



**General Certificate of Education
January 2012**

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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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 education in Fascist Italy. (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 students 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.

Points of similarity:

- they agree that education was subjected to increasing state control and institutional changes, e.g. Source A “centrally directed education”, Source B “system was much more centralised and more directly controlled”. Therefore the fascist regime had a great impact on the structure and delivery of education in Italy

- they agree that Catholicism and the Catholic Church were allowed to have influence in education. Own knowledge to support this could come from reference to the Lateran Treaty of 1929.

Points of difference:

- Source A claims that the fascist control was limited as some “teachers continued to hold beliefs from older value systems”, support was “no doubt superficial and based on practicalities more than real faith”. Whereas Source B claims that the real revolution in the Fascist education was due to “the way education became fascist in spirit” – clearly suggesting that the “fascistisation” referred to in Source A had a great impact on the control of education
- whilst in Source B religion entering the classroom is put forward as a significant institutional change managed by the Fascist regime, in Source A it is put forward that Catholicism was always in the classroom and was, with socialism, a limiting factor on the effectiveness of the Fascist educational message. Therefore, they differ over the extent of Fascist control due to the influence of Catholicism in education
- Source A has a narrow chronological view (looking primarily at the changes of the 1920s) and therefore cannot take into account the longer-term impact of the “fascistisation”, whereas Source B is firmly rooted in 1943 and is able to take an overall evaluation of the control the fascist regime subjected education to. Own knowledge could be used here to stress the radicalisation of the Fascist regime in the late 1930s and the impact that had on education.

Therefore whilst superficially the sources do agree on the changes brought to education structurally by the Fascist regime, they clearly disagree about the extent of the impact education had on creating a fascist nation in Italy.

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.

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

How far had Mussolini's regime succeeded in creating a nation of loyal Fascists by 1939? (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 students 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 impact of Mussolini's social policies and the degree of success that they had in creating a nation of loyal Fascists. Effective answers will provide a clear argument and assessment in response to the question 'how far?'

Evidence from the sources to support the view that Mussolini was successful in creating a nation of loyal Fascists could include:

- Source A's statement that education was subjected to "increasing fascistisation", the reference to the oath of loyalty teachers had to take to the regime etc
- Source B's view that the centralisation and fascist control had a real impact on attitudes, "changes in the way education became fascist in spirit"
- Source C's reference to Fascist attempts to control society through radicalisation policies such as banning the informal use of language, the handshake and attacking the "bourgeois outlook and lifestyle".

Evidence from the sources to support the view that Mussolini was not successful in creating a nation of loyal Fascists could include:

- Source A's reference to how teachers were motivated by "practicalities more than real faith", reflecting the lack of impact of Mussolini's educational indoctrination programme as socialism and Catholicism continued
- Source B's reference to "Religion had entered the classroom"; much can be made of the alternative ideology to fascism that existed due to the presence and strength of Catholicism in Italy
- Source C shows how even Mussolini recognised that he had failed to create a nation of fascists as the "revolution must change the habits of Italians", implying the limited impact of fascistisation prior to 1938.

Evidence from own knowledge that Mussolini's regime succeeded in creating a nation of loyal Fascists:

- there was very little open opposition to the regime prior to the radicalisation policies of 1938
- membership of the PNF grew rapidly as did membership and participation in Fascist groups such as the ONB and OND
- the cult of Il Duce gathered momentum and in 1936 Mussolini was at the peak of his personal popularity
- the Fascist youth movement had considerable success in encouraging urban, middle-class boys to embrace Fascist beliefs
- the all-pervasive nature of Fascist propaganda convinced outside observers that Mussolini's policies had transformed Italians into a nation of loyal Fascists.

Evidence from own knowledge that Mussolini's regime failed to create a nation of loyal Fascists:

- the impact of Fascist propaganda was patchy, particularly in the South
- the failure of key policies towards women such as the battle for births
- many Italians chose to join Fascist organisations to benefit from the "perks", rather than through loyalty to the regime
- a key reason why Mussolini's regime was unable to create a nation of Fascists was because of the compromises he had to make in order to secure political power, thus the Catholic Church existed as an alternative ideology to Fascism and the Pope and the King as alternative authority figures to the Fascist state
- many Italians supported Mussolini but not Fascism

- Mussolini purposely curtailed the influence of the most radical Fascists within the PNF in order to follow his policy of normalisation, thus there were very few ardent Fascists to push forward a Fascist social revolution
- opposition and resistance to the regime increased as the Fascist state imposed more restrictions during their imposition of radicalisation post 1938.

Higher level responses will differentiate between the different social and regional groups in Italy and analyse the extent to which they loyally supported the Fascist regime.

Question 2

03 Explain why the Battle of the Lira was launched by Mussolini. (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 students 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 introduction of the Battle of the Lira; the best responses will differentiate according to relative importance of particular factors. Answers which primarily discuss the impact and the results of the Battle of the Lira are not explicitly useful. Answers may include some of the following reasons:

- the catalyst for the introduction of the Battle of the Lira was the rapidly falling value of the Italian currency on the international financial markets. In October 1922 the Lira was worth 90 to the pound, by 1926 the value of the Lira was reduced to 150 to the pound
- a primary aim of the Battle of the Lira was to reduce inflation and win the support of the middle classes who were hit hardest by rising prices
- a longer term reason why the Battle of the Lira was introduced was to fulfil Mussolini's aims of restoring Italy's international prestige and prove to Britain and France in particular that the Lira and hence Italy was a mighty world power
- the Battle of the Lira was part of Mussolini's attempt to bring stability to the Italian economy and also to impose Fascist controls, following the dismissal of De Stefani in 1925
- stimulate Italian industry and secure the support of the Industrialists.

Question 2

04 'Mussolini's economic policies completely failed to modernise Italy in the years 1922 to 1939.'

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 students 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's economic policies modernised Italy by 1939.

Evidence that Mussolini's economic policies failed to modernise Italy could include:

- Mussolini's shopping list to Hitler in 1939 as an excuse to stay out of the conflict which would escalate into the Second World War

- the small extent in terms of economic gains Fascist economic policy had made were wiped out by Mussolini's foreign policy ambitions in Africa and Spain
- Fascist agricultural policy did little to modernise farming methods or productivity, the Battle for Grain was ultimately counter-productive and the Battle for the Marshes failed to deliver sufficient agricultural land for the peasantry
- the Fascist ideological policy of ruralization was counter-productive to the expansion of Italian industry
- the gap between the urban, industrialized North and rural South widened under Mussolini's regime
- the revaluation of the Lira ravaged export industries.

Evidence that Mussolini's economic policies had some success in modernising Italy could include:

- the development of infrastructure (the rail and autostrada networks) under the Fascist regime was fundamental to Italy's ability to develop a modern economy
- the Fascist regime extended the electrification of Italy
- sections of industry thrived through state investment. Italy became an industrial leader in the production of motor cars, merchant ships, aircraft, chemical production and engineering, all products of a modernising economy
- official Fascist propaganda claimed that the Corporate State was the new, modern way to solve economic problems, the third way between capitalism and communism
- Fascist policies such as the IMI and IRI protected the Italian economy from the most severe ravages of the Great Depression allowing the modernisation of Italy to continue.

Higher level responses will differentiate between different elements of the Italian economy and evaluate the extent to which the Fascist regime modernised Italy's economy and agriculture as well as the different regions of the state. Factors which held back Fascist attempts at modernisation, such as Mussolini's over ambitious foreign policy, the lack of natural resources and the lack of total Fascist control of the economy, will be clearly appreciated in higher level responses. As ever with Mussolini, his propaganda claims to have modernised the economy fell way short of the reality.

Question 3

05 Explain why Mussolini wanted to expand Italy's empire in Africa. (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 students 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 produce a range of reasons for Mussolini's desire for a greater Italian empire in Africa. Responses could include some of the following.

Long term reasons:

- consolidation of Italy's position in East Africa and revenge for the 1896 Italian defeat at Adowa
- to catch up with the traditional imperial powers of Britain and France
- to fulfil Fascist ideological belief in war and conquest
- to secure export markets and strengthen the Italian economy.

Short term reasons:

- to secure living space for Italians following the introduction of the Battle for Births
- to divert attention away from domestic economic problems during the Great Depression by having a short victorious war of conquest in Africa.

The best responses will differentiate according to relative importance of particular factors.

Question 3

- 06** 'In the years 1923 to 1940, Mussolini achieved all of his foreign policy ambitions.'
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**
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- 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 students 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.

In order for this question to be answered effectively students must state clearly what Mussolini's foreign policy ambitions were, then assess the extent to which all his ambitions were achieved or not by 1940.

Evidence that Mussolini was successful in achieving his foreign policy ambitions:

- the Imperialist vision of an extended Italian Empire in Africa was clearly achieved with the conquest of Abyssinia in 1936. Imperial expansion also took place in the Balkans through the creation of the Italian protectorate of Albania and its subsequent invasion of 1939
- Mussolini's anti-communist aim was fulfilled through intervention in Spain (1936–1939) and the Anti-Comintern pact (1937)
- Mussolini fulfilled his ambition of increasing Italy's standing on the world stage through diplomatic agreements such as the Locarno Pact, Kellogg-Briand Pact, Stresa Front and Munich Conference
- Mussolini's foreign policy went some way to avenge the mutilated victory through aggressive diplomacy towards Greece e.g. Corfu, and the securing of Fiume
- Mussolini successfully stopped Nazi expansion which threatened Italy's borders by stopping the Anschluss in 1934
- the growing close relationship with Nazi Germany symbolised by the Rome-Berlin Axis of 1936 was intended to help Mussolini's attempts to secure his ambitions in the Mediterranean and Africa
- Mussolini used the Second World War to extend his gains in Africa further in 1940. Italian forces moved into British Somaliland, Sudan and Kenya and in September he ordered the invasion of Egypt.

Evidence that Mussolini was not successful in achieving his foreign policy ambitions:

- Mussolini's increasing use of aggression in foreign policy from 1935 alienated the democratic nations and forced Mussolini into a diplomatic relationship with Nazi Germany in which Italy was increasingly the junior partner
- Mussolini was unable to protect Italy's borders in the longer term, symbolised by the Anschluss of 1938
- Mussolini effectively lost control of Italy's foreign policy by signing the 1939 Pact of Steel, hindering his ability to independently fulfil his foreign policy ambitions
- Mussolini's expansionist aims fulfilled by his adventures in Abyssinia and Spain fundamentally weakened Italy's standing in the international community as well as undermining Italy's ability for future war and conquest
- Mussolini's anti-Communist aims were fatally undermined by the Nazi-Soviet Pact of 1939
- very limited gains following entry into the Second World War, particularly in France; hopes of controlling the Mediterranean faded fast, following the disastrous invasion of Greece and the disaster at the Battle of Taranto.

Whilst superficially Mussolini's foreign policy before 1939 looked to be more successful than unsuccessful, Il Duce had sown the seeds of his own downfall.

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