



**General Certificate of Education
January 2011**

AS History 1041

HIS2K

Unit 2K

A New Roman Empire?

Mussolini's Italy, 1922–1945

Final

Mark Scheme

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 2011

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 in **Source A** in relation to Mussolini's coming to power in 1922. (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 candidates 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.

Effective answers to this question will make a direct comparison of the two sources in the light of own knowledge of the context. Less successful answers will provide a literal account of the evidence of each source in turn, followed by a limited comparison.

Candidates will need to identify differences between the views of the two sources, for example, the view in **Source A**, an authoritative secondary source, claims that Mussolini's rise to power happened because the King and the elites 'could see no other way' of containing violence. Their plan was 'not foolish' and 'it might have worked'. Even Mussolini recognised that this was so and tried to avoid being tamed by sharing power.

Source B gives a rather different impression. The idea that the King and the elites had no other way of containing violence is flatly contradicted – the Fascist ‘show of strength would have failed if the King had opposed it’. The elites are depicted as conspiring to ‘halt the advance of democracy’ and to ‘restore the old balance’ – which is very different in tone and emphasis from Clark’s view they were trying to ‘absorb’ the Fascists into a constitutional government in order to deal with a crisis.

To address ‘how far’ they should also indicate some similarity between the sources, for example:

- they suggest there was a ‘desire for legality’
- they agree on the crucial importance of the King and the elites in enabling Mussolini to get to power.

To reach the higher levels, candidates will need to go beyond the literal similarities and differences, perhaps by showing the inter-relationship of the reasons given. For example they might use the reference in Source B to ‘another, deeper wish’ in order to show differentiation between partial agreement and a difference of interpretation. Some answers may apply their own knowledge of the context to explain why one view is more ‘correct’ than the other.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How far was the successful consolidation of power by Mussolini's Fascist regime in the years 1922 to 1929 due to King Victor Emmanuel? (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 candidates 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.**

The focus of this question is on the factors enabling Mussolini to complete the consolidation of power. In 1922 the new regime was fragile and dependent on several factors outside Mussolini's control; by 1928–1929 he was infinitely more secure with far greater freedom of action. Candidates should be able to make a judgement by balancing evidence that agreed with the view that the actions (and failures to act) of King Victor Emmanuel were all-important against other evidence that does not.

Many answers will indeed argue that the King was the key factor. Evidence might include:

- recycled material from Sources A and B
- the importance of the King during the Matteotti crisis, from Source C
- the importance of the monarchy in relation to the Army.

(Good answers may differentiate effectively here, arguing that the King was really important up to the beginning of 1925 but was increasingly marginalized after that).

Many candidates are likely to link the role of the monarchy to the traditional elites; or may argue that the King was not important but the elites were. Evidence might include:

- reference to Source C
- the sympathy for Fascism among many officers in the armed forces
- appeal of the Corporate State to business
- many of the elites were afraid of Fascist extremism (e.g. landowners)
- Mussolini was very clever in playing on these fears and promising to control the 'wilder elements'
- the importance of the Papacy's willingness to come to terms with Fascism.

But the compromises with the elites are only one aspect of the consolidation of power. Other factors might include:

- propaganda, and Mussolini's positive impact on public opinion
- the mistakes by the Left opposition
- Mussolini's skill in controlling the disparate elements of his own Fascist movement
- the impact of early policy successes in foreign affairs and the economy.

The balance of evidence in answers will depend on what factors are argued to hold the most importance – some responses will therefore have less depth and detail on the role of the King, though this key aspect must be directly addressed.

Question 2

03 Explain why the ONB (*Opera Nazionale Balilla*) was established in 1926. (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 candidates 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 be able to present a range of reasons for setting up the Balilla.

Possible reasons might include:

- in all totalitarian regimes, the indoctrination of the young was regarded as essential to make the future generation loyal and obedient
- indoctrination at school was not enough – it was essential to promote Fascist loyalties in leisure time as well
- Mussolini wanted Fascist youth organisations to compete with the Catholic Church youth groups like Catholic Action
- Mussolini really believed in the need to make the young fitter and more active, ready to become the soldiers and the mothers of the future – there was a tremendous emphasis on sports, outdoor activities and summer camps
- by 1926, the consolidation of political power was all but complete and Mussolini was ready to push ahead with policies and propaganda to strengthen his grip on society

- responses will make links or differentiate according to relative importance of particular factors. One feature of good answers may be placing the Balilla in the context of other policies and propaganda towards youth and society – but this is not a requirement. Boys and girls joined the ‘Children of the She-Wolf’ at the age of six – at eight, boys entered the Balilla and girls joined the Piccole Italiane. Uniforms of course, played a big role in moulding the collective spirit.

Question 2

- 04** 'Between 1926 and 1940, Fascist policies towards women and girls succeeded in winning widespread public support for Mussolini's regime'.
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 candidates 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.

The focus of this question is on the extent to which Fascist Italy succeeded in 'turning Italians into Fascists' and gained loyalty and support from the masses, Policies towards women and girls included youth organizations, the 'Battle for Births', the ONMI and various aspects of the National Institution for Leisure Activities, known as the Dopolavoro.

These policies would provide a sufficient range of evidence but some answers may take a wider view and include such things as the image of the 'Fascist woman' presented in art and culture, cinema and mass entertainment, or the different experiences of people according to the region they lived in or the class they belonged to. Any or all of this is valid as long as the central focus is on women and girls and the extent to which the regime gained mass popular support.

Evidence that policies succeeded might include:

- many women appreciated the family welfare provided by ONMI and other groups
- membership rates for girls in Fascist youth organizations and sporting activities was high
- membership of the *massaie rurali* was more than 500 000
- Fascist propaganda through posters and popular culture heavily promoted the image of the 'new woman'
- Mussolini was fanatically admired by huge numbers of Italian women.

Evidence that Fascist ideology and policies had only limited effect might include:

- the Battle for Births did not succeed in increasing the population as planned
- many urban women resisted the Fascist stereotype of women as submissive wives and mothers; many working class women carried on the same patterns of employment
- Mussolini's popularity was temporary – support for the regime fell away after 1935
- Italy continued to be a very regional country with very strong local traditions, especially but not only in the South – national propaganda campaigns on any topic, including women and family, only rarely converted the nation as a whole.

Question 3

- 05** Explain why Mussolini intervened militarily in the Spanish Civil War in 1936. (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 candidates 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 provide an argued explanation of a range of factors.

Possibilities include:

- gaining prestige
- making a judgement that the western democracies were weak and that siding with Hitler and Franco was joining the winning side
- ideological agreement with Fascist and anti-Communist ideas
- fear that Hitler would benefit from intervention in Spain and the feeling that Italy had to do the same to keep up
- diverting attention away from problems at home
- the conviction that victory would be quick and easy – the war would be over without exposing the military weakness of Italy
- wanting to control the Mediterranean.

To reach the higher levels, answers will need to show differentiation of the relative importance of key factors; or awareness of links and connections – arguing, for example, that Mussolini's own thinking was often muddled and contradictory.

Question 3

- 06** 'Between 1936 and the end of 1943, Mussolini's alliance with Germany had disastrous consequences for Italy'.
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**
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- 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 candidates 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.

The timescale of this question is important – the start date of 1936 includes several possible 'turning points' – Italy's entry into the Spanish Civil War; the completion of the conquest of Abyssinia; the formation of the Rome-Berlin Axis. The end date, 'end of 1943', goes beyond the fall of Mussolini in July to later developments that heavily involved Germany – the unpopularity of the war and the German alliance by 1943, the Forty-Five Days, the continuation of the war

and the establishment of the Salo Republic. The focus of the question is on the extent to which the German alliance had 'disastrous' consequences for Italy (not just Mussolini) at home and abroad. Good answers may well differentiate between the years before Mussolini's 'fatal decision' to enter Hitler's war in 1940 and the 'disasters' that followed later or present evidence to support an argument that the alliance was a disaster from the start, or that the long-term failures of Fascism since 1935, or even earlier, were more to blame than the German alliance. (Supporting evidence will need to be selective rather than comprehensive.)

Evidence on the 'disasters' might include:

- overstretch of Italy's military commitments from 1936
- unnecessary conflict against Britain and France and the entry into the war in 1940
- military failures in North Africa and the Balkans that forced Germany to take over
- economic failures that undermined the Home Front leading to major industrial unrest
- invasion of southern Italy by the Allies, followed by Mussolini's removal from power by the King in 1943 after the Fascist Grand Council turned against the Duce
- Mussolini's escape from captivity and the Salo Republic as a Nazi puppet state – the prolongation of the war and the start of civil war between Fascists and partisans.

Reasons to blame all this on the German alliance might include:

- distortion of Italian society through the 1938 race laws (and German pressure that led to the deportation of Italy's Jews in 1943)
- Germany had a dominant role in the alliance and did not give Italy the resources Mussolini asked for
- Hitler expanded the European war into a world war, something Mussolini always wished to avoid
- burdens on Italy of providing workers for Germany's war economy; and of sending thousands of troops to the Eastern Front at Stalingrad
- Germany perpetuated the war and placed most of Italy under German occupation – in the Salo Republic, Mussolini was virtually a prisoner of the Germans.

Possible other factors include:

- Fascism had long-term failings that were concealed by propaganda – one of the reasons Mussolini kept up an adventurous foreign policy was to distract attention from the weaknesses of his Fascist system at home
- Mussolini, not the Germans, failed to build up Italy's war machine in the 1930s so that it was incapable of withstanding the strains of a major war
- Mussolini's genuine admiration of Germany and ideological agreement with Nazism (e.g. race laws in 1938) led Italy into the war
- Mussolini's idea of fighting a 'parallel war' in the Mediterranean was totally unrealistic
- prolongation of the war was not down to the Germans but to weak leadership of Italy after Mussolini's first downfall and because of strategic failures by the Allies
- civil war from late 1943 was an internal struggle between Right and Left in Italy.