
AS
HISTORY

Paper 2L Italy and Fascism, c1900–1926

Mark scheme

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

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 from aqa.org.uk

AS History Paper 2 Specimen Mark Scheme

2L Italy and Fascism, c1900–1926

Section A

- | | | | |
|---|---|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why Mussolini succeeded in consolidating his Fascist regime between October 1922 and 1926? | [25 marks] |
|---|---|--|-------------------|

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context | 16-20 |
| L3: | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is an ostensibly neutral and objective view from a respected newspaper; on the other hand, it may show a superficial impression, taken in by the propaganda of the new regime.
- it only deals with the first year of a lengthy process
- the tone is flattering, uncritical and congratulatory.

Content and argument

- it lists a significant number of achievements that were calculated to build support from politicians and public opinion: finances, public services, railways, security, self-respect, colonial policy
- it sees Fascism in positive terms

Contextual knowledge should be used to assess the validity of these points, for example:

- the accuracy of claims made with respect to achievements
- the state of economy and unemployment
- the accuracy of claims regarding Fascism / Fascist rule

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this source is by Orlando, a former prime minister with a vast knowledge of the political scene in Italy.
- he had initially supported Mussolini but then became a fierce critic of his methods, which he has experienced at close hand.
- he may be seen as a hostile witness in this source
- it is early 1925, not long after the Matteotti Affair, which helps to explain the emphasis on repression and party violence
- the tone is disillusioned, bitter and highly critical.

Content and argument

- the source argues that beneath an outward appearance of calm there is a huge amount of violence and repression by the Fascist Party
- personal freedoms were restricted
- Government rather than the Fascist Party orchestrated violence

Contextual knowledge should be used to assess the validity of these points, for example:

- The nature and extent of Fascist violence
- Loss of freedoms
- The extent of government/party violence

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Orlando was in a position to have an informed view, however he had become critical of Mussolini's methods and so may be seen as unreliable, whereas Source A is an outside view, potentially more objective. Any supported argument as to relative value should be fully rewarded.

Section B

0 2 'Instability in Italy in 1919 was due to Italy's involvement in the First World War.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Students may refer to some of the following in support of the proposition:

- the war produced serious economic problems. It disrupted markets and patterns of employment. There was terrible inflation
- the war produced a crisis of 'frustrated nationalism'. Defeats such as Caporetto left scars; the idea of the Mutilated Victory was strong after the peace settlement
- D'Annunzio's occupation of Fiume was an example of 'dangerous instability'
- there was also a political crisis. The old elites were weakened; socialism was strengthened (as it was everywhere in Europe); new forms of politics (the Popolari and the Fascists) emerged to challenge the old system.

Students may also refer to some of the following to balance the argument:

- whilst there was instability, it was not necessarily 'dangerous' – it could have been handled by better, braver governments than Italy managed to provide
- the instability (and the failure to deal with it) was less about the war and more due to the weaknesses of the old guard politicians – their system was already crumbling before 1915 (which is part of the reason Italy went to war)
- it was a combination of factors, not just the war that undermined democracy.

Students will be expected to produce a balanced response as indicated.

0 3 'Italian democracy collapsed in 1922 because the conservative elites feared Socialism more than they feared Fascism.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- | | | |
|------------|--|--------------|
| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Students may refer to some of the following in support of the proposition:

- the old elites were indeed afraid of Socialism. This included fear of the actual political impact of the PSI through elections and party organisation; and also exaggerated fears of 'red revolution' being imported from Russia and Germany
- Mussolini deliberately played on fears of socialism in his propaganda and in his negotiations with the old elites in 1921–1922
- both the army and big business were anxious to find allies against the power of the Left.

Students may also refer to some of the following to balance the argument:

- the elites did seriously fear Mussolini – that is why they made a deal with him. They thought he was the only person to restore order out of the violence, partly because most of the violence was committed by the Fascists and therefore Mussolini could turn it off like a tap
- many conservative politicians thought they could use and manipulate Mussolini
- democracy collapsed because the King was weak, nothing else
- there was genuine, enthusiastic support for Fascism among key officers in the army
- democracy collapsed because a lot of the people who ran Italy did not believe in democracy at all.

Students will be expected to produce a balanced response as indicated.

