



General Certificate of Education

AS History 1041

Unit 2: HIS2K

A New Roman Empire?

Mussolini's Italy, 1922–1945

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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

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

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

January 2009

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

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

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the achievements of the 'Battle for Grain' by the early 1930s. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

The views differ, though not entirely. While Pollard, in **Source B**, admits that wheat production went up a lot (thus agreeing with Mussolini's boasting in **Source A**) his evidence is balanced by reservations and criticisms and the tone and emphasis are very different. Mussolini, in **Source A**, is putting forward self satisfied propaganda about the 'rhythm set by the fascist regime' and talks of the 'highest- ever production figures' with no negative effects at all. **Source B** is quick to describe the propaganda and to imply that it was exaggerated – and also quick to point out 'drawbacks'. Mussolini (in **Source A**) is a contemporary source based on uncritical boasting – Pollard (**Source B**) is a sceptical modern historian, balancing some arguments ('did increase, non-class, non-political way') with important negative comments about the 'massive balance of payments deficit', and the inefficiencies of using 'land not suitable for grain'. Better answers will see differences in the nature and intent of the sources, not just in the meaning of the words.

- (b) Use **Sources A, B and C** and your own knowledge.

How successfully did Mussolini fulfil his aims in economic policy in the years 1925 to 1939?

(24 marks)

Target: AO1(b), AO2(a), AO2(b)

- 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. **0-6**
- 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

From the Sources:

Candidates wanting to see Mussolini's economic policies as successful can recycle evidence from Mussolini's claims in **Source A**; and the partially supportive evidence in **Source B**. Candidates setting out to dispute the idea of success have some evidence in **Source B** and extremely strong sweeping statements from Seldes in **Source C**. Better candidates may assess the claims by Seldes as being anti-Fascist propaganda from 1936 – if not outright propaganda, this is certainly from someone in the 1930s who is very hostile to Mussolini and his regime.

From own knowledge

Candidates will need to take account of Mussolini's aims in order to answer effectively. He wanted to boost the Italian economy, reduce industrial disputes and make Italy self-sufficient and ready to engage in war. Specific aspects of his economic policies which need to be assessed are the Corporate State, the 'well-being of the people' and the achievements of specific policies such as the economic battles. Answers challenging Mussolini's claims to success have a lot of good ammunition – a lot of it was propaganda and hot air, a lot of it was inefficient and expensive. Many historians have claimed that the Corporate State did little or nothing to improve economic conditions – that 'it never existed at all except on paper'; or (like **Source B**) that Italy became almost self-sufficient in wheat production but only at the expense of the rest of her agriculture; that interference by the Fascist regime held back economic growth and modernisation by giving too much power to producer interests and wasting any economic gains on stupid military over-spending – perhaps making claim that Italy's economy was hopelessly unprepared for war in 1939. On the other hand, it can indeed be argued that the economic battles made serious gains in terms of wheat production and the stabilisation of the currency, that there was a growth in industry, and that Italy suffered less badly and for a shorter time than many advanced economies in the 1930s – a large number of French, British and American observers were very admiring of Mussolini's economic achievements at this time. It can also be argued quite convincingly that Mussolini did pretty well up to 1935, the end date in the question, and that he only threw it away afterwards by his silly and wasteful foreign policies, which pushed Italy into a lot of economic difficulties through the autarky programme. As usual, the key requirement is for a balanced argument, backed by selective and well-applied evidence.

Question 2

- (a) Explain why the King of Italy appointed Mussolini Prime Minister in 1922. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The focus of the question is on Mussolini's appointment as prime minister and specifically on the King's motives for doing so. It was a very significant event that was a huge step for Mussolini's legitimacy. This was especially true because Mussolini had associated himself with a radical ideology and with violent, anti democratic actions, not least the March on Rome. Many answers may argue that it was the threat of Fascist violence that panicked the King into giving Mussolini power. On the other hand it might be argued that it was fear of communism and the belief that Mussolini's movement represented a buffer against the Left that made up the King's mind. Many candidates will argue effectively that the King was pushed into the arms of Mussolini by the conservative elites, led by established politicians such as Salandra. Good answers will provide differentiation between a range of factors, rather than simply a list of reasons. One important factor was that Mussolini's willingness (and political ability) to present a reassuring image to the old elites, playing on their fears and hinting that he would in fact control the 'wilder elements' in his disparate Fascist movement. It is important to understand when and why Mussolini started looking to make a deal with the traditional politicians. It is also important to assess the degree to which the King was acting in accordance with his own instincts, as opposed to being dominated by political advisers. Some answers will provide good long-term context, others will give close analysis of events in 1922. Either approach is valid and can score well but the very best responses will do both.

- (b) 'The Key to Mussolini's success in consolidating his regime in the years 1922 to 1927 was his popularity with the Italian people.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

Candidates will need to show a judgement by balancing the ways in which the statement might be regarded as true and untrue. Many, perhaps most, answers will agree with the key quotation, arguing that the real key to success in 1922 to 1927 was the use of violence and intimidation – the March on Rome, the Matteotti Affair, ruthless use of police powers, etc. Others will challenge this view emphasising how Mussolini was actually reluctant to gamble on uncontrolled violence and preferred to arrange a political fix with the 'old guard' political establishment figures (and by subtly changing his message to tone the ideology down and reassure the old elites) – or perhaps that the vital factor was propaganda, exploiting the 'Mutilated Victory' and gaining genuine popular support. It can be argued that Mussolini's audiences liked most of his ideas and promises. They really wanted to believe Mussolini would restore national pride; they had suffered badly from inflation and industrial unrest in the post-war crisis and were ready to give Mussolini a chance to sort out the problems. Like Hitler in Germany, Mussolini benefited hugely from a sense of despair and national humiliation. He was a charismatic leader, infused some enthusiasm into youth and ex-soldiers and knew how to make Fascism sound good, even if not always realistic or logical. 1922 was a good time to come to power when the worst of the post-

war economic crisis was easing, and Mussolini could take the credit for this. On the other hand there is much evidence to support the argument that the violent suppression of opposition was all-important. As usual, the key requirement is for a balanced, but not necessarily even-handed approach, supported by appropriate evidence.

Note that this question has a clear timescale, 1922–1927. It cannot be expected that answers will be comprehensive, but there should be a sound grasp of the narrative of events covering a process of consolidation over the years between the first negotiations with the King in 1922 and the situation in 1926–1927, when the Rocco Law was passed, Mussolini survived several assassination attempts and local government was abolished.

Question 3

- (a) Explain why there was a civil war in Italy after the overthrow of Mussolini. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The end date of this Unit is 1945 – candidates should be ready to follow through from the King and the Fascist Grand Council removing Mussolini in 1943 to the nasty civil war that followed. The armistice with the Allies was supposed to get Italy out of the war quickly but this did not materialise – German troops fought a long defensive action and the war continued to be fought on Italian soil for another year. The fact that Mussolini was ‘kidnapped’ out of captivity by German Special Forces meant that he was still around as a focal point for fascists and was able to set up the so-called Salo Republic on the shores of Lake Garda – this was a puppet regime dependent on German backing but it was strong enough to take part in some vicious fighting in northern Italy. Mussolini was not finally captured and done away with until 1945. The anti-Fascist forces were also badly divided. The Communists were well organised and effective- just as French Communist wartime resistance gave them a terrific boost in public support or at least grudging acceptance. The Catholic resistance was strong too. The Communists and Catholics mostly co-operated during 1944 and 1945, as long as the Fascist forces still needed fighting against, but there were already signs of the tensions and rivalries that eventually broke out after the war.

- (b) 'Mussolini's downfall in 1943 was caused by his own ineffective leadership from 1935 onwards'.
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

Candidates will need to show a judgement by balancing the ways in which the statement might be regarded as true and untrue.

Material that might be used to suggest it is true to include:

- the emergence of self-inflicted economic problems after 1935, following the costly invasion of Abyssinia
- the unpopularity of Mussolini's decision to introduce the Race Laws of 1938 under pressure from Hitler's Germany
- the increasing loss of faith in Mussolini among many Italians as hardships hit both industrial cities and rural areas – secret police reports show a lot of grumbling and discontent in the late 1930s
- the fact that Mussolini took such a gamble in 1940, when he knew better than anyone what a military and economic mess Italy was in shows how desperate he was and how he needed a cheap, prestige victory to prop up a crumbling regime

- the example of Franco, who stayed neutral despite all Hitler's blandishments and ruled Spain until he died in his bed in 1975, shows how easily Mussolini might have done the same had he not been so weak and stupid as to join the war in 1940
- the fact that Mussolini performed so badly as a war-leader after June 1940, seen as responsible for the military defeats and the economic disasters at home.

Material that might be used to suggest it was untrue (that Mussolini was an effective leader or at least he was not ineffective 'throughout' these years) includes:

- Italy was in a sound position before the fatal decision to join the war in 1940
- problems only grew when Italy suffered many military setbacks in the war which had a bad effect both on the economy and the morale
- nobody seriously turned against Mussolini before 1942–1943, when the economy grew much worse (partly because of Hitler's demand for workers and war material to be sent from Italy to Germany). This shows it was the war, and not long term failures of political leadership that mattered
- the Fascist Grand Council and the King only got serious about removing Mussolini after the Allied invasion of Sicily. Before then, it was all talk and no action and Mussolini was still very effective in wielding his authority as leader
- many Fascists stayed fanatically loyal to Mussolini in 1944 and 1945.

The core of the question is on why (and when) Italy turned against Mussolini. There need not necessarily be lengthy detail on his actual removal from power in 1943, especially if the answer is arguing that long term factors were the important ones; but there is scope for analysis of the role of key individuals in the events that led to Mussolini being denounced by his own Fascist Grand Council, of the precise role of the King, and of Mussolini's misjudgements at the time leading up to his arrest. Some answers may argue convincingly that it was a close-run thing and that plotters like Grandi remained very scared of Mussolini right up to the last moment.