



**General Certificate of Education
June 2010**

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

June 2010

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.

How far do the views in **Source B** differ from those in **Source A** in relation to King Victor Emmanuel's dismissal of Mussolini from power? (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.

The view in Source A, a unique eyewitness account, is of Mussolini being glum and surprised by the King's decision. Victor Emmanuel is shown as being in control of the situation – his reasons are crisply explained as 'morale at rock-bottom'; vote in Grand Council'; no other solution' etc. His support for Mussolini is emphasized. Source B agrees about many of the factors leading to Mussolini being ousted – but the tone of Source B (from a later historian's

overview) is very different. Victor is a 'mediocre King'; 'no lover of Mussolini'; 'urged on by his generals'. He is shown as being more swept along by events and concerned for his own self – preservation than is implied by Source A. The source has a different flavour compared with Source A, though this may be explained as being about Victor Emmanuel rather than from his own self-justification.

Question 1

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

How far was Mussolini personally responsible for the collapse of his Fascist regime in the years 1943 to 1945? (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 Mussolini's personal role as one of a range of factors causing the disasters that tore Italy apart in 1943–1945. The 'collapse' was not a single event. As Source C makes clear, it was a double collapse – first his dismissal in 1943, then the final overthrow and death in 1945 (with a nasty civil war in between). Many answers will focus mostly on 1943 but there should be adequate awareness of what happened in 1944–45,

The sources (especially Sources A and B) indicate a range of reasons why Mussolini fell from power in 1943, including military morale, the generals and the Fascist Grand Council. Many answers will use own knowledge to make it clear that Mussolini's responsibility includes the decision to take Italy into the war in 1940 and the mismanagement of the Italian war effort. Source C is very helpful on the context of the Salo Republic and the extent of Mussolini's control over northern Italy in 1944–1945 – there should be plenty of own knowledge of the civil war and the reasons why Mussolini was finished off with such violent reprisals in 1945.

Effective answers will provide a clear argument and assessment in response to the question 'how far?' Own knowledge and understanding will inform answers with a reasoned argument about the degree of Mussolini's responsibility.

Evidence that he **was** responsible might include:

- he joined the war in 1940 knowing that Italy was not militarily ready
- he can be blamed for mismanagement of the war economy
- he allowed Italy's war effort to become totally dominated by Germany
- he lost control of his own Fascist Grand Council and did not understand how weak his position was in 1943
- the Salo Republic was very weak politically and Mussolini had lost his leadership qualities by 1944

Evidence on other factors might include:

- Mussolini was betrayed by his former supporters (including the King)
- Italy was only a junior partner in the war by 1943, the real problem was that Germany was losing the war
- Mussolini was made a convenient scapegoat in 1945 – actually lots of individuals and groups in Italian society were to blame
- the Italian government made a shambles of trying to end the war in 1943, otherwise there would have been a clean ending then
- the Communist partisans were responsible for the savage nature of the civil war which undermined the fascist regime
- the allied invasion of 1943 prompted the first overthrow of Mussolini and his eventual final removal in 1945.

Question 2

03 Explain why the Fascist Party won an overwhelming election victory in 1924. (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 outcome of the 1924 election; the best responses will differentiate according to relative importance of particular factors. One feature of good answers may be explanation of the changes in the electoral system made by the Acerbo Law in 1923 – these changes were designed to ensure the best possibility of a ‘decisive’ majority being won.

Possible reasons for Fascist success might include:

- Mussolini had already gained the support and collaboration of the old elites, including the King; there was no committed opposition to the Fascists from the traditional politicians and men like Giolitti signed up on Mussolini’s Big List
- the use of violence and intimidation (the Matteotti affair gave Mussolini a big problem after the election but the intimidation of the Left was very effective in the campaign)
- Mussolini’s personal prestige and effective propaganda to build his image
- the strength of anti-communism.
- the Popolari were badly split, as were the Italian Left

- lots of liberals thought there was no alternative to Mussolini.

Question 2

04 'Between the 1924 election and the end of 1929, Mussolini overcame opposition to his regime with ease.'

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. Even in 1924, the new regime was fragile and dependent on several factors outside Mussolini's control; the Matteotti affair showed he was still vulnerable. By 1929 he was infinitely

more secure with far greater freedom of action. The compromises with the Church and the other elites were 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 focus on Mussolini's strengths and popular appeal; others on the way he was allowed to build power by the old elites.

Many answers will attack the key words 'with ease', pointing out that consolidating his power took a long time. One feature of good answers may be differentiation and assessment of change over time – arguing that it was a difficult process at first but that he was comfortably in control well before 1929. The Lateran Treaty of 1929 might be assessed as a vital stage in this process, or just as the icing on the cake because the papacy only made the deal with Mussolini because they recognized he was the winning side.

Many answers will point to positive factors working in Mussolini's favour. 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 there is evidence that Mussolini was very nervous and insecure through much of this period. Factors include:

- the frantic use of propaganda, violence and intimidation;
- the fact that he had to rely on the mistakes by the left opposition;
- his problems in controlling the disparate elements of his own sprawling Fascist movement;
- his desperate search for quick successes in foreign affairs and the economy to win popularity.

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

05 Explain why Mussolini launched the Battle for Births in 1927. (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.

There is room here for a look at the context of social policy and the other 'battles' for grain and for the lira – but the main focus should be on the drive to increase the population. Answers should provide an argued explanation of a range of factors; perhaps with an evaluation of relative importance. Possibilities include:

- existing worries about Italy's falling birth rate
- belief that population growth was the sign of a dynamic society – Mussolini aimed to lift the population from 40 million to 60 million by 1950
- the need to have more soldiers and industrial workers to secure Italian greatness
- the need for colonists to populate the growing empire overseas in order to compete with other Empires.

The question is about reasons **why** – but coverage of actual policies could be made relevant:

- financial incentives for marriage & penalties for staying single
- propaganda encouraging families of 12 children (loans were paid up at number 6)

- a quota system to limit women in employment in order to reduce unemployment for Italian men
- such a policy was likely to win support from the Catholic Church and therefore consolidate his regime further.

Question 3

- 06** 'Fascist social policies in the 1920s and 1930s gained widespread support for Mussolini.' 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 – it allows for coverage of policies from the early stages (such as the Battle for Births from 1925) but also allows for developments through the 1930s to provide an assessment of their impact.

Answers are expected to provide an overview evaluation of the success (or otherwise) of social policy in winning over positive support from the people. Some answers may differentiate here between the classes, or the generations, or between rural Italy and industrial workers.

The policies covered might include:

- the economic ‘battles’
- the Dopolavoro (OND)
- the Balilla and other youth organisations
- Art and Culture (including cinema, radio and sport)
- propaganda and indoctrination (including the cult of the Duce)
- race policies from 1938.

Evidence on success and failure might include:

- support was strong at first but declined from the Abyssinian war onwards
- many industrial workers were dissatisfied with conditions
- Dopolavoro was one of the big successes of the regime
- rural areas often felt neglected by OND
- the need for repression by the heavy hand of the secret police showed people were not really loyal (this is also indicated by obsessively worried in-house police reports)
- cinema was highly popular; 2 million regularly listened to the radio
- many Italians disliked Mussolini accepting German-style race laws in 1938
- whilst many Italians outwardly conformed with fascist social policies there was little inner conviction as demonstrated by the populations reluctance to go to war in 1935, resistance to the Spanish Civil War and growing close relationship with Nazi Germany.