



General Certificate of Education

AS History 1041

Unit 2: HIS2K

A New Roman Empire?

Mussolini's Italy 1922–1945

Mark Scheme

2010 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 2010

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 attitudes to Mussolini's Fascist regime in the 1930s. (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 generic 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, is trenchant and single-minded – a claim that Mussolini's propaganda achieved a 'sense of solidarity'; that this was based on the prestige of the war in Abyssinia; that it reflected a 'broad national consensus' including both

peasants and workers. Thompson also states that Mussolini's personal standing was greatly enhanced.

Source B, from a contemporary report not intended for public consumption, gives a very different impression. This is a snapshot view of one industrial northern city at one time, 1938. This suggests that what people say in private and among friends is not the same as 'official' public opinion – that there is serious discontent, getting worse as time goes by.

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

- both sources suggest there was 'surface solidarity'
- the last sentence of Source A fits in with the worries expressed in Source B.

In making a judgement about the degree of difference, candidates may conclude that Source A overstates the popularity of the war with Abyssinia; and that Source B is more realistic.

Candidates will need to apply their own knowledge of context to explain these differences, for example explaining the reference to 'autarchic measures'; or by commenting on the impact of Fascist propaganda.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. They might, for example refer to the fact Source B has a different flavour to Source A because its evidence is special to Turin, whereas Source A takes a wider view of the 'southern peasants, the unemployed and 'certain sections' of the industrial workers'.

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

How successful were Fascist economic policies in dealing with the Great Depression in the 1930s? (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 extent to which Fascist economic policies succeeded in coping with the pressures of the Great Depression. Candidates should be able to make a

judgement by balancing points which suggest Italy's Fascist regime did well against others which do not. All three sources provide references to economic issues and candidates should use the sources as evidence in their answer.

There was a belief at the time, reflected by many later historians, that Italy suffered less than the western democratic economies between 1930 and the outbreak of the European war in 1939; this view has since been strongly disputed.

- Source A offers little on the economy, only the indirect evidence about a favourable national mood
- Source B gives some limited approval to 'autarkic measures' and 'recent concessions' but clearly implies these are not enough to keep everyone onside
- Source C gives a very mixed view, partly critical about unemployment, industry facing collapse and people's hopes being disillusioned; but also suggesting that the state did 'intervene' and that there were pay rises, even though workers were less well off than in the 1920s. The point about Fascist party membership being a 'meal ticket' can be interpreted in two ways – either as a sign the basic economy was failing; or as evidence that the Fascist regime cushioned the blows of economic recession for many people.

Effective answers will provide a clear argument and assessment in response to the question 'how successful?' Own knowledge and understanding will inform answers with a reasoned argument about the degree of success or otherwise of Fascist economic policies. This evidence may focus on state control and autarky, or may take a wider view of the impact of economic policies on people's living standards – and thus on some of the social policies such as *Dopolavoro* compensating for economic issues.

Key policies relevant to the 1930s included:

- sharp decline in both exports and imports in 1930s from high point c1929
- success in boosting grain production (doubled 1924–1938)
- benefits of land reclamation showed through after 1930
- real wages fell by 45% in 1930s
- Italian unemployment (just over 1 million) was proportionately far lower than Britain, Germany or USA
- IRI and IMI had some effect in protecting Italian industry from the recession
- public works schemes fitted in naturally with the Fascist state so that many programmes such as road construction helped to keep the economy going, comparable with Nazi Germany or Roosevelt's New Deal
- military spending was far too high for the good of the economy – and many Fascist economic 'successes' were actually based on waste and inefficiency.

The wording on the question on the timescale of the Great Depression, 'in the 1930s', allows for flexibility. Some answers may focus more on the earlier years of the decade, to 1935–1936. Others may go on to 1940. Either approach is acceptable.

Question 2

- (a) Explain why Mussolini made the Lateran Treaties with the Papacy in 1929. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Schemes

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 present a range of reasons for making a deal with the Papacy. Possible reasons might include:

- the tremendous gain in prestige that would result from being the man who solved the 60-year old Roman Question
- the fact that the Papacy had signalled it was ready to make a deal – Mussolini did it because he could
- Mussolini thought he was getting the better of the deal, leaving the church subordinate to the state – giving the papacy a bucket of money was a cheap price to pay
- Mussolini was afraid of the potential political influence of the church (and the ability of organizations like Catholic Action to rival his Fascist organizations) so getting church agreement to stay outside politics was a huge attraction
- by 1929 Mussolini was less afraid of hostility from anti-Catholic Fascist ideologues than he had been in the early 1920s.

The best responses will differentiate according to relative importance of particular factors. One feature of good answers may be explanation of why it was made in 1929, rather than at some other date – but this is not a requirement.

- (b) 'Mussolini's successful consolidation of power in the years 1922 to 1929 was mainly due to his willingness to compromise with the traditional ruling elites of 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**
- 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 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 1928–9 he was infinitely more secure with far greater freedom of action. Candidates should be able to make a judgement by balancing points which agree with the view that compromises with the old elites were all-important against others which do not.

Many answers will indeed argue that the elites were the key factor. Evidence might include:

- the role of the King and old politicians like Salandra in the beginning
- the importance of anti-communism
- the appeal of the Corporate State to business
- the fact that many of the elites were afraid of Fascist extremism
- the fact that Mussolini was very clever in playing on these fears and in promising to control the 'wilder elements'
- the Lateran Treaty of 1929 is of relevance again here, this time explaining from the other side why the Papacy was willing to come to terms with Fascism.

But the compromises with the elites are only one aspect of this lengthy process – other factors include:

- propaganda and Mussolini's positive impact on public opinion
- violence and intimidation
- the mistakes by the left opposition
- his success in controlling the disparate elements of his own sprawling 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 have less depth on compromises with the elites, though this key aspect must be addressed.

Question 3

- (a) Explain why Mussolini invaded Abyssinia in 1935. (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 present a range of reasons for the invasion of Abyssinia; the test responses will differentiate according to the relative importance of particular factors. Possible reasons might include:

- gaining prestige and wiping out the shame of Italy's failure at Adowa in 1896
- catching up with other colonial powers – Abyssinia was about the only part of Africa still available for colonial expansion
- exploiting natural resources and winning 'living space for supposedly overpopulated Italy
- seizing the opportunity offered by the Stresa Front
- diverting attention away from problems at home
- the conviction that victory would be easy and would not expose the military weakness of Italy.

One feature of good answers may be explanation of why it was launched in 1935, rather than at some other date – but this is not a requirement.

- (b) 'The most important factor influencing Mussolini's foreign policy between 1936 and 1940 was his fear of Hitler's Germany.'
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 key motives behind Mussolini's foreign policy.

The timescale of this question is important – the start date of 1936 is after the invasion of Abyssinia and relates to the crisis caused by the Abyssinian invasion and by Italy's intervention in the Spanish civil war; the end date of 1940 specifically requires attention to Italy's entry into the European war. Candidates should be able to make a judgement regarding the extent to which fear of Germany was (or was not) the driving force.

Supporting evidence will need to be selective rather than comprehensive. Evidence of fear of Germany might include:

- the Spanish Civil War demonstrated German military superiority over Italy
- Mussolini became more afraid of Germany as the weakness of Britain and France was exposed
- Mussolini accepted the *Anschluss* in 1938 because he realized how much stronger Germany was then compared with 1934
- The 1939 Nazi-Soviet Pact was made without Mussolini being given any warning
- Mussolini stayed out of the war in 1939 and only joined when he felt certain Germany would win

Possible other factors include:

- it was not fear but genuine admiration of Germany and ideological agreement (e.g. race laws in 1938)
- Mussolini would have been happy to have an alliance with the western democracies if they had offered one
- Mussolini's main aims were in the Mediterranean
- Mussolini was not afraid of Hitler, especially in 1936 – he underrated him.

The balance of evidence in answers will depend on what factors are argued to hold the most importance – some responses will have less depth on fear of Hitler's Germany, though this aspect must be addressed.