

**AS**  
**HISTORY**  
**7041/2L**

Italy and Fascism, c1900–1945

Component 2L The crisis of Liberal Italy and the Rise of Mussolini, c1900–1926

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**Mark scheme**

June 2022

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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 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.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**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 the March on Rome?

**[25 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- 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 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 having 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

- the date is significant because it is the day after Mussolini was invited to join the government. It is an immediately contemporary account of the Fascist take-over of power
- a strength of the source is that it is from outside Italy, published by a newspaper free from censorship in a democratic state. It offers some balance and is aware of the possibility of bias in the accounts coming out of Italy. A weakness of the source is that it is reliant on information coming from Italy and it is obviously influenced by Fascist propaganda. The Times is an establishment newspaper and has some sympathy for Fascism's anti-Communist stance
- the tone of the source emphasises the significance of what has taken place, and the decisive role played by the Fascists. It 'plainly is a revolution', 'everything fell flat before the Fascists'.

### Content and argument

- the argument of the source is that the March on Rome/appointment of Mussolini as Prime Minister was a significant and revolutionary event in which the Fascists took over the state. The source supports the view that the takeover was led by the Fascists and was a seizure of power. This could be supported by the context of the Fascist take-over in the summer of 1922 and its importance in intimidating the state into giving power to Mussolini
- the source argument could be challenged by the context of the actual 'March on Rome' which took place the next day, and the failure of the Fascists to seize some towns. 'Large numbers' were only concentrated in Rome after the events described
- the source supports the view that after the March on Rome the future direction of Italy was now uncertain, in that Fascism had both 'wholesome' and 'evil' elements. This could be supported by the context of Mussolini's 'twin-track' strategy.

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

**Provenance and tone**

- the date is important in that Seldes wrote this book in the 1930s. He has knowledge of the events that came after the March on Rome, for example the establishment of the dictatorship and the use of violence
- the author was a journalist who had first-hand knowledge of Italy. This is a strength of the source. Weaknesses of the source are that Seldes was not in Italy in 1922, when the March on Rome happened, and he has a bias against Mussolini, having been expelled for his criticisms of the Duce. He writes in order to expose the weaknesses of the 'sawdust Caesar'
- the tone is ironic, mocking Mussolini for being 'triumphant'. It refers to the 'capture' of Rome. It is straightforward in dismissing the significance of the March on Rome. 'There was no revolution'.

**Content and argument**

- the main argument of the source is that the March on Rome took place after Mussolini became Prime Minister, and that it was not a revolution. This can be supported by knowledge of the chronology
- the source also argues that the March on Rome has been portrayed as a revolution, and continues to be so. This could be supported by the 'myth' of the March on Rome as portrayed in Fascist propaganda
- the source argues that the Fascist takeover was a 'conspiracy' of the army, the government and industrialists. This can be supported by knowledge of Mussolini's supporters in 1922 and the actions of the King and of the army.

In arriving at a judgement as to which source might be of greater value, students might consider that Source B contains more reliable information as it exposes the myth of the March on Rome and the seizure of power, whereas Source A is more dependent on the Fascist sources at the time. Source A, therefore, over-emphasises the role of the Fascists in seizing power. On the other hand, Source A could be seen as more valuable as an immediate contemporary source, with more balance. It conveys the uncertainty over which direction Fascism would take in 1922 and does not have the clear anti-Mussolini bias of Source B. Whichever view is taken, the answer must be rewarded according to the strength of the argument put forward.

**Section B**

**0 2** 'The conflict between the Church and the State was the main weakness of Italy in 1900.'

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.**

**Arguments supporting the view that the conflict between the Church and the State was the main weakness of Italy in 1900 might include:**

- it was a legacy of the unification in 1870 that the Pope did not recognise the Italian state. He denounced liberalism and forbade Catholics from voting in elections. This was significant in reducing the legitimacy of the government and making the unification unfinished
- Italy was a highly religious and Catholic country in which the parish priests were very influential due to low levels of literacy, especially in the rural south. The significance of this was the people did not feel loyalty to the state. It exacerbated the north/south division in the country
- when the Pope did allow Catholics to vote (in 1904) it was only so that they could challenge the threat of socialism. This added to the political instability rather than improving the situation.

**Arguments challenging the view that the conflict between the Church and the State was the main weakness of Italy in 1900 might include:**

- that Catholics were not allowed to vote was less significant than the limited electorate, which gave the vote to only 25% of adult males. Corruption in elections and the management of parliament majorities through 'trasformismo' weakened the government
- the north/south divide of the country was the more significant, with growing economic differences as the north industrialised and the south's economy was based on inefficient agricultural practices. The religious divide was a reflection of these economic and social differences
- social divisions were more significant, particularly between the rich and the poor. There were two Italys: 'legal Italy', the political class which imposed high taxes; and 'real Italy', the poor who paid the taxes.

Answers may conclude that religious belief was so widespread that the conflict between Church and State was the main weakness of Italy as a legacy of unification. It could also be argued that the problems of Italy were inter-related. Italy had other significant weaknesses which could be used to challenge the question. Good understanding of key features may be reflected in the links made between the different factors, leading to a substantiated judgement.



**0 3** 'Italy was weakened by the peace treaties of 1919/20.'

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.**

**Arguments supporting the view that Italy was weakened by the peace treaties of 1919/20 might include:**

- it was a 'mutilated victory'. The raised expectations of the nationalists focused attention on the commitments made to Italy in the Treaty of London (1915) which were **not** upheld. In particular the territory in Dalmatia and a share in the Turkish Empire. Italy also made no gains in Africa. Fascists blamed the Liberal government for losing the peace
- Italy's failure to gain colonies weakened Italy compared to the other victorious powers. It contrasted sharply with the gains made by Britain and France, who were significantly stronger after the treaties
- the treaties led to the resignation of two prime ministers. Orlando resigned in 1919 having been accused of not standing up for Italy in the negotiations. Nitti resigned in 1920 over the Fiume revolt
- the Nationalists condemned the treaties. The failure to gain Fiume led to a significant revolt by D'Annunzio which showed the weakness of Nitti's government.

**Arguments challenging the view that Italy was weakened by the peace treaties of 1919/20 might include:**

- Italy achieved many of its war aims, including all of its nationalist claims to the 'Italia Irredenta'. As promised in the Treaty of London, Italy gained Trentino, South Tyrol, Istria, and part of Dalmatia. This was a total of 9000 square miles
- Italy was strengthened by its territory on the northern border, with control of the Brenner Pass
- in December 1920, Giolitti reasserted control over d'Annunzio's occupation of Fiume, restoring the city to its international status. The nationalist revolt was not significant
- the treaties themselves were not disastrous to Italy, but linked to the other problems, for example of the economy, leadership and the conduct of war, the treaties became a focus of resentment.

The liberal government of Italy was weakened by the Fascist claim that the victory was 'mutilated'. Italy did not seem to have been treated fairly as a victorious power. The promises made to Italy came into conflict with Woodrow Wilson's desire of national self-determination. This added to the social and economic problems in the post-war period and made Italy seem weak. On the other hand, it can be argued that Italy secured many of its war aims. Giolitti was able to act decisively to defeat the nationalist revolt at Fiume so the peace treaties themselves were not a significant weakness for Italy at this time.