



## **General Certificate in Education**

# **AS History 5041**

## **Alternative J Unit 1**

# **Mark Scheme**

*2007 examination - June 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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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

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**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

***Either*** responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

***Or*** responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

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**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**Alternative J: Totalitarian and Authoritarian Regimes, c1848–c1956****AS Unit 1: The Origins and Consolidation of Totalitarian Regimes, 1918–1939****Question 1**

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

Explain briefly the importance of ‘permanent revolution’ (line 4) in the context of the struggle to succeed Lenin. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. the desire to keep on with Lenin’s plan to extend the Communist Revolution. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. Lenin had left provision for Politburo collective leadership but Stalin had other plans. He needed to out-manoeuvre Trotsky. Stalin could discredit Trotsky’s ‘permanent revolution’ and knew it was not popular with many in war-weary USSR. 2-3

- (b) Use **Source A** and **either Source B or Source C** and your own knowledge.

Explain how the views expressed in **Source A** about the reasons for removing political opposition differ from those given in **either Source B or Source C**. (7 marks)

*Target: AO1.2, AO2*

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/ assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source A refers to ‘bury Trotskyism’, Source B to ‘reassert the authority of personality’, Source C to ‘our political system has failed’. 1-2
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. Source A refers to the need to remove political opposition within the Party – Source A: ‘dangerous’ and ‘ideological struggle against Trotskyism’; while Source B and Source C refer to the need to remove political opposition from outside the Party – Source B ‘overcome democracy’ and Source C: ‘crisis of the Liberal State’. Source A refers to the need to strengthen the Party through the ‘proletariat’ and the ‘peasantry’ while Source B and Source C refer to the need to build the nation – Source B: ‘the nation’ and Source C ‘govern Italy’. 3-5

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. Source A is rooted in Marxist ideology and stresses the workers while Source B and Source C are based in nationalist ideology hence the stress on nation. Some very good answers may well balance the differences with a similarity e.g. all the sources use highly-charged language against their political opposition: Source A 'duty', Source B 'victory', and Source C 'strongest power'. **6-7**

(c) Use **Source A** and **either Source B or Source C**, and your own knowledge.

Explain the importance of the appeal for unity, in relation to other factors, in explaining the coming to power of Stalin and **either** Hitler **or** Mussolini.

You should refer in your answer to the USSR, 1924–1929 and to **either** Germany, 1928–1933 **or** Italy, 1918–1922. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### Indicative content

From the sources: e.g. all the appeals for unity. Candidates can refer to political or economic unity. Source A uses phrases e.g. 'separate the Russian proletariat from its ally, the peasantry' and 'not allow any splits'. In Source B, phrases e.g. 'our national honour and national pride' and



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'own hard work'. Source C refers to 'represents the nation as a whole, it includes all, is over all, protects all'.

The sources also indicate other reasons for the dictators coming to power. In Source A 'what is to be done now?' indicates Stalin's planning for his accession to power. Source B and Source C both refer to a strong sense of conviction – Source B 'iron determination' and Source C 'will-power'.

Candidates will examine other factors to explain the coming to power. These might include:

- Reference to mistakes made by the other leading politicians: in the USSR, Trotsky and the rest of the Politburo; in Germany, Hindenburg and Papen; in Italy, the King, Giolitti and the Pope.
- Economic conditions: in the USSR, the lack of progress under NEP; in Germany, the impact of the Depression after 1929; in Italy, the post-War economic crisis and the growth of socialism.
- The use of repression by the emerging dictators: in the USSR Stalin built his own spy network particularly as General Secretary from 1922; in Germany Hitler developed the roles of the SA and SS; in Italy, Mussolini's Blackshirts played a key role in his coming to power.
- The 'removal' of political opponents e.g. in the USSR, the defeats of Bukharin and the right wing; in Germany, Hitler's actions against the KPD after the Reichstag fire; in Italy, d'Annunzio's mysterious fall from a balcony.
- The use of propaganda to push the interests of each emerging dictator. This may well be supplemented by reference to the sources.
- The importance of the personality and drive of the actual leader in building his own power base; the cult of the leader and Führerprinzip. Again this may well be supplemented by reference to the sources.

Answers at Level 1 are likely to focus on a limited range of unconnected points about an appeal for unity; there will be greater range and selection of factors at Level 2. Candidates who make no reference to the sources cannot score higher than Level 2. Level 3 answers will have greater accuracy, range and depth and will make some links to the 'importance' of the factors identified, although this will not necessarily be sustained or may lack depth of understanding. By Level 4 the case will be argued more strongly, possibly analysing the idea of 'unity' in more detail. Level 5 answers will engage in debate, cross-referencing sources and own knowledge, drawing conclusions about the relationship between an appeal for unity and other factors in the coming to power of the two chosen dictators.

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**Question 2**

- (a) Explain briefly what is meant by 'unlikely crimes' in the context of the Soviet Union in the years 1936 to 1938. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the Show Trials were part of the purges. **1**

- L2: Developed explanation of the term, linked to the context, e.g. these were the three great public trials of the Old Bolshevik leaders including Kamenev and Zinoviev (1936) and Bukharin (1938) who were accused of counter-revolutionary activity. **2-3**

- (b) Explain why the Show Trials took place in the years 1936 to 1938. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Stalin wanted the people in the Soviet Union to be afraid of even thinking of opposing him so set up a series of public trials. **1-2**

- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more relevant and specific detail to develop Level 1 e.g. the role of Stalin in setting up the Show Trials. Bukharin blamed Stalin's 'morbid suspiciousness' for the Trials. Other reasons might include the aftermath of Kirov's murder with Kamenev and Zinoviev being accused of being Trotskyists. Candidates might examine the structure of the party and the rivalry between powerful personalities e.g. Yagoda and Ezhov. **3-5**

- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. candidates might prioritise the role of Stalin, or possibly examine the Kirov murder as the catalyst to the Show Trials. **6-7**

- (c) 'Stalin's popularity was more important than terror in sustaining his dictatorship in the years 1929 to 1939.'  
Explain why you agree or disagree with this statement. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**  
Demonstrates, by relevant selection of material, some understanding of a range of issues.  
**Or**  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

There is a lot of evidence that Stalin had a great deal of popularity in the Soviet Union. His 50th birthday celebrations in 1929 presented him as a genius and leader. Artists wrote poems, designed statues and painted pictures presenting his popular leadership. History books were re-written to show his significant role in the Revolution of 1917 and that he was Lenin's chosen successor. Stakhanovites, Young Pioneers and mother heroines all added to his popularity. He constructed the appearance of working with popular approval through the 1936 Constitution.

Some candidates may well challenge the assumption that Stalin was popular. They may present the evidence as incomplete or one-sided, or assess the limitations to this popularity within the USSR given its size, illiteracy rates, poor communications, diversity etc.

This needs to be balanced with understanding that terror also sustained the dictatorship. He had powerful terror state apparatus. He conducted the purges through the NKVD, a secret police force that reached through Soviet society including government and Party officials. Any real or imagined challenges to his authority were repressed e.g. the armed services were purged.

Candidates might consider how much dictatorial control Stalin actually had over the USSR. Some historical evidence suggests that Stalin was responding to events as much as dictating to the regime. This can be seen through economic policies, the role of party officials, and the peasants.

Answers at Level 1 will be brief and only generalise on the nature of Stalin's popularity or reliance on terror. At Level 2, answers will be largely descriptive of relevant examples. By

Level 3, answers will identify particular ways that he demonstrated his popularity, and will also examine how he used terror to sustain his regime. By Level 4 the analysis will be balanced and broad, paying attention to the whole time period in the question (1929–1939), perhaps arguing that he relied more heavily on terror than popularity (or vice versa). Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how popular or secure Stalin's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Stalin's dictatorship.

### Question 3

- (a) Explain briefly what is meant by 'Nazi revolution' in the context of Germany in the years 1933 to 1934. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Hitler destroyed opponents with reference to events 1933–1934. 1
- L2: Developed explanation of the term, linked to the context, e.g. the gradual removal of democratic government and replacement with one party dictatorship linked to wider government controls over the civil service, judiciary, police etc. 2-3

- (b) Explain why the Nazi regime used violence against its opponents in the years 1933 to 1934. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the need to remove any obstructions to Hitler's dictatorship. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more relevant and specific detail to develop Level 1 e.g. the existence of opposition from other political parties, especially the KPD and SPD, that was removed by repression after the Reichstag Fire and the raids on the Trade Unions, May 1933. Other reasons might include the opposition from Rohm and the SA, that was removed in the Night of the Long Knives. Candidates might explore the setting of personal scores e.g. the death of Strasser. 3-5
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. candidates might prioritise the elimination of the other political parties in the establishment of one-party rule, or possibly the removal of opposition to Hitler within the Nazi party. They might explore the intolerant nature of the regime towards a range of Germans. 6-7

- (c) 'Hitler's popularity was more important than repression in sustaining his dictatorship in the years 1933 to 1939.'  
Explain why you agree or disagree with this statement. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

There is a lot of evidence that Hitler had a great deal of popularity in Germany. From 1933 the propaganda machine presented him as the successor to Hindenburg through ceremonies (Day of Potsdam) and posters. His speeches at the Nuremberg Rallies demonstrated his popularity. Artists wrote poems, designed statues and painted pictures presenting his popular leadership. Organisations such as the Hitler Youth and the creation of the Volksgemeinschaft all built up 'Hitlerism'.

Some candidates may well challenge the assumption that Hitler was popular. They may assess how Hitler did not play a leading part in day-to-day Nazi government, but was a 'remote umpire handing down decisions from on high' (Petersen). They may argue that his popularity can be overstated as there was a lot of potential opposition to Hitler from the church, youth, surviving political parties or the army; but it was divided, and under-estimated Hitler.

This needs to be balanced with understanding that repression also sustained the dictatorship. Hitler had powerful state terror apparatus. Himmler underpinned the dictatorship with the SS – a loyal and highly-disciplined elite responsible for Nazi intelligence and espionage. It took over the role of the local police forces.

Candidates might consider how much dictatorial control Hitler actually had over Germany. Some historians argue that the dictatorship was disorganised and chaotic under the veneer of a popular dictator. This can be seen in the rivalry between Nazi leaders and between State and Nazi administrators at regional level.

Answers at Level 1 will be brief and may only generalise on the nature of Hitler's popularity or reliance on repression. At Level 2, answers will be largely descriptive of relevant examples. By Level 3, answers will identify particular ways that he demonstrated his popularity, and will also examine how he used repression to sustain his regime. By Level 4 the analysis will be balanced and broad, paying attention to the whole time period in the question (1933–1939, perhaps arguing that he relied more heavily on repression than popularity (or vice versa). Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how popular or secure Hitler's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Hitler's dictatorship.

#### Question 4

- (a) Explain briefly what is meant by 'Fascist secret police' in the context of Italy in the years 1922 to 1926. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Blackshirts were incorporated into the national militia, reference to Cheka. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the fascist militia (MVSN) was set up from the fascist squads, or reference to the role of the Cheka, e.g. in the murder of Matteotti. **2-3**

- (b) Explain why Mussolini created a police state in Italy in the years 1922 to 1926. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the need to remove political opponents in setting up a dictatorship. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more specific detail to develop Level 1 e.g. the existence of opposition from within the fascist party and from other political parties, especially the Communist Party, the socialists and the Trade Unions. Other reasons might include individual's opposition to Mussolini, e.g. Matteotti. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. may show understanding that repression was a feature of the consolidation but it was always within the constraints of the constitutional limits to Mussolini's power. Some understanding that Mussolini did not have a clear plan about how to build his personal dictatorship but took opportunities as they arose particularly after the Matteotti crisis. **6-7**

- (c) 'Mussolini's popularity was more important than repression in sustaining his dictatorship in the years 1925 to 1939.'  
Explain why you agree or disagree with this statement. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

There is a lot of evidence that Mussolini was very popular in Italy. The cult of the leader presented him as a role model for Italians, stressing his power and genius as a man of action and the saviour of Italy. In newspapers he was infallible: 'Mussolini is always right'. The cult was intended to build popular support for the dictator. Foreign success and stability at home added to his political popularity.

Some candidates may well challenge the assumption that Mussolini was popular, since it is based often on Mussolini's own vanity and his low opinion of the public as 'stupid'. Historians do not know for certain how many were taken in by the cult.

This need to be balanced with understanding that repression also sustained the dictatorship. Mussolini had a range of legal powers and repressive institutions to bolster his dictatorship e.g. Special Tribunals, OVRA and MVSN. Police were increasingly involved in intelligence work creating an atmosphere of fear. There were, however, few political executions before 1939 and the penal camps were small compared to Nazi concentration camps.

Candidates might consider how much dictatorial control Mussolini actually had over Italy. He was not fully in control of the Fascist Party (ras and internal Fascist divisions) and he had to co-operate with the church and monarch.

Answers at Level 1 will be brief and may only generalise on the nature of Mussolini's popularity or reliance on repression. At Level 2, answers will be largely descriptive of relevant examples.

By Level 3, answers will identify particular ways that he demonstrated his popularity, and will also examine how he used repression to sustain his regime. By Level 4 the analysis will be balanced and broad, paying attention to the whole time period in the question (1925–1939), probably arguing that he relied more heavily on popularity, through propaganda, than on repression. These answers may well suggest Mussolini's increasingly reliance on terror towards the end of the period. Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how popular or secure Mussolini's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Mussolini's dictatorship.