

# AS-LEVEL HISTORY

Unit HIS2K: A New Roman Empire? Mussolini's Italy, 1922-1945  
Mark scheme

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1041  
June 2015

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Version 1: Final Mark Scheme

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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](http://aqa.org.uk)

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student performing at the highest AS level is already well prepared for the demands of A2.

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**CRITERIA FOR MARKING GCE HISTORY:****AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2015

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

**HIS2K: A New Roman Empire? Mussolini's Italy, 1922–1945**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those of **Source A** in relation to the reactions of the Italian people to the invasion of Abyssinia in October 1935. **[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 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 levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- Source A clearly states that Italians thought the invasion was an act of stupidity. Source B on the other hand sees the invasion as an act of aggression
- the sources differ over the extent of opposition to the regime's invasion of Abyssinia. Source B believes that his was a lone voice of dissent 'I am not a sheep'. Whilst Source A

indicates that there was more than just individual voices of disagreement as a number of dissenters were imprisoned for opposing Fascist foreign policy

- the sources differ over which sections of society opposed the invasion. Source A refers to elements of the Italian population in the South who 'hearing about the abolition of slavery in Abyssinia suggested that Mussolini should do the same in Italy', whilst Source B is the view of one soldier, who is obviously literate, due to his diary entry.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the limited impact the regime had on securing popular support for the regime in the South of Italy, which was not modernised and where life remained 'bleak' (Source A)
- the real motives behind the invasion of Abyssinia, which differed significantly from the propaganda of the regime.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources illustrate degrees of opposition from the Italian population to the war in Abyssinia. In source A 'nearly 20 percent of political confinement sentences in this period punished Italians for 'defeatism' and other criticisms of the Duce's foreign policy'. In Source B Poggese is very critical of the regime, 'I do not consider Italy's action against Abyssinia justified.'
- both sources agree that the stated aim of the regime's invasion was to civilise Abyssinia. Source A refers to the abolition of slavery, whilst Source B claims the regime wanted 'to shine light where there is darkness'
- both sources agree that there was at least outward support from the Italian population for the invasion. Source A refers to 'the popularity of the Duce's adventure in Abyssinia' and Source B 'a nation who fully approves of the invasion?'

In making a judgement about the degree of difference, students may conclude that the Sources are more similar than different as both agree that the invasion of Abyssinia was unpopular. However, Source A is written by a historian who is taking a wider perspective on the popularity of Fascist foreign policy, whilst Source B is more critical because it was written by an Italian soldier who had witnessed the 'evil' actions of the Fascists in Somalia and feared more of the same in Abyssinia.

**Question 1**

**02** Use **Sources A, B and C** and your own knowledge.

How important was the use of propaganda in maintaining support for the Fascist regime in the 1920s and 1930s? **[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 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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** Implies that propaganda was important as there was popularity for the invasion of Abyssinia. However, 'support for Italian foreign policy developments became compulsory for ordinary Italians'. The focus of this source is the use of the law and repression to enforce Fascist policies, not propaganda.
- **Source B:** Implies that propaganda was important to justify the regime's invasion of Abyssinia, 'to shine light where there is darkness'. However propaganda had clearly not been successful in maintaining support for the regime as, 'I criticise the behaviour of my nation,' 'I am not a sheep'.
- **Source C:** Refers to a wide variety of propaganda techniques used by the regime to maintain support, such as sports, radio, cinema, the personality cult of Mussolini. The judgement is that propaganda was used more widely than terror, 'Fascist Italy relied more on bands than policemen'. However, the thrust of this source is that the regime relied on both persuasion and coercion to maintain support.

From students' own knowledge:

Factors suggesting propaganda was important might include:

- propaganda was used extensively by the Fascist regime. A wide variety of propaganda techniques were used from control of the press, radio, cinema, to limit the freedom of expression, crush the voice of the opposition and extol the virtues of fascism. The radio was particularly effective for illiterate Italians
- Government policies such as the Battle for Grain, draining of the Pontine Marshes and the building of new towns such as Latina and Sabaudia featured heavily in Fascist propaganda to win support for the regime by illustrating how Mussolini was modernising Italy and improving the living conditions of ordinary Italians
- propaganda was integrated into the education system through the curriculum and Libro Unico and youth groups to indoctrinate the youth of Italy to support the regime
- women were also the focus of propaganda campaigns, such as the Battle for Births
- propaganda campaigns such as the donation of gold rings by Italian women to fund the invasion of Abyssinia appeared largely successful
- sport, in particular Italy winning the World Cup in 1934 and 1938, was used to show case Italy's prestige and superiority as a Fascist nation, support would follow national pride.
- Italian propaganda which focused on Romanita – the cult of Ancient Rome, gained support through legitimising the regime through the historical greatness of Italy's past
- perhaps the most successful aspects of propaganda, which won the support of the Italian people, was the Cult of IL Duce.



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Factors suggesting propaganda was not important might include:

- one of the aims of Fascist propaganda was to transform the Italian nation into a strong and war like nation. In this they largely failed, illustrated by the heroic reception Mussolini received when he returned from the Munich Conference in 1938, where he was hailed a peacemaker. There was also a ground swell of discontent from the Italian population towards the alliance with Nazi Germany and the moves to war in the late 1930s
- despite the regime's emphasis on propaganda, the approach in Italy was piecemeal and often ineffective. For example a formal ministry for propaganda was not launched until 1935 and it was renamed the Ministry of Popular Culture in 1937. The nickname 'Minculpop' suggests it was not taken seriously by the Italians
- despite tight press controls, the Fascists never had more than 10% of the newspapers in circulation. Middle class Italians read the English newspaper the Times
- Fascist control of outside influences was poor. For example in the 1920s Italian cinemas were dominated by Hollywood imports (which contradicted the message)
- Italian women did not support the Battle for Births as the birth rate fell
- propaganda attempts to make Italians racist and anti-Semitic during the late 1930s were unpopular with the public.

A valid response may balance propaganda against other methods the regime used to secure Italian support such as:

- the collaboration with the Catholic Church; the impact of the Lateran Pact
- the Welfare policy of the Fascists
- the leisure policies of the Fascist; Dopolavoro (OND), Balila (ONB).

Good answers (Level 4/5) are likely to/may conclude that in a dictatorship it is difficult to establish the extent of popular support for the regime. Level 5 answers may look at the impact of propaganda on different sections of Italian society and analyse the success and failure in winning the support of the Italian people. Level 4 answers will make reference to a variety of propaganda techniques and evaluate the positive and negative impact they had on support OR they may balance propaganda with other methods used by the Fascists to maintain support. Level 3 responses may lack balance and only look at how propaganda won support. Weaker responses (Level 2 and below) may only describe the different varieties of propaganda used by the Fascist regime and only assert links to maintaining support.

**Question 2**

**03** Explain why the Fascist regime wanted to achieve autarky. **[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 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.**

Answers should include a range of reasons as to why the Fascist regime wanted to establish autarky.

Students may refer to some of the following long-term factors:

- Italy's economy had long term problems industrial development was slow due to a lack of natural resources, there was a North-South divide characterised by a poverty stricken peasantry and a growing population which needed feeding. Autarky would enable Italy to be self-sufficient in grain and overcome the problems of a lack of natural resources
- Italy was militarily and economically unprepared for the First World War. There were severe food shortages in 1917 caused by the German blockade. Mussolini did not want this to happen again because he wanted Italy to be a world power

and some of the following short-term/immediate factors:

- the achievement of autarky was necessary to achieve Mussolini's ambitious, expansionist foreign policy aims. Italy had to be ready for war, war was necessary to make Italy great and a successful war needed an Italy self-sufficient in raw materials and in particular food
- the collapse of world trade as a consequence of the Great Depression in the early 1930s highlighted the need for countries to be self sufficient
- the imposition of economic sanctions by the League of Nations in 1935–1936 (following the invasion of Abyssinia) further illustrated the advantage of a self-sufficient economy.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might explain how autarky was essential to the fulfilment of Mussolini's ambitions for Italy as a world power through an aggressive foreign policy.

**Question 2**

- 04** 'Fascist economic policy was unsuccessful in the years 1922 to 1939.'  
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 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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

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Evidence which agree(s) might include:

- Italy had to delay entry into war in September 1939 because the economy had been drained by conflict in Abyssinia, Spain and Albania. Military expenditure average 30 billion lire at year between 1935–1936, by 1939 it had doubled to 60 billion lire
- by 1939 the Italian economy was increasingly dependent on Germany; ambitions for autarky had not been achieved
- schemes like the Battle for Grain had a detrimental impact on other areas of agriculture and farming. For example the production of meat, olives and fruit dropped
- the North South divide continued and actually got worse under Fascist economic policy
- the Battle for the Lire was a disaster having a negative impact on Italy's exports and driving inflation up at home
- Italy's industrial production and economic growth rate still lagged behind the rest of Europe.

Evidence which disagree(s) might include:

- Fascist economic policies did help Italy to industrialise. The creation of the IRI and IMI were successful in propping up Italian industry during the Great Depression. Between 1936 and 1940 industry overtook agriculture as a contributor to GNP
- industries such as ship building, chemicals and engineering thrived under the Fascist regime, mostly due to the preparations for war and autarky
- further evidence that Fascist economic policies, particularly public work schemes, helped Italy ride out the worst of the Great Depression includes relative low unemployment figures, an average of 15% compare to the UK's 22% and Germany's 30%
- the Battle for Grain did increase production by 100% between 1922 and 1939, therefore Fascist economic policy did bring bread to the masses.

Good answers are likely to/may conclude that some Fascist economic policies such as the Corporate State were outright failures and unsuccessful in terms of wasted resources, whilst others such as Public Work Schemes and the IMI and IRI were successful and helped Italy ride out the worst of the Great Depression. Ultimately, Fascist economic policies were unsuccessful in that they failed to prepare Italy for the ultimate expression of ideology, war. However, this was because Mussolini's foreign policy ambitions for Italy were over-ambitious and drained whatever progress had been made economically.

**Question 3**

- 05** Explain why Mussolini opposed the attempted Nazi seizure of power in Austria in 1934. **[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 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.**

Answers should include a range of reasons as to why Italy stopped the attempted Nazi seizure of power in Austria in 1934.

Students may refer to some of the following long-term factors:

- Mussolini wanted an independent Austria to strategically protect Italy's northern borders, particularly the Brenner Pass
- Mussolini wanted to maintain Italy's territorial gains following the First World War, he feared an Anschluss between Germany and Austria would lead to demands to return Trentino, South Tyrol and Trieste

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and some of the following short-term/immediate factors:

- in 1930 Mussolini had signed a Friendship Treaty with Austria, and sponsored right-wing political groupings in order to make Austria an Italian Client state. In 1934 he was acting to protect his political interests and Italy's strategic borders
- the rise to power of Hitler in 1933 intensified Mussolini's fear of a proposed Anschluss between Germany and Austria. An independent Austria would be an important buffer state between Italy and Germany. Mussolini wanted to protect Italian territory which had German speaking people living in it from Hitler; whose stated ambition was to reunite all German speaking people
- the trigger factor for Mussolini acting against Germany in 1934 was the assassination of the Austrian Chancellor, Dollfuss, a personal friend of Mussolini and his wife, by Austrian Nazis
- crucially, Mussolini knew that a show of strength against Nazi Germany in the summer of 1934 would not result in German military action because Hitler was still in the process of consolidating his power.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might explain how Mussolini was suspicious and alarmed by the rise to power of Hitler as it upset the balance of power in Europe and threatened Italy's borders in the North.

**Question 3**

- 06** 'Mussolini achieved his aims in foreign policy in the years 1922 to 1939.'  
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 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 should be able to make a judgement by balancing points which agree with the view that Mussolini achieved his foreign policy aims.



Points/factors/evidence which agree(s) might include:

- Mussolini aimed to extend Italy's Empire in North Africa and recreate the glories of Ancient Rome. He did this through the pacification of Libya between 1928 and 1933 and with the invasion and occupation of Abyssinia between 1935 and 1939
- Mussolini aimed to make the Balkan region a sphere of Italian influence. He was partially successful in this through the regaining of Fiume, and by 1935 Albania was virtually an Italian protectorate. The Rome-Berlin Axis of 1936 stated Italy's aim for the Balkans and the Mediterranean to be an Italian sphere of influence
- Mussolini wanted Italy to become a respected international power and take her place on the world stage. He was partially successful in this through his diplomatic efforts such as the Locarno Treaty (1925), Stresa Front (1935), Munich Conference (1938)
- Mussolini aimed to spread Fascist influence and counter the rise of Communism. He was pro-active in this by sponsoring pro Fascist regimes in Yugoslavia, Hungary and Austria. He aided Franco's Nationalist forces during the Spanish Civil War (1936–1939) and signed the Anti-Comintern Pact in 1937.

Points/factors/evidence which disagree(s) might include:

- Mussolini failed in his aim to make the Mediterranean an 'Italian Lake'
- far from becoming a respected statesman, Italy's aggressive foreign policy brought international condemnation through the League of Nations Sanctions
- Fascist ambitions to curb the spread of Communism were delivered a blow when Nazi Germany signed the Nazi-Soviet Pact in August 1939
- Italy failed to keep an independent Austria, despite successfully preventing the Anschluss in 1934; Mussolini was unable to stop the union of Austria and Germany in 1938
- in the Fascist quest for international prestige and territory, Mussolini fatally tied the course of Italian foreign policy to Nazi Germany through the Pact of Steel in 1939.

Good answers are likely to/may conclude that 1935 was a clear watershed for the success and failure of Mussolini's foreign policy ambitions. Level 5 answers might illustrate that Fascist foreign policy was much more successful when Mussolini worked through diplomatic rather than military, aggressive methods. Level 4 responses need to have some clear focus on the aims of Mussolini's foreign policy. They will probably focus on a turning point (usually 1935 invasion of Abyssinia, OR 1936 and the joint involvement of Italy and Germany in the Spanish Civil War, although the Pact of Steel 1939 may also be legitimately used) for the success/failure of Mussolini's foreign policy. Level 3 responses may lack balance/depth and only consider the failures of Mussolini's foreign policy. Level 2 responses may lapse into a descriptive narrative about Mussolini's foreign policy or assert success/failure re aims.

### Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)