



**General Certificate of Education  
June 2011**

**AS History 1041**

**HIS2K**

**Unit 2K**

**A New Roman Empire?**

**Mussolini's Italy, 1922–1945**

**Final**

***Mark Scheme***

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**Generic Introduction for AS**

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **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

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June 2011

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

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

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to attitudes in Italy towards the Fascist regime. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |                                                                                                                                                                                                                                                                              |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Nothing written worthy of credit.                                                                                                                                                                                                                                            | <b>0</b>     |
| <b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.                                                                  | <b>1-2</b>   |
| <b>L2:</b> 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.                                                          | <b>3-6</b>   |
| <b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                      | <b>7-9</b>   |
| <b>L4</b> 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. | <b>10-12</b> |

**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 B is of negative attitudes causing Mussolini 'increasing displeasure'. The public mood remains stubbornly negative despite the energetic propaganda; and support for Mussolini declined further after the end of the war in Abyssinia until people are 'horrified' by the prospect of general war by 1939. Source B admits that attitudes concerning youth and the land hunger of the peasantry were favourable – but not enough to counter the prevailing negative mood. The tone of Source A (from a later historian's overview) is very different. The war 'won support from important sectors of society'; Abyssinia was 'a popular war' and there was 'a peak of internal support'. The source has a different overall view compared with Source B, though this may be

explained by a difference of timescale, as Source A is aimed at Abyssinia 1935–1936 where Source B looks further forward to 1939. There are elements of agreement, however:

- both sources agree about the regime appealing to the peasantry
- both sources agree there was a huge propaganda effort to influence opinion
- there is an implicit agreement that there was a temporary burst of enthusiasm at the time of the successful war in Abyssinia
- Source A accepts there were negative aspects to the war – ‘killing hopes of domestic reform’.

One feature of high-level responses may be differentiation between the timescale of focus of the two sources; another may be skilful explanation of the implicit similarities.

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

How important was Mussolini's over-confidence in shaping Italian foreign policies in the years 1936 to 1940? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

The focus of this question is on the factors that shaped Mussolini's foreign policies in the years 1936 to 1940 – from the end of the war in Abyssinia until the decision to enter the general

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European war on the side of Nazi Germany. The sources provide evidence relevant to a range of factors. Source C deals with 'over-confidence' directly and Source A implicitly; but there are a number of relevant 'other factors': Fascist ideology; the pursuit of glory; economic factors and the desire to distract attention from Mussolini's domestic failures; preference for Germany due to the hostility to Italy from Britain and France. The key dates. '1936 to 1940' should be observed but there is room for relevant contextual material on the foreign priorities of the regime up to 1935, or lessons drawn from Mussolini's policies and actions after the involvement in the Second World War began.

Source A and, especially, Source C indicate that over-confidence was indeed an important factor. Source C is explicit on this and Source A implies it strongly through the material on popularity and 'peak of consensus'. Source B takes a very negative view, listing several points that suggest the opposite of over-confidence – and linking these points to specific issues where the regime failed to keep public opinion on its side throughout the years 1936 to 1939. Source C also refers to Mussolini's 'lack of common sense' and suggests that the relations between Italy and the other European powers mattered a lot, as well as over-confidence.

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 from own knowledge that Mussolini was over-confident might include:

- the cult of the Duce was very powerful and Mussolini started to believe his own myths
- there was negligible opposition to the war in Abyssinia either within Italy or abroad
- the attitude of France and Britain (such as at Stresa in 1935) encouraged Mussolini to believe he would get away with further aggression. His decision to invade Albania in 1939 was a typical example of this.
- Mussolini had considerable prestige in Western Europe, partly because people were convinced that Italy had coped better with the great depression than other countries
- Mussolini increasingly marginalized Italy's diplomats and controlled foreign policy himself – this shows how he thought he was a genius who could never be wrong.

Evidence supporting other factors might include:

- people knew that their living standards were declining, they did not believe the propaganda and Mussolini knew this. His foreign policy was based more on fear and weakness than on any sense of strength and confidence
- many Italians were hostile to the growing links between Mussolini and Hitler's Germany. Mussolini knew this but he went ahead anyway – either because of enthusiasm for Fascist ideology or because of his fear of Hitler and Germany
- Mussolini's regime did not really 'shape' its own foreign policies – either because Mussolini was always inconsistent with no clear sense of direction or because he simply reacted to events (if France and Britain had treated him differently then he would have acted differently)
- what happened in 1939–1940 shows how Mussolini hesitated to join Hitler's war until the last possible moment – this was the absolute opposite of over-confidence.



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**Question 2****03** Explain why the Aventine Secession took place 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 the occurrence of the Secession; 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 (this had already undermined the potential political strength of the opposition during and after the 1924 election) – or depth of comment on the extent to which the Secession was a desperate move by politicians who had already lost out (and the futility of the action proved that). Reasons might include:

- the Aventine Secession was a protest by liberal and socialist deputies, walking out of Parliament to demonstrate opposition against the violence and irregularities during the 1924 election
- it was deliberately harking back to an old tradition from Ancient Rome
- the secessionists hoped that their action would arouse popular anger and persuade the King to intervene
- there was no committed opposition to the Fascists from the traditional politicians and men like Giolitti, who had signed up on Mussolini's Big List – therefore a dramatic gesture was needed.

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**Question 2**

**04** 'In the years 1924 to 1929, Mussolini's regime achieved complete political dominance in 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 extent to which Mussolini consolidated his regime between the Matteotti Affair and 1929. 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 but answers will need to present relevant arguments to show how 'complete' this power was.

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Many factors enabled Mussolini to complete the consolidation of power. 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 word 'complete', pointing out that consolidating his power took a long time and involved many compromises – some may argue that Mussolini was forced to virtually abandon Fascist ideology in what was an 'interrupted revolution'. 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 Pacts of 1929 might be assessed as the culmination of this process, or just another compromise in which Mussolini made key concessions.

Many answers will point to positive factors working in Mussolini's favour. Evidence might include:

- the surrender by the King and old politicians like Salandra in the beginning
- the powerful effect of anti-communism in gaining support
- the extent to which the Corporate State appealed to business
- the fact that many of the elites were afraid of Fascist extremism
- the establishment of legal controls and a one-party state
- the success of OVRA and the absence of serious opposition
- the fact that Mussolini was very clever in playing on these fears and in promising to control the 'wilder elements'.

The Lateran Pacts of 1929 have 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 even by 1929. 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 and his anxiety to keep the support of the armed forces
- his desperate search for quick successes in foreign affairs and the economy to win popularity
- the extent to which he gave up on his ideological goals in the 1920s
- evidence from the 1930s to show how much further Mussolini had to go in 1929.

**Question 3**

**05** Explain why the Salo Republic was established in September 1943. (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 the collapse of Fascism in 1943 and the impact of the war on Italy up to July 1943 – but the main focus should be on the reasons why the new Salo regime was established after Mussolini escaped from captivity at Gran Sasso in September. Answers should provide an argued explanation of a range of factors, such as:

- the continuing appeal of Mussolini to many Fascist supporters and hardliners who rushed to join the new regime (such as Farinacci)
- the failure of efforts by the King and Badoglio to negotiate a separate peace during the Forty Five Days
- the speed with which the Germans acted to gain military control from 8 September
- the continuation of the existing bureaucracy.

The question is about reasons **why** – but higher-level answers will provide more than a list. Ways in which answers might offer links and connections and depth of comment might include:

- differentiation of relative importance (such as how all factors depended upon the central role of the continuing German occupation)

- links between the twin factors of delays by the provisional government and the speed of the German actions
- conceptual depth of comment about the continuing appeal of Mussolini and Fascism.

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**Question 3**

- 06** 'The internal resistance movements played a vital role in bringing about the final collapse of the Fascist regime in Italy between September 1943 and April 1945.'  
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.**

Answers are expected to provide an overview evaluation of the importance (or otherwise) of the internal resistance movements in contributing to the defeat of the RSI and its German allies in 1943–1945. Some answers may differentiate here between the different elements of the resistance, though many answers will focus particularly on the Communists.

**The resistance groups covered might include:**

- the CNLAI as coordinating 'umbrella' group
- the Communist partisans and the role of Palmiro Togliatti
- the Catholic resistance
- Liberal and Socialist political groups
- Left resistance propaganda encouraged by the Allies
- fighting units from the liberated South who fought in the northern civil war.

**Evidence for the importance and success of the resistance might include:**

- by the end of the war, there were 130 000 partisans, including 80 000 Communists
- many industrial workers were dissatisfied with the Fascist regime
- partisan fighters tied down huge military resources in counter-insurgency operations
- the Salo regime and the Germans fought an intense civil war, showing how seriously they took the threat
- it was partisans who captured and killed Mussolini in April 1945.

**Evidence that other factors were more significant might include:**

- Mussolini's leadership was weak and lacklustre, even Fascist propaganda was half-hearted and ineffective
- the partisans' activities led to harsh reprisals by German forces and the Black Brigades
- the real war was between the Germans and the invading Allies – partisan forces were only on the fringes
- the CNLAI was badly divided and the Communists were unpopular with many Italians
- the partisans only seemed really powerful at the end of the war – that was when huge numbers of late recruits joined, knowing that the war was won already
- there was a lot of Communist propaganda after the war, exaggerating the impact of the partisans.

**Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)