



General Certificate of Education

AS History

Unit 2: HIS2K

A New Roman Empire?

Mussolini's Italy, 1922–1945

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 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

Specimen Mark Scheme

AS Unit 2: Historical Issues: Periods of Change

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

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source A** differ from those in **Source B** in relation to the Corporate State. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

The views differ over the reasons for the Corporate State. While Blinkhorn, in Source B, claims the attempt was 'never a serious one', Mussolini, in Source A, talks of his 'vision' and 'five years of harmonious work'. They also differ about the nature of the 'discipline' it imposed. While Mussolini (Source A) claims the discipline was not 'forced', Blinkhorn (Source B) refers to the 'suppression of trade unions' and the 'oppression' and 'exploitation' of labour. There are also differences regarding the Fascist attitude to 'classes'. While Mussolini (Source A) claimed his measures did not 'serve the selfish interests of classes', Blinkhorn (Source B) refers to a system designed to 'discipline labour in the interests of employers and the state'. While Mussolini (Source A) claimed his work had improved moral life, Blinkhorn (Source B) believed it merely shrouded continuing corruption. Finally, the sources differ over the purpose of the experiment. For Mussolini (Source A) the measures were undertaken for the good of the nation and welfare of all, but Blinkhorn (Source B) suggests the motivation was stability and respectability and that what was done was an 'elaborate disguise'.

Candidates might acknowledge that both sources refer to the introduction of greater 'discipline' in the workplace and that the Corporate State helped bring stability/solidity. They might explain that Mussolini was clearly concerned to portray the system in a good light and that his writing is

overtly propagandist, whilst Blinkhorn's is a more measured reflection in which Blinkhorn makes his judgement from a very different and anti-Fascist political viewpoint.

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

How successful were Mussolini's economic policies between 1922 and 1940?

(24 marks)

Target: AO1(b), AO2(a), AO2(b)

- 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. The response will be limited in development and skills of written communication will be weak. There will be little, if any, awareness of the different historical interpretations in the sources. **0-6**
- 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. Answers will be coherent but weakly expressed and/or poorly structured. They will display limited understanding of the differing historical interpretations in the sources. **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 an understanding of the different historical interpretations in the sources. 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, showing a good understanding of the historical interpretations in the sources, linking to the wider historical debate. 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, which will include a well-developed understanding of the historical interpretations in the sources and of the wider historical debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content**From the sources:**

Candidates are likely to refer to Mussolini's claim that his efforts were successful and that they 'transformed the economic life' and removed strikes (Source A). They should also consider Blinkhorn's criticisms (Source B) and his comment that 'corruption and exploitation' continued to flourish. From Source C, plentiful information can be found to support the view that Mussolini's policies were a failure, e.g. 'the Corporate State did nothing to improve economic conditions – it never existed at all except on paper'; 'Italy became almost self-sufficient in wheat production at the expense of the rest of her agriculture'; 'the Fascist regime did more to hinder than to aid economic growth and modernisation'; 'growth in national income was held back by restrictive cartels, discouragement of urban growth, the Battle of Grain, the spread of autarky and the promotion of war industry'.

From own knowledge:

Candidates will need to take account of Mussolini's aims in order to answer this question effectively. He wanted to boost the Italian economy, reduce industrial disputes and make Italy self-sufficient and ready to engage in war. Specific aspects of his economic policies which might be assessed include:

- The Battle for the Lire: he aimed to keep a high rate of exchange to show the world the stability of and power of Italy as well as to reduce inflation. It actually reduced exports, undermined small businesses and caused serious deflation, although industries like chemical and steel, dependent on imports, benefited
- The Battle for Grain: he aimed to make Italy self-sufficient in grain production and reduce the balance of trade deficit. Although cereal production doubled 1922–1939, and grain producers benefited, animal rearing and vine-growing decreased and the high cost of bread had an adverse impact on the Italian diet
- The Battle of the Marshes – partly undertaken to increase land for cereal production and provide more jobs – was never carried out in its entirety and, although providing jobs, had a limited impact on boosting farming
- Aims of self-sufficiency were unattainable since Italy was deficient in coal, oil and basic raw materials such as iron. By 1939 domestic production met only a fifth of raw industrial needs. Prices went up and industries such as textiles were badly hit. Although Italy was virtually self-sufficient in grain, imports of other foodstuffs increased
- Mussolini's state did succeed in 'riding out' the Depression from 1929. It set up the IRI and combated the slump through price-fixing, cartels, wage-cuts alongside public works schemes, reductions in the working day, lifting the ban on emigration and extensions to the welfare service. None of the measures was particularly impressive, but Italy did not face the widespread unrest encountered elsewhere
- Corporatism – designed to promote harmonious relations in the workplace and regulate industry proved largely irrelevant and was certainly not the 'success' Mussolini made it out to be. Employers gained increased control over workers and there was restriction on freedom of economic activity
- Assessment of the effect of Fascism on living standards is variable. It could be argued that the northern industrialists and landowners benefited, while the peasantry suffered. For industrial workers it was a mixed picture. The OND promoted leisure activities and those in expanding industries benefited, but cuts in wages, increase in prices and the weakness of the unions also caused some hardship and workers suffered relative to employers. It can certainly be said that the gap between the industrialised north and rural south continued to widen

- In terms of overall achievement, the regime promoted the growth of 'modern' industries such as steel, chemicals, artificial fibres, electrics and cars as well as promoting the creation of an up to date banking system. However, although there was modest growth there does not appear to have been a major transformation of the economy – and the Abyssinian War proved more of a drain on economic resources than a benefit to them

Question 2

- (a) Explain why Mussolini signed the Pact of Steel with Nazi Germany in May 1939.

(12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The Pact of Steel was signed because these two nations shared a similar fascist ideology and aggressive outlook. After the Abyssinian War of 1935, Italy had grown closer to Nazi Germany because of their right-wing anti-Communist and anti-socialist views. Like Germany, Italy had lost some of the good will of the western powers through aggressive behaviour. The relationship was further encouraged by their co-operation in the Spanish Civil War where they fought together on the Fascist side (1936–1939) and following Mussolini's visit to Germany in 1937 when the pomp and ceremony of the Nazi leader impressed Mussolini, Italy had signed the Anti-Comintern pact with Germany and Japan. This drawing together of two similarly motivated powers was further enhanced when Mussolini withdrew from the League of Nations in December 1937, accepted the Anschluss and introduced anti-semitic decrees into Italy in 1938. The final step came at the Munich Conference when Mussolini was impressed by Hitler's audacity and belligerent stand as against the weakness of the West. By invading Albania in 1939, Mussolini acted unilaterally, severing what remained of any possible rapprochement with the other western powers and so Italy was propelled into the Pact of Steel with Germany.

- (b) 'In June 1940, Mussolini was forced into a war which he did not want.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

Candidates will need to show a judgement by balancing the ways in which the statement is true and untrue.

Material that might be used to suggest it is true include:

- Italy was not ready for war in 1940. Mussolini had told Hitler in 1939 that he would only be ready for war in 1943. Italy was not self-sufficient and many of the best fighting units had been used up in Ethiopia, Spain and Albania. Italy had inadequate armoured vehicles, no long range bomber aircraft and a navy lacking aircraft carriers
- The war was of Hitler's making, not Mussolini's. Mussolini was forced into war through his alliance of 1939
- It was the British attitude – the British blockade of German coal exports to Italy (March 1940) and Britain's unwillingness to make concessions forced him to take sides
- Mussolini had no strategic plan. The early stages of the Italian war effort were blundering, suggesting Mussolini had been unprepared

Material that might be used to suggest it is untrue include:

- Mussolini's whole regime was moulded on aggression and preparation for war (autarky; Fascist propaganda). Mussolini saw war in 1940 as a last opportunity to gain a Mediterranean empire before Hitler made a victorious peace
- Mussolini wanted to keep up with Hitler and having witnessed his early success was impatient to conduct a parallel war to show Italian military prestige and restore his status as the 'senior' Fascist partner
- Mussolini wanted war to help him establish his political dominance. He wanted to strike at the Church, Monarchy and landed interests which limited his power

Candidates are likely to conclude that Mussolini had little option if he were to save his face as a Fascist leader. He gambled on joining the winning side – and his decision was supported by Ciano and Grandi, his military advisers. However, they may argue that (ideally) Mussolini would have liked to have waited rather longer before breaking Italy's initial neutrality.

Question 3

- (a) Explain why there was a March on Rome in October 1922. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

There was a march on Rome to confirm the Fascist party under Mussolini as rulers of Italy. The PNF, established in 1921 and based on the fascio di combattimento (founded March 1919) was a nationalist organisation which opposed the weak Italian governments (marred by squabbling liberal politicians) and the growing PSI (Socialist) party. The March was a reflection of the support it had gained from the rural and industrial elite and small landowners who were frightened by the growth of Socialism. The March on Rome was planned as a means of bringing Mussolini into power. Although the Fascists won only 7% of the vote in the 1921

elections, Mussolini refused anything less than the Prime Minister's post. His radical followers (the *ras*) demanded a takeover of local and central government. Mussolini used the threat of the *ras* to reinforce his claims and on October 29th King Victor Emmanuel invited him to Rome to form a government. Only after he was sworn in as PM on 31st did the squads begin to arrive (mostly by train). The March on Rome was actually a celebration of the Victory but it was necessary to appease the squads and give the illusion of a coup. It confirmed Mussolini's position and the weakness of the King who had grown disillusioned with parliamentary leadership but had hesitated to call martial law to stop the event. It was also a reaction to the weak leadership of Facta, Prime Minister from February-October 1922, who failed to act against Fascist threats and violence and Salandra, who took over in October, who was unable to persuade Mussolini to join his government and so advised his appointment as Prime Minister.

- (b) 'From 1929, the Catholic Church was a loyal partner of the Fascist State.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

Candidates will need to show a judgement by balancing the ways in which the statement is true and untrue.

Material that might be used to suggest it is true include:

- The Concordat of 1929 ensured Church support for Fascism. Priests participated in ONB activities. Priests co-operated with party officials in enforcing pronouncements against modernism, e.g. in dress and the role of women and in reinforcing traditional family values. Clergy gave Fascist salutes and praised the Duce in services and in the community. It helped take Fascism to the rural communities
- The Church supported the Ethiopian War in 1935 and masses were said for the departing soldiers. It was seen as a crusade against the heathen
- The Church retained its place in education and Catholicism and Fascism were taught as complementary dogma in schools

Material that might be used to suggest it is untrue include:

- There remained priests who refused to accept Fascism
- Catholic Action (which had a large network of parish-based organisations with lay membership) was recognised by the Concordat and continued to organise activities. By 1930s it had a membership of over 1 million and proved an obstacle to full Fascist control. The government tried to close down some of its offices in 1931 and the Pope responded by printing an encyclical in *L'Osservatore Romano*. The resultant compromise allowed CA to run strictly religious, recreational and sporting activities only
- In 1937–1938 there were quarrels over anti-Semitism. The Pope criticised the state for forbidding marriages between Jews and Italians
- The Church was never a 'partner'. Its continuing independence and role in education meant that Mussolini's regime could never be fully 'totalitarian'

Candidates might conclude that while there was substantial collaboration and partnership, there was also rivalry. Mussolini never entirely succeeded in winning over the Church, but equally the Church never became a centre of resistance against Fascism.