



A-level History

7042/2L-Component 2L Italy and Fascism, c1900–1945

Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Component 2L Italy and Fascism, c1900–1945

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Italy in the early years of the 20th century. **[30 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Corradini was a leading Nationalist and so critical of the liberal state, particularly its failure to establish an empire, as a sign of the country's inferiority. He particularly blames the politicians
- the tone is contemptuous of Italy and its weaknesses since unification
- the use of language, such as 'decadent and decaying', 'tiny, timid government' shows Corradini's attitude
- its value is in giving a view from the right wing at the beginning of the century. As a source there is obvious bias against the regime, but much of what he says can be supported through contextual knowledge. It is evidence of the way in which political groups, such as the Italian Nationalist Association, exploited the weaknesses and divisions of Italy.

Content and argument

- the source argues that Italy is not a great nation. This could be supported by reference to 'Italiotta' (international position), to economic weaknesses
- the source illustrates the legacy of unification: That Italy does not have a national identity
- the source also argues that the causes of Italy's divisions are cultural (language), and social, the rise of socialism (class divisions). This could be supported by reference to the problems of particularism, the language and dialect variations, the economic development in the north, including the rise of the agrari and the labouring poor
- the source argues that Italy will not prosper under the liberal state. This could be supported by a reference to Giolitti and the division between 'real' and 'legal' Italy. This could be challenged by reference to Giolitti's social reform
- the value of the source content is as a viewpoint on the incomplete nature of unification and evidence of the political, economic and social problems that arise from that.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Mussolini's autobiography, written when he was in power, is a self-justification of his career and so is self-serving. It gives understanding of his political journey from socialism to fascism
- there is value in this source as he is explaining how he came to be a socialist at first: 'new political ideals'. The roots of political extremism lay in the early 20th century
- it gives an eye-witness account of the growth of socialism in Italy at the turn of the century, showing economic and social divisions

- the language is dismissive of the landowners: ‘a country gentry of little economic usefulness and of limited intellect’. Also of the regime: ‘sad dark years’.

Content and argument

- the source could be used to show that radical political movements were spreading at the turn of the century. The blacksmith shop becomes a place of political discussion. This could be supported by reference to the limited franchise
- the reference to ‘measures taken by the police’ shows that the state was aware of extremism. This could be illustrated by, for example, the repression of strikers by troops prior to Giolitti’s ministry, the threat of extreme socialism and anarchism
- the source is evidence of the contempt in which the government was held, for example ‘legal Italy’, the politics of ‘trasformismo’
- there is evidence of economic problems for the masses, ‘weight of unjustified privileges’. This could be supported by reference to the poverty and backwardness of the country, for example the rise of the agrari or the poverty in the south
- the value lies in the insight it gives to the politically excluded at the turn of the century, and the contribution this experience made to radical politics in the 20th century.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this speech by a poet gives expression to the outburst of patriotism in 1911
- the date is important because Italy had gone to war to secure the colony of Libya
- the language shows his enthusiasm for this national adventure – ‘Fifty years of miracle’, glorious dead and wounded’, ‘blessed men who have died’, ‘Italians have been made’
- it is valuable in showing the contemporary view that Italy would only be fully unified (‘made’) through war. Such patriotic sentiments inspired many in 1911 (and again in 1915), only to be disappointed.

Content and argument

- the source argues that Italy deserves an Empire, ‘right not to be penned in its own waters’. This could be supported by reference to the imperial failures of the 19th century, Adowa
- the source argues that, through war, Italy has been unified. The soldiers are fighting alongside each other. This could be supported by the initial success in Libya. This could be challenged by the continuing evidence of particularism as a weakness of liberal Italy. Also, by the later economic expense and loss of life in Libya
- reference is made to past weaknesses after unification: ‘geographical expression’; ‘Italy has now been made’, implying that everything had changed. This could be challenged by the divisions between ‘real’ and ‘legal’ Italy, the north/south divide, and the continuing division between Church and state
- the value of this source is the opinion, the hope of unity, rather than the factual content.

Section B

02 'Mussolini became Prime Minister in 1922 because the Fascists could offer strong government.'

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

L5: Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

L4: Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

L3: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

L2: The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit.

0

Indicative content

Note: This content is not prescriptive and students 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.

Arguments/factors suggesting that Mussolini became Prime Minister in 1922 because the Fascists could offer strong government might include:

- Mussolini declared his intention to ‘govern Italy’ after years of political weakness caused by electoral management through ‘trasformismo’, the instability of politics under universal suffrage and the competition between Liberal, Socialist and Popolari parties
- the Fascist squads had brought order to provincial Italy, defeating strikes. The King was fearful of civil war and the strength of the socialists. The liberal state seemed unable to deal with this
- Mussolini had support among the army after the years of resentment and division over the legacy of the war. Mussolini had support from the Church and from industrial leaders
- Mussolini’s tactics were skilful. He refused to take part in any coalition or shared government. He presented his fascist supporters as ready to ‘March on Rome’
- a wide base of support for fascism had been built in Italy through an ideology that was vague but promised action and change.

Arguments/factors challenging the view that Mussolini became Prime Minister in 1922 because the Fascists could offer strong government might include:

- the attitude of the King was crucial. He was prepared to bring Mussolini into the government when the ‘March on Rome’ could have been resisted
- Liberal politicians, such as Giolitti, wanted Mussolini in the government. They hoped to use him to control the fascist movement and to bring more stability to Italy. With only 35 Fascist deputies Mussolini had to rely on other political parties, including the Liberals, PPI and Nationalists
- fear of communism/socialism was a more significant factor, especially after the ‘two red years’ and the general strike of 1922
- Mussolini’s success was due to the utter failure of the liberal state, politically and economically, which caused a crisis in 1922
- Mussolini’s propaganda exploited the weaknesses of the regime and exaggerated the strength of the fascist movement.

Effective answers are likely to conclude that Italy was in crisis in 1922 and Mussolini skilfully created the impression that the Fascists could solve this, particularly in defeating the threat of socialism. This could be balanced by a recognition that the Fascist position was not as strong as it appeared. The attitude of the King was crucial in appointing Mussolini, and the liberal elites let themselves believe that Mussolini would be transformed into a ‘normal’ politician. Fear of socialism was an important factor.

03 To what extent had Mussolini’s social policies created a ‘nation of fascists’ by 1940? **[25 marks]**

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments/factors suggesting that Mussolini's social policies created a 'nation of fascists' by 1940 might include:

- through education, Mussolini sought to create a generation loyal to fascism: curriculum and text book changes; slogans; portrait of Mussolini; all teachers were members of the Fascist Party. At university level the number of students increased by three times. Professors took oath of allegiance. Competition and sports encouraged
- youth organisation the Balilla (ONB) prepared the young in ideology and for fighting and motherhood. 8.5 million members of Balilla by late 1930s. Emphasis on camps, uniforms, military activities and sports
- adult leisure and welfare facilities organised through fascist Dopolavoro. Culture, sports, clubhouses. Sporting success reflected on world stage in football, boxing. Means to transmit propaganda and to encourage physical fitness. 4 million members by 1939. After the Lateran Treaty (1929) Italians had no conflict between their religion and fascism. Brought great prestige to Mussolini at home and abroad
- women's role as mothers targeted through 'Battle for Births' (1927). Marriage encouraged through loans, taxation, contraception banned
- opposition to fascism never seriously threatened the regime in the 1930s. Not just because of effective policing by OVRA but because the regime was genuinely popular.

Arguments/factors challenging the view that Mussolini's social policies created a 'nation of fascists' by 1940 might include:

- the inclusion of religious education in schools after the Lateran Treaty meant that there was a competing ideology. Catholic Youth Action continued to be popular in the 1930s and drew children away from the Balilla, until it was made compulsory. Teachers and professors took oaths of loyalty to keep their jobs. Parents might dilute influence of fascist education
- Balilla activities were enjoyable and heavily subsidised. Parents may have sent children to protect the child's job prospects. Older children paid lip-service to fascist ideas. ONB disappeared rapidly after Mussolini fell from power which suggests no commitment to the ideals
- mass membership of OND reflected more the popularity of the activities, for example football. There is little evidence that OND either changed behaviour or political attitudes
- the attempt to radicalise fascism in the later 1930s was met by resistance. For example, to the anti-Semitic laws, to the new forms of address ('the reform of customs'). Mussolini was unable to get women not to wear trousers. The Battle for Births failed. The new measures were resented by women and the birth rate did not rise
- there was some opposition to fascism through the 1930s, hence use of OVRA and Confino. Although opposition was often limited to withdrawal from or non-compliance with fascist society.

Effective answers might conclude that, despite the overwhelming evidence suggested by the propaganda, there was little commitment to fascist ideas amongst ordinary Italians. The mass organisations ONB and OND offered activities which were genuinely popular, but where the fascist movement tried to change behaviours, for example the Battle for Births, it failed. The Lateran Treaty introduced a competing ideology and so there could not be a 'nation of fascists'. On the other hand, the regime was genuinely popular through the 1930s, for example the Cult of Personality and the apparent success of the regime, pre-war.

- 04** 'The consequences of the invasion of Abyssinia were disastrous for both Mussolini and Italy by 1940.'

Assess the validity of this view.

[25 marks]

Target: 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.

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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments/factors suggesting that the consequences of the invasion of Abyssinia were disastrous for both Mussolini and Italy by 1940 might include:

- after Abyssinia, Mussolini lost his flexibility in foreign policy and became increasingly tied to Germany. (Rome-Berlin Axis, Anti-Comintern Pact, Pact of Steel). This led to commitments that Italy was utterly unprepared for in 1940
- the successful invasion of Abyssinia was interpreted by Mussolini as a vindication of his Fascist beliefs and he came to depend on warfare. The invasion had an economic cost and left ongoing military commitments. Mussolini came to believe his own propaganda and so Italian foreign policy was increasingly unrealistic
- Mussolini boasted of a 'century of fascism' and embroiled Italy in the Spanish Civil War which was both costly and unrewarding. Italy lost diplomatic influence with the western democracies
- the invasion and the subsequent close link with Germany led to more radical Fascist policies after 1938, for example, the Race Manifesto. Mussolini's popularity began to decline at this point.

Arguments/factors challenging the view that the consequences of the invasion of Abyssinia were disastrous for both Mussolini and Italy by 1940 might include:

- the immediate consequences of the invasion of Abyssinia were very positive for Mussolini. The regime reached new heights of popularity and Mussolini's personality cult was never stronger
- Mussolini was still able to play the role of international statesman after 1935, for example, at Munich in 1938 he posed as the 'honest broker'
- Mussolini had expanded Italy's empire in Africa, gained Albania in 1939 and supported Franco successfully in the Spanish Civil War
- Mussolini was able to avoid war in 1939. The failure of the League of Nations and of appeasement had created difficult circumstances which he had negotiated. If he could have stayed out of the war, disaster could have been averted.

The Second World War was ultimately disastrous for both Mussolini and for Italy and the path to Italy's involvement in war began after the invasion of 1935. Italian foreign policy became less flexible and more committed to a 'fascist' ideology. The regime which was born out of the first war was to be destroyed by the second. Mussolini's mistake was to link his destiny to that of Hitler, a miscalculation that cost Italy dearly and was to cost him the adulation of the Italian people which he had previously enjoyed.