

A-level
HISTORY
7042/2L

Component 2L Italy and Fascism, c1900–1945

Mark scheme

June 2023

Version: 1.0 Final



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, assess the value of these three sources to an historian studying the impact of the defeat at Caporetto for Italy.
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[30 marks]*Target: AO2**Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.***Generic Mark Scheme**

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- 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.

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

Provenance, tone and emphasis

- the author is valuable as Soffici experienced the war and witnessed the defeat at Caporetto directly. A weakness of the source is that he was a supporter of the war and biased against the liberal government, the ‘politicians in Rome’ who are ‘evil’. The context would be knowledge of the new political movements
- the source is a memoir, so Soffici is perhaps trying to justify his choice to support the war. A strength of this memoir is that it was written immediately after the war, and so shows his view of the liberal government at that time
- the source emphasises the potential strength of the Italian army and the weakness of the government. It is the government which is weakening Italy. This reflects the Nationalist background of Soffici
- the tone is admiring of the soldiers, of the ‘young men’ who had been ‘deceived’. The tone is bitter when directed at the government, which is ‘evil’. The politicians are humiliated and embarrassed. They ‘cause disagreements, lie and bicker’.

Content and argument

- the source argues that the defeat at Caporetto was not the fault of the soldiers. This could be supported by the context of the government war effort. It could be challenged by the number of desertions in the Italian army
- the source illustrates that the Italian army was a largely peasant army. The context here is that the industrial areas of the north had reserved occupations. The government had sent this peasant army to defeat and death
- the source tells us how the government was viewed by Nationalists. The context here is the rise of opposition groups, and the perceived weakness of the liberal political system. The Nationalist opposition influenced Italy’s decision to enter the war, but the source argues that the government is responsible for the failures
- the source argues that the defeat at Caporetto will have a great impact because it demonstrated that Italy could not be a great nation under the liberal government, as it is ‘poor soil’. Caporetto inspired opposition to the government and this could be supported by the context of 1918/19.

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

Provenance, tone and emphasis

- the author is valuable because Mussolini had been a soldier, and was injured. He was to become very influential in the politics of Italy after the war. He is writing after the defeat at Caporetto. A weakness is that he was not a major political figure at this time
- Mussolini was a journalist. The newspaper was supporting the war and became the newspaper of the Fascist movement. The article is addressed to a pro-war audience and to possible supporters, ‘the enormous mass of men’, of a new political movement, which is yet to be formed. Context that Mussolini had been a Socialist but left the party in 1914
- the article emphasises the potential for a great change to the political system as a result of the war. A weakness is that it is exaggerated and says nothing which is specific about those changes
- the tone of the article is bold and dramatic. The soldiers are an ‘immense moral force’, ‘a great army’. The ‘old men’ in government will be ‘swept aside’.

Content and argument

- the argument of the source is that the experience of war and the defeat at Caporetto (the ‘brutal and bloody training’) will lead to a new political movement and will sweep away the old liberal democracy. The context here is the experience of soldiers at the front and the way they were treated by the government
- the source argues that change in society will be caused by the return of the soldiers and the existence of ‘disabled veterans’. The context here is the number of men who served for Italy and their experience on returning to Italy
- the source tells us that the existing government was regarded as weak and in government for themselves. They are the cause of this crisis. The context here is the liberal government which had ruled on a narrow franchise. There was a division between ‘legal’ and ‘real’ Italy. The soldiers represented ‘real’ Italy
- the source is valuable in giving us some understanding of how fascism developed. The ideas expressed, the significance of ‘class and nation’, could be linked to the fascist movement which developed after the First World War and overthrew the democratic political system. For example, the role of nationalism, of violence, of ‘courage’ and ‘faith’, the continuation of the soldiers’ experience in the Blackshirts.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the author is valuable because Giolitti had been at the heart of government for a long time. He was Prime Minister before the war. He is well placed to describe the government's reaction to the defeat at Caporetto as he returned to parliament at that time
- a weakness of the source is that, as a memoir, Giolitti is trying to justify the actions of the government and his own views. After he returned to parliament to support the government he is bound to describe the effect as positive. He also includes a justification of why he was against the war in 1914. He is writing after he left the government
- the source emphasises that defeat at Caporetto, 'a great misfortune' led to change and ultimately victory
- the tone of the source is positive. Caporetto 'served to awaken the whole country'. It led to 'improvement' and ultimately a 'great victory'.

Content and argument

- the source argues that the political impact of the defeat at Caporetto was to invigorate the government and bring about changes to the leadership and the conduct of the war. The context here is the new approach adopted by General Diaz, for example new diets, more leave, trench newspapers
- the source admits that Cadorna had been wrong to accuse the soldiers of cowardice. The supporting context here is the number of Court Martials in the Italian army
- the source argues that the changes brought about led to victory at Vittorio Veneto. The supporting context would be knowledge of this battle and the end of the war
- the source suggests that Giolitti was doubtful of Italy winning the war in 1914–15, and so he opposed it. This could be supported by the context of the intervention crisis.

Section B

0	2	To what extent was the successful establishment of the Fascist state, in the years 1922 to 1929, due to the appeal of Fascist ideology?
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[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 successful establishment of the Fascist state, in the years 1922 to 1929, was due to the appeal of Fascist ideology might include:

- Fascist ideology offered strong government. This was reinforced by the appearance of the Squads in Rome after Mussolini's appointment. 'Our intention is to govern Italy'. This appealed because of the weakness of the Liberal government, with frequent changes of Prime Minister
- Fascist ideology appealed because it presented Mussolini as a great leader. The Cult of the Duce was popular. Ideology was promoted by effective propaganda
- Fascist ideology offered to solve the crisis of the economy through Corporatism, which would unite the workers and the factory owners. The promise of self-sufficiency gained the support of the landed elites in the Battle for Grain
- the ideology of Mare Nostrum harked back to Ancient Rome and was appealing. Foreign policy successes in these years included Corfu 1923 and Fiume 1924
- Fascist traditional views on family life were appealing to the Catholic Church and this helped to establish the Fascist regime, leading up to 1929.

Arguments challenging the view that the successful establishment of the Fascist state, in the years 1922 to 1929, was due to the appeal of Fascist ideology might include:

- Fascist ideology was not fixed and Mussolini showed the ability to be flexible in order to gain the support of the elites. An example was religious policy leading to the Lateran Treaty, and Corporatism, which favoured the bosses over the workers. Mussolini secured the regime at the expense of Fascism ideology
- terror and violence played an important role in establishing the Fascist state. For example, the intimidation of the Deputies in 1923 to secure the Acerbo Law, the murder of Matteotti and the establishment of a police state with political imprisonment
- Mussolini secured key legislation through legal means. Fascist propaganda played an important role here in creating a sense of renewal. The Cult of the Duce was effective
- Mussolini established the regime because of the weakness of the elites and their willingness to support Fascism. The role of the King was important. He need not have appointed Mussolini in 1922 as the Fascist movement was not strong. He could have dismissed Mussolini in 1925 after the Matteotti murder
- the Fascist regime was fortunate to benefit from the post-war economic recovery from 1922 which was overseen by de Stefani, who was not a Fascist.

Answers will show understanding of the factors which sustain dictatorship and the inter-relationship of those factors. Fascist ideology had a wide appeal and was effectively promoted through propaganda. Fascist ideology was also poorly defined at this stage, Mussolini himself did not seem to know what it stood for, and this enabled it to be adapted to suit the grievances of particular groups and to appeal to the elites. Violence and intimidation played a key role at times and the support of the elite was crucial, leading up to the Lateran Treaties in 1929.

0 3 To what extent was Mussolini committed to peace in Europe in the years 1933 to 1938?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 Mussolini was committed to peace in Europe in the years 1933 to 1938 might include:

- Mussolini wanted peace in order to keep the support of Britain and France, for example he remained in the League of Nations. He proposed the 'Four Power Pact' in 1933 in an apparent attempt to reduce international tension after the rise of Hitler
- Mussolini was not a natural ally of Nazism. He resisted the attempted takeover of Austria by Nazi Germany in 1934, as it threatened the northern border of Italy. Mussolini was seen by Britain and France as an ally to restrain Hitler. Mussolini initiated the meeting which led to the Stresa Front in 1935
- at Stresa, Mussolini presented himself as defending the Versailles settlement, showing a commitment to peace in Europe. His desire was for an 'empire of peace', as the Romans had achieved. For Mussolini, peace in Europe was part of an attempt to secure an Italian empire in North Africa
- in 1938 Mussolini proposed a conference to resolve the Sudetenland Crisis and posed as an 'honest broker' negotiating peace between Hitler and Britain and France.

Arguments challenging the view that Mussolini was committed to peace in Europe in the years 1933 to 1938 might include:

- Fascist ideology believed in war and was dismissive of peace. Mussolini's support for peace was part of a cynical 'make-weight' policy, in which he hoped to play off Britain and France against Germany. For example, through the Stresa Front he hoped to gain concessions from Britain and France when he expanded his empire in North Africa
- Mussolini supported peaceful initiatives when it suited him, it was never a commitment. For example, his support for the League of Nations was because Britain and France were his only possible means of securing his objectives. Mussolini was opportunistic. His invasion of Abyssinia destabilised the League of Nations and ultimately threatened peace in Europe
- Mussolini's involvement in the Spanish Civil War did not promote peace in Europe and it led to a closer alliance with Germany
- Mussolini was not an 'honest broker' at Munich. He gave Hitler a way to secure the Sudetenland and was effectively following Hitler's script. This escalated the crisis which would ultimately lead to war
- Mussolini used foreign policy for its propaganda value. For example, the Four Power Pact and the Munich Agreement. Mussolini was committed to personal prestige, not peace.

Answers will be able to show understanding of Mussolini's aims in foreign policy and his opportunism. Mussolini appeared to be committed to peace on a number of public stages. Initially, he did not see Nazi Germany as an ally and so supported Britain and France. On the other hand, this could be seen as a cynical attempt to take advantage in the circumstances he faced. These circumstances changed fundamentally with the rise of Hitler and then Mussolini was increasingly out of his depth, with ultimately disastrous consequences. There is evidence that he was seen as a peace-maker in the 1930s and was still in negotiation with Britain and France in 1938 and beyond as they sought to avoid war.

0 4 'The most important reason for the collapse of Fascism in Italy was the weaknesses of Mussolini's Salo Republic in the years 1943 to 1945.'

Assess the validity of 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

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- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 most important reason for the collapse of Fascism in Italy was the weaknesses of Mussolini's Salo Republic in the years 1943 to 1945 might include:

- Mussolini's Salo Republic failed to inspire popular support amongst the Italian people. The Republican Fascist Party had less than 500 000 members. The army had 50 000 men. The 'Black Brigades took brutal action against partisans which led to more opposition
- the Salo Republic was based in the remote town of Salo, with government buildings in Milan, and had no national identity. Rome was still the capital but Mussolini had no authority in Rome
- Mussolini offered radical policies, it was to be an Italian Social Republic, with Mussolini as head of state. Little was achieved. Large businesses were 'socialised' but this only alienated industrialists and did not win over the workers
- the Salo Republic was weak and totally dependent on the German occupying powers, who gave orders to the police and the army. Mussolini had responsibility without power
- the Salo Republic was weakened by Allied bombing raids in the north. The partisans linked with the Allies, assisting their attacks and the escape of prisoners of war.

Arguments challenging the view that the most important reason for the collapse of Fascism in Italy was the weaknesses of Mussolini's Salo Republic in the years 1943 to 1945 might include:

- the decisive moment in the collapse of Fascism was Mussolini's defeat in the Grand Council in 1943. There was insufficient support for the war in 1940 and by 1943 support for Fascism in Italy had all but collapsed. The Salo Republic was a 'pointless postscript'
- the anti-Fascist partisans played a decisive role in the defeat of Fascism. They had significant support from a broad political spectrum and carried out guerrilla warfare against the Salo Republic and the occupying German forces
- the collapse of Fascism was due to the defeat of Germany, on whom Mussolini was totally dependent. Eventually the German forces retreated to the Austrian border
- in the years 1943 to 1945 the last vestiges of faith in the Cult of the Duce were destroyed. Mussolini was captured by partisans and was ignominiously put to death, with his corpse displayed at a petrol station.

Answers will make a judgment about the reasons for the collapse of Fascism and will perhaps see the inter-connected nature of the relevant factors. The Salo Republic had many weaknesses and was ultimately dependent on the German forces. It can also be argued that the civil war of 1943 to 1945 extinguished any remaining support for Fascism and Mussolini in Italy, as evidenced by the Duce's capture by partisans. The partisans also played an important role, as did the progress of the Second World War and the fate of the German army.