



AS History

7041/2L - Italy and Fascism, c1900-1945

Component 2L The crisis of Liberal Italy and the Rise of Mussolini, c1900-1926

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.

Italy and Fascism, c1900–1945**Component 2L The crisis of Liberal Italy and the Rise of Mussolini, c1900–1926****Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the support for fascism in 1922? **[25 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

Provenance and tone

- this is the Fascist Party's direct appeal to the Italian people on the eve of the March on Rome. This piece of propaganda announces that the fascists will seize power and highlights their use of the war in their appeal to the Italian people. It is also intended to put pressure on the government, with whom Mussolini was negotiating for power
- the tone is emotional and rhetorical. It uses extreme and inflammatory language, 'determined battle', 'brings victory again', 'impose order and discipline'. Mussolini skilfully exaggerates the strength of the fascist movement
- it is valuable as evidence of how the fascists presented themselves in 1922, as a revolutionary force about to seize power in order to save Italy.

Content and argument

- the declaration is announcing that the fascists are ready to seize power, linking their intended action to Italy's victory in war. This could be supported by knowledge of the battle of 1918 and of the fascist use of force and fighting to achieve political ends, for example the Squadristi. It could be challenged by knowledge of the weaknesses of fascism at this time; that the 'March on Rome' actually took place after Mussolini had been appointed
- the source argues that the victory in the First World War has been 'mutilated' and that fascism will change this. This could be supported by reference to the terms of the peace treaties
- the source argues that Italy has been without a government for 'four long years'. This could be supported by reference to the political weaknesses of post-war Italy. Fascism promises 'order and discipline'; this could be challenged by knowledge of the role of the fascist squads in promoting indiscipline and disorder
- it is valuable in understanding the fascist appeal to Italians in 1922, linking to the experience of war and its aftermath, offering fascism as the way to save Italy. Fascism is presented as being against the way things are, but offers nothing specific as a programme: 'nothing more than order and discipline'.

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

Provenance and tone

- it is valuable as a diary, contemporaneously recording the thoughts of an ex-soldier, a full-time soldier (not conscript) who had risen in the ranks, and had been attracted to fascism by 1922. Therefore it gives an insight into the views of Italians about fascism at this time
- the tone is emotive and exaggerated, 'state of degeneration', 'gangs spread terror', 'laughing stock', for example. This reflects the myth that fascist propaganda had spread about the post-war crisis in Italy leading to support for fascism
- its value is that the writer joined the fascists, showing influence of fascist appeal, yet we would want to know if all Italians thought the same way about the events of 1922.

Content and argument

- the source argues that Italy was on the verge of collapse. This could be supported by reference to the post-war economic crisis, the 'two red years'. It could be challenged by knowledge that the fascists themselves contributed significantly to this disorder
- the reference to the weakness of governments and the threat of Bolshevism could be supported by knowledge of the parliamentary weakness, the rise of socialism
- the fascists are presented as the saviours of Italy. This could be challenged by the relative weakness of the fascist movement in 1922, Mussolini's hesitancy and the King's fateful decision to give him power
- the value of the source content is that, at least in this case, the fascist movement had successfully presented itself as the alternative to socialism. Support for fascism was due to the crisis of the post-war years and the fear of socialism. The diary also implies that everything had changed since Mussolini was appointed.

In arriving at a judgement as to which source might be of greater value, students might consider that Source B is the more valuable, as it gives direct evidence of the apparent collapse of Italy and of the appeal of fascism to Italian people. However, there is a case to be made for Source A, as it is an example of fascist propaganda, illustrating the tactics that Mussolini used. He offered a vague ideology and exaggerated the strength of fascism to bring about change in 1922. Both extracts imply that Italy's problems can be solved by the fascists.

Section B

02 'The Libyan war of 1911 had proved to be a disaster for Italy by 1914.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the Libyan war of 1911 had proved to be a disaster for Italy by 1914 might include:

- though initially popular, the conquest of Libya was expensive, and left Italy with a colony that was hard to control. Continued Arab resistance tied up thousands of troops and the economic cost of the war was large. Other European powers satirised 'Italiotta's' desperate search for colonies
- politically it widened divisions as the nationalists gained most of the credit for the victory in the war, not Giolitti's government. It appeared the nationalists' popular campaign had forced the liberals to act
- conscription for the war brought forward the extension of the franchise in 1912 to all literate males over 21, all males over 30. This weakened the liberal government and intensified parliamentary opposition, particularly from socialism. This was to lead to Giolitti's downfall
- the economic costs of the war, and the competition with Libyan agricultural produce, exacerbated the economic problems of Italy up to 1914, leading to further industrial unrest.

Arguments challenging the view that the Libyan war of 1911 had proved to be a disaster for Italy by 1914 might include:

- Giolitti ended Italy's colonial humiliation after Adowa in 1896 and took possession of Italy's first colony in Libya, by the Treaty of Lausanne October 1912
- Italy aspired to great power status and acquiring colonies was necessary to this end, 'Mare Nostrum'. Italy had acted to counter further French colonisation in north Africa and now had to be taken seriously as a Mediterranean power
- the invasion was met by a great wave of patriotism. It was felt that victory would 'make Italians'
- the war enjoyed initial widespread support politically – from nationalists, Catholics (crusade against Islam), liberals and even some socialists, who saw possible economic benefits in the new colony.

Conceptual awareness may be shown by distinguishing between different kinds of consequences and consideration of the links between them. Also by reflecting on what Giolitti was trying to achieve.

Effective answers may show an understanding that the Libyan war was an attempt to strengthen the nation in a time of a worsening economy, as well as a response to the long held imperial ambitions. In pre-war Italy, Prime Minister Giolitti was trying to reconcile competing interest groups in what was still a deeply divided nation. They may conclude that the Libyan war was something of a gamble which backfired, bringing few tangible benefits to Italy and, in weakening the Turkish Empire still further, hastened the onset of the First World War. Or that the achievement of a colony was significant, and that Italy was now in a position to ally with the 'Mediterranean powers'. Whichever view is taken, reward those who are able to justify their choice with well-selected evidence and argument.

03 'By 1926 all opposition to Mussolini in Italy had been successfully repressed.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that by 1926 all opposition to Mussolini in Italy had been successfully repressed might include:

- Mussolini was the dictator of Italy. In the two years after the Matteotti crisis all other political parties abolished, trade unions replaced by fascist corporations, press censorship, machinery of the police state, OVRA, confino, special tribunal for political crimes. 2000 murders by fascist squads by 1926
- Mussolini ruled by decree. Responsible to the King not parliament. Purge of civil service, government appointed 'podestas' replaced elected mayors
- Mussolini also brought the Fascist movement under his control. Creation of the National Militia, the fascist Grand Council and in 1926 the appointment of Turati. Mussolini tamed the 'Ras'. Provincial prefects given authority over local fascist leaders
- fascist ideology began to permeate all aspects of Italian life. The Corporate State, the ONB and OND had been established.

Arguments challenging the view that by 1926 all opposition to Mussolini in Italy had been successfully repressed might include:

- there were four assassination attempts on Mussolini in 1925–1926. These were used to justify further repressive powers
- public opposition may have been silenced but this could reflect an acceptance of the regime rather than enthusiasm. Anti-fascist activity by individuals continued, for example the senator Croce, and by underground groups such as the communists
- the continued role of the secret police and of punishments including Confino suggest that there was a continuing level of opposition
- Mussolini made compromises with the traditional elites such as the monarchy, the Catholic Church, the army and big business and they maintained a level of independence.

Effective answers will show awareness of the changes that took place as Italy moved from democracy to dictatorship and the impact of these changes on the opposition to Mussolini. They may attempt to evaluate the extent to which these changes represented an imposition of fascist rule on Italians, or a willing acceptance of fascist ideology. This could be achieved through a 'balance sheet' of Italy in 1926 or by a consideration of how different opposition groups had been dealt with by the fascists. By 1926 it is clear that Mussolini's regime was genuinely popular with a large number of Italians, yet the regime had to maintain the apparatus of dictatorship. Whichever view is taken, reward those who are able to justify their choice with well-selected evidence and argument.