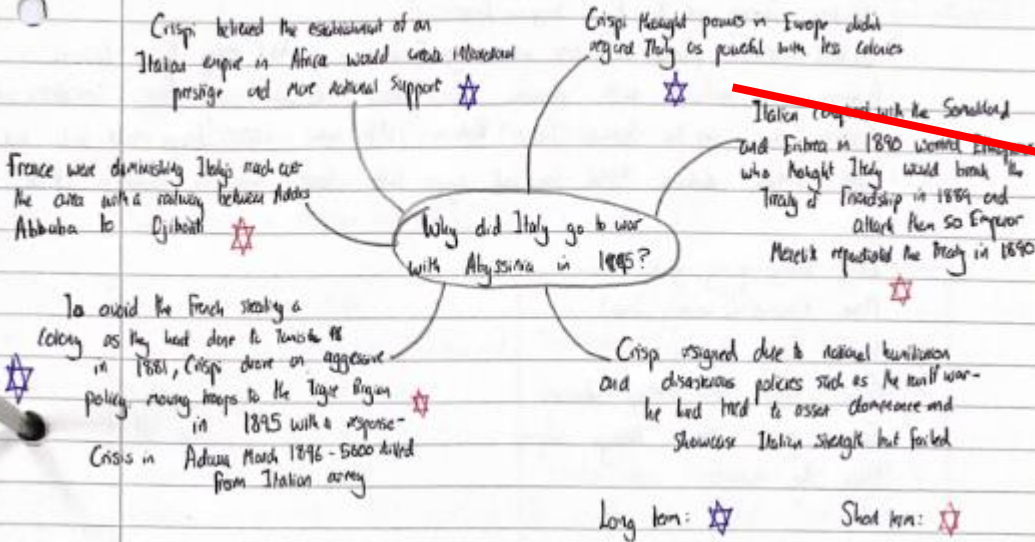
- National Pride was destroyed, only 10% of Menelik's army was killed, compared to 60% of Baratieri's (5000 men) with 2000 being taken prisoner **IMPORTANT!**
- International Prestige was shaken. First time a European power

Notes are always neat, readable and concise. Additions made in green pen in response to class discussions

clw

What were Italy's main foreign policy goals?

1/10/24



Mind maps should be drawn neatly and categorized clearly with a key (as shown)

Still a small moment by 1861 - only 5 states in 1863

Highlight problems faced by liberal state with growing advances ideas

Against liberal government - less likely to talk about strengths

How valuable is the source to an historian studying Italy in the early years of the 20th century?

Source A, [From 'The Proletarian Nations and Nationalism', by Enrico Corradini, published 1911. Corradini was a writer and a Nationalist. He was a founder of the Italian Nationalist Association in 1910.]

don't see multiplicity of political parties

Italy had poor national identity

We must seek to discover the reasons why Italy does not possess any developed national awareness. We must start by recognising that she does not possess one, because she cannot. And here are the reasons why she cannot:

First of all, until quite recently, Italy had, in fact, never been a nation.

After risorgimento only 20% people spoke Italian - although it grew to 6 to 7 million

Secondly, Italy has never had, and still does not have, a national language except in literature.

Risorgimento was a bloody process with tensions between Papal State and Liberal government

Thirdly, she was created with little fighting and little revolution.

Growing division between real and legal Italy which was forged by politicians such as Cavour

Fourthly, Italy was created as a result of the efforts of too many people, often in conflict among themselves and these conflicts persisted and still persist.

Ideas of campanilismo

Fifthly, Italy too quickly declined into the class struggle.

No set liberal ideology which led to conflicting the other political groups

Finally, Italy - and this could not be otherwise because of the smallness of the revolution which created her - fell into the hands of politicians who are the tregs of traditions and people already decadent and decaying under a regime of tiny, timid government.

Transformismo

Sources or interpretations should be highlighted and/or annotated to show thinking and planning

Plans for questions are neat, readable and clearly show the intentions behind answers. Here you can see short quotes and reference to the different aspects of the provenance the student is required to address.

How valuable is the source to a historian studying Italy in the early years of the 20th century?

Context

- Valuable as it offers lack of national identity in Italy will differ between north and south
- Italy was not a nation until quite recently
- Italy has never had, and still does not have, a national language except in literature
- Italy was created with little fighting and little revolution
- Italy was created as a result of the efforts of too many people, often in conflict among themselves and these conflicts persisted and still persist
- Italy too quickly declined into the class struggle
- Italy - and this could not be otherwise because of the smallness of the revolution which created her - fell into the hands of politicians who are the tregs of traditions and people already decadent and decaying under a regime of tiny, timid government

Purpose

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Provenance

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Prospective

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Date: 1911

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Nationalist outlook

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