

GCE

History A

Unit : Y220/01 Italy 1896 - 1943

Advanced GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which was the greater threat to stability in Italy from 1918 to 1925?</p> <p>(i) Socialism (ii) Fascism</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with Socialism, answers might consider the fears of the Socialist threat held by the Italian elites and the monarchy especially which led them to seek accommodation with Mussolini. Such arguments might well argue that ideologically the Socialists wanted a more radical overhaul of the Italian state than that eventually produced by the Fascists.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the <i>Biennio Rosso</i> and the threat they posed to the Italian state, arguing this increased the attraction of Fascism to the opponents of Socialism, as well as making violence a 'norm' and paralysing the economy. • Answers might consider the disunity of the Socialists as well as their rivalry with the <i>Popolari</i> which was exploited by the Fascists to their advantage. • Answers might consider the effects of the <i>Aventine Secession</i> following the murder of Matteotti, which left a credible parliamentary attack on Mussolini impossible and ensured his survival and eventual dictatorship • Answers might consider the plot against Mussolini's life by the former Socialist, Zaniboni, provided him with a pretext in 1925 for his suppression of the Socialist party and creation of a dictatorship. <p>In dealing with Fascism, answers might consider the more effective leadership of the Fascist Party under</p>	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

			<p>Mussolini.</p> <ul style="list-style-type: none">• Answers might consider the broader popular appeal of the Fascist Party which was able to appeal to both urban and rural workers, the middle classes and even members of the Royal Family such as the Duke of Aosta.• Answers might consider the circumstances of the <i>March on Rome</i> in 1922.• Answers might consider the greater success of Mussolini and the Fascists in taking over the Italian state.		
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1	(b)*	<p>How far do you agree Mussolini's Italy was a great power in the years 1922 to 1939?</p> <p>In arguing Mussolini's Italy had achieved great power status, answers might consider the status conferred upon Italy by acting as a guarantor to France's borders at Locarno.</p> <ul style="list-style-type: none"> • Answers might consider Mussolini's frustration of German ambitions for Anschluss with Austria in 1934 and his role in the subsequent Stresa Front. • Answers might consider the growing expansion of the Italian empire in Libya, Eritrea, Somalia, Abyssinia and Albania. Such answers may refer to the title of 'Emperor' being conferred upon Victor Emmanuel III. • Answers might consider the considerable support which Mussolini gave to Franco during the Spanish Civil War and his claims following the creation of the 'Rome-Berlin' Axis in 1936. • Answers might consider his role as 'broker' at the Munich Conference in 1938 and the desire of all sides to acquire Italian support. <p>In arguing Mussolini's Italy had not truly acquired great power status, answers might consider the immediate frustration of his ambitions in Corfu in 1922 and the limited nature of his success in acquiring Fiume in 1924.</p> <ul style="list-style-type: none"> • Answers might consider the consistent failure of Britain and France to reward his support in a 'concrete' nature. For example, answers might consider the reluctance of Britain and France to see Italian expansion in North Africa. • Answers might consider Britain's immediate and independent negotiations with Germany following the Stresa Declaration of 1935 in the Anglo-German Naval Treaty. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far', but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the degree of Italy's status. • At higher levels candidates might establish criteria against which to judge 'great power' • To be valid judgements, claims must be supported by relevant and accurate material; if not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<ul style="list-style-type: none">• Answers might consider the limited value of Mussolini's colonial expansion in Libya and Abyssinia as well as that of his expansion into Albania.• Answers may consider the 'junior status' accorded to him by Hitler in the years following the establishment of 'Rome-Berlin' Axis as well as France's immediate refusal of Italy's demands for Nice, Corsica and Tunisia following the Munich Conference.• Answers may consider Italy's inability to enter war in 1939 following the strain on her resources created by Spain and Abyssinia and may well compare Italy's position in 1939 with that of 1914.		
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2	(a)	<p>Which of the following was the more serious problem for Italian governments in the period from 1896 to 1915?</p> <p>(i) Foreign policy (ii) Economic policy</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with foreign policy answers might consider the difficulties the Italian kingdom found in establishing a colonial empire to rival that of the five great powers with which it sought parity. The period began with the disastrous defeat of Adowa and, though Libya was gained from the Ottoman Empire by 1912, Italy failed to make any headway in developing it and controlled little more than a thin coastal strip.</p> <ul style="list-style-type: none"> • Answers might consider the failure to make headway throughout the period in gaining the <i>'irredentist'</i> lands of Trentino, Trieste, Dalmatia and the Southern Tyrol. • Answers might consider the problems associated with Italy's membership of the Triple Alliance. It was from Austria that she claimed the <i>irredentist</i> lands and yet her alliance with that empire left her unable to further her claims; similarly, that alliance made it very difficult for Italy to expand into the Adriatic, given Austria's aims in the Balkans. • Answers might consider the loss of prestige endured by Italy's politicians by her failure to enter war in 1914 and the problems this posed given the enormous growth of the Nationalists who had inaugurated the <i>Associazione Nazionalista Italiana</i> in 1910. • Answers might consider the difficulties created for Italy's liberal elite by its decision to enter World War One in 1915. Relations between Salandra and his former ally, Giolitti, for example would never 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<p>recover from this decision, seriously hampering the Liberals abilities to resist their opponents after the end of the war.</p> <p>In dealing with economic policy, answers might consider that the economic disparity between North and South lay at the heart of the North/South divide which provided one of Italy’s most serious problems. As the North grew economically, the South lagged even further behind. Between 1901 and 1913, 200, 000 Southern Italians emigrated per year, leaving one of Europe’s poorest areas where malnutrition, malaria, and tuberculosis were endemic.</p> <ul style="list-style-type: none"> • Answers might consider that, despite economic development during these years, living standards of industrial workers in the North remained low and produced frequent protests; between 1901 and 1911 there were more than 1500 strikes involving 350,000 workers and support for the Socialist Party amounted to almost 25% of the electorate. • Answers might consider that the rate of economic growth which had reached 14% by 1908 had declined to only 2% in the years which followed. • Answers might consider the reliance of Italian industry on the state – for example in the railways – meaning that the population as a whole did not foster the spirit of entrepreneurship found in Italy’s rivals and that Italy could not compete with them as she wished. • Answers might consider that Italy’s weak economic performance lay behind her failure to fulfil her foreign ambitions. 		
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2	(b)*	<p>How far do you agree that fear of Socialism was the main reason for Mussolini's increasing power during the years 1919 to 1925?</p> <p>In arguing fear of Socialism was the main reason for Mussolini's increasing power, answers might consider the importance of the role of the King in 1922 and 1924 and the importance of his fear of Socialism in motivating his refusal to approve a declaration of martial law in 1922 and in maintaining his support for Mussolini during the Matteotti crisis.</p> <ul style="list-style-type: none"> • Answers might consider the effects of fear of Socialism on the Roman Catholic Church and Pope Pius XI's refusal to support Luigi Sturzo. • Answers might consider the effects on public opinion of the 'Biennio Rosso'. • Answers might consider the reaction of the Italian 'establishment' to the activities of the squadristi and its toleration of squadristi violence as a line of defence against Socialism. • Answers might consider the popularity accorded to Fascism because of its role in strike-breaking, etc. in contrast to the more conciliatory approach of Giolitti. <p>In arguing fear of Socialism was not the main reason, answers might consider the long-term weaknesses of the Italian state such as its reliance on <i>trasformismo</i> and failure to solve long-standing problems such as the North/South divide.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the effects of World War I on the growth of Fascism. For example, answers might consider the split brought about amongst the Liberal elite by the decision to enter the war in 1915, the effects of the Battle of Caporetto as well as Orlando's mishandling of 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far', but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the degree of Socialism's importance. • At higher levels candidates might establish criteria against which to judge the importance of Socialism; • To be valid judgements, claims must be supported by relevant and accurate material; if not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<p>public expectations at the Paris Peace Conference leading to the myth of the 'mutilated victory'.</p> <ul style="list-style-type: none">• Answers might consider the importance of Mussolini's personal abilities. For example, they might consider his skilful repositioning of the Fascist Party during the years 1920-22 and his equally skilful reaction to the murder of Matteotti.• Answers might consider that rather than fear of Socialism proving crucial, it was in fact Socialist mistakes which made a greater impact, citing, for example, the error of the Aventine Secession, the failure of the Socialists to unite as well as their inability to work with the Popolari.		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>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.</i>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
4. Level 5 7–8 marks	5. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
6. Level 4 5–6 marks	7. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
8. Level 3 3–4 marks	9. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
10. Level 2 2 marks	11. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
12. Level 1 1 mark	13. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
14. 0 marks	15. Nothing of any relevance to the factors.

	<i>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.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

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Facsimile: 01223 552627

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