



**General Certificate of Education
January 2013**

AS History 1041

HIS2K

Unit 2K

A New Roman Empire?

Mussolini's Italy, 1922–1945

Final

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

GCE AS History Unit 2: Historical Issues: Periods of Change

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

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Mussolini's rise to power. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: | Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Effective answers to this question will make a direct comparison of the two sources in the light of own knowledge of the context. Less successful answers will provide a literal account of the evidence of each source in turn, followed by a limited comparison.

Source differences:

- Source A clearly believes that Mussolini bluffed his way into power and that the Fascists were 'far from an irresistible force' in Italy. This source sees the weaknesses in the Fascist movement and is much more negative about the amount of power and control Mussolini and the fascists had available to them in the summer of 1922. However,

Source B is much more positive about the strengths of the Fascist movement and portrays them as organised and ambitious in 1922

- Source A's negativity is apparent in reference to 'several northern towns', whereas Source B clearly states that the Fascists 'had taken over most of the country north of Rome', therefore the sources differ significantly on the amount of geographical power and influence the fascists and Mussolini had in 1922
- the sources differ on the strength and usefulness of the Fascist militia, A refers to 'no more than 30,000 militants, poorly armed', whilst B refers to the militia as a 'useful threat to keep in reserve'. Therefore the sources differ to some extent about the strength of Fascist military power and influence.

There are elements of agreement, however:

- both Sources A and B agree that the 'March on Rome would be easily squashed' (A) and that if the Fascists used force there would have been a 'catastrophic outcome' (B), therefore they agree that the Italian armed forces were far superior militarily to the Fascist militia
- both sources agree that the King was the crucial individual who could stop the Fascist rise to power
- both agree that the Fascists had popular support, but differ on the impact and extent of that support
- Sources A and B agree that the Fascists had taken over a number of towns in the North of Italy, but differ on the extent of fascist political power in the provinces.

From own knowledge:

Students may refer to the collapse of the Socialists' general strike at the end of August 1922 as a critical turning point in the fascist rise to power. The Liberals were discredited by their inaction, whilst the fascists were heralded as saving Italy from the evils of Communism and revolution.

Better answers may conclude that a reason for the difference in the tone and view of the sources is that Source A is focused on the summer of 1922, whilst Source B is focused on the autumn of 1922. In this short period of time the Fascists had amassed more confidence in their limited military capabilities due to the inertia of the Liberal government and the socialist opposition.

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

How important was the Fascist Party in Mussolini's consolidation of power by January 1926?
(24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit.

0

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The focus of this question is on the degree to which Mussolini's consolidation of power was due to the Fascist party. Whilst the potential strength of the Fascists was important in Mussolini's

rise to power and subsequent consolidation, particularly in their ability to halt a socialist revolution, the Fascist party became a major problem for Mussolini in his relationship with the Italian elite. Mussolini consciously sought to limit the power of radicals within the party and to tame the Fascists.

Evidence from the sources:

Source A: Gives clear evidence which disagrees with the statement as fascism relied on “bluff”. Source A believes that Mussolini’s appointment into power and his subsequent ability to consolidate his power were not due to the strength of fascism, but due to the mistakes of the opposition, in particular the Italian elite.

Source B: Sees fascism as a force to be reckoned with, the party is clearly capable of governing most of Italy north of Rome. However, the Fascist militia lacks the necessary force and experience to take on the army. Source B sees Mussolini and the King as more important in the securing and consolidation of power process.

Source C: Sees Mussolini having to appease both the Italian elite and the Fascist Party in order to consolidate power, yet Mussolini bowed more to the pressure from the Italian establishment to restore normality to Italy.

Effective answers will provide a clear argument and assessment in response to the question ‘how important?’ Own knowledge and understanding will inform answers with a reasoned argument about the degree of importance.

Evidence from own knowledge that the Fascist Party was important in the consolidation of power process:

- Mussolini used a twin track policy to secure his power, alternating between legal and illegal methods. The violence and intimidation of the Fascist party was crucially important in crushing opposition from the Left. Fascism’s popular support primarily came from its anti-socialist message
- radical Fascists such as Bianchi and Rossini were important in pushing forward the idea of Fascist corporations which would curb trade union power in Italy
- Fascist intimidation was important. Mussolini cleverly used threats of fascist violence to intimidate the Chamber of Deputies into giving him temporary decree powers in 1922, which would last for a year. Fascists also intimidated the opposition to push the Acerbo Law through in July 1923. Finally, fascist violence helped secure 66% of the vote in the 1924 election
- the Rossi memorandum put incredible pressure on Mussolini to create a dictatorship which led to Mussolini’s speech to the Chamber on 3 January 1925, and which in essence laid the foundations for Mussolini’s personal dictatorship.

Evidence from own knowledge that the Fascist Party was not important in the consolidation of power process:

- the Fascist party was divided between moderates and radicals
- Mussolini saw the radical wing of the party as a direct threat to his supreme authority. In January 1923 Mussolini disbanded the fascist squads and created the MSVN which was state run. There was a purge of the PNF in 1923 of members who did not accept Mussolini’s authority
- the Fascist Grand Council was established in December 1923, all appointments to the FGC were controlled by Mussolini, part of his taming strategy
- radical fascist views were diluted further by the merger with the Nationalists in 1923

- the murder of Matteotti by Fascists was the key turning point in Mussolini's regime. Radicals were dismissed and Farinacci was appointed to control the PNF
- Mussolini's speech on 3 January 1925 indicated that a personal, not Fascist dictatorship would be established in Italy. This became clearer a year later when Mussolini was granted personal power of decree by the King
- Mussolini actively courted the Italian elite in order to secure his power. A relationship with the Catholic Church developed, despite the anti-clericalism of radical fascists. The industrial elite were reassured by the merger with the Nationalists and the appointment of De Stefani as Finance Minister.

Matteotti's murder in 1924 was a crucial turning point in Mussolini's relationship with the Fascist party and the Italian elite. Mussolini realised that power relied upon his alliance with the traditional Italian elite and that the Fascist party was in reality a threat to his own power, hence a personal dictatorship, rather than a Fascist dictatorship, had been formed by January 1926.

Question 2**03** Explain why the Corporate State was introduced in Italy.*(12 marks)**Target: AO1(a), AO1(b)***Levels Mark Scheme**

Nothing written worthy of credit.

0

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should be able to present a range of reasons for the creation of the Corporate State; the best responses will differentiate according to relative importance of particular factors. Reasons might include:

- ideological reasons, the Corporate State was heralded as the 'Third Way' between Capitalism and Communism. Corporatism was supposed to solve conflict between the social classes and promote national unity
- economic reasons, the Corporate State was supposed to open up dialogue between the workers and employers making the need for strikes unnecessary. Industrial production would thus increase
- to secure support. The Corporate State was Mussolini's 'cure all' for the Italian economy. By increasing industrial production, living standards and the economic well being of the Italian people would improve
- to appease radical fascists who wanted an immediate over-turning of the capitalist system. The Corporate State had been a demand of the fascist syndicalists

- politically, the introduction of the Corporate State was another attack on the Left in Italy through the destruction of the Trade Unions. This would increase Mussolini's appeal to the Italian elite.

Ultimately the Corporate State was crucial for Mussolini to prove that Fascism was an ideology which worked to improve Italy's economic state and her position on the world stage.

Question 2

- 04** 'In the years 1925 to 1939, Fascist economic policies were successful in improving living standards.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The focus of this question is on the extent to which Fascist economic policies improved Italian living standards. Answers which merely describe Fascist economic policies and do not engage explicitly with the specific focus on living standards will be limited. What is required is an evaluation of success/failure.

Evidence that Fascist economic policies were successful in improving living standards might include:

- Italy was largely perceived at the time of the Great Depression to weather the international economic storm successfully. For example Italian unemployment stood at c1 million during the Depression, compared to c6 million in Germany
- Fascist propaganda portrayed the various economic battles as massive successes which benefited all Italians, e.g. the draining of the Pontine Marshes, Quota Novanta etc
- the OND was important in engaging the majority of Italians in the positive benefits of the regime, particularly leisure activities which enhanced their lives. The OND also distributed social welfare
- Fascist educational policies had a long-term impact on living standards as they significantly reduced rates of illiteracy, increasing the population's potential for social improvement.

Counter argument

It is difficult to genuinely measure the impact of Fascist economic policies on living standards of Italians due to the predominance of propaganda. Whilst the Fascists did improve living standards for most Italians in the period 1922 to 1925 due to the post-war boom, in the period post-1926 there were clear winners and losers due to fascist economic policy. This was primarily due to the establishment of the Corporate State and the impact of the Battle for the Lira. Italian living standards dropped due to fascist economic policies, but some sections of society were hit worse than others:

- the middle classes were clear beneficiaries of Fascist economic policies. Whilst their wages decreased their employment was secured due to the rise in bureaucracy surrounding the Corporate State. The number of public employees doubled in the 1930s to 1 million
- Fascist propaganda stressed that Italian workers benefited from the Corporate State. The 1927 Labour Charter supposedly reinforced workers' rights, Sundays off, paid holidays, sick pay and insurance but the pay off was a 10% reduction in wages. Strikes were banned in 1926
- the peasantry saw a 50% drop in their real wages between 1926 and 1934 due to Fascist failure to introduce land reform. The drive for autarky through the Battle for Grain ironically saw steep price rises in the price of flour and consequently the price of bread and flour, the peasants' staple diet
- women were in some ways winners and losers. Fascist policies reduced maternal and infant deaths, whilst the ONMI distributed welfare. Women were forced out of the work place by the 1933 quota system which limited women to 10% of the workforce
- Bachelors' standards of living were hit by increased taxation due to the Battle for Births policies
- large families were winners due to the exemption from income tax and preferential loans, but they lost out due to higher food prices
- living standards were sacrificed to fund fascist foreign policy; Italian forces were involved in conflict in Ethiopia 1935–1936 and the war of occupation thereafter and the Spanish Civil War 1936–1939.

Ultimately living standards declined under fascist economic policies. Lower living standards were exacerbated by constant war from 1935.

Question 3

05 Explain why the Race Laws were introduced in Italy in 1938. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. | 1-2 |
| L2: | Answers will demonstrate some knowledge and understanding of the demands of the question. They will either be almost entirely descriptive with few explicit links to the question or they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. | 3-6 |
| L3: | Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. | 7-9 |
| L4: | Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. | 10-12 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students may refer to some of the following long-term factors:

- ardent radical Fascists, such as Starace and Bottai had a racist ideology since the 1920s which Mussolini had ignored in order to secure support from Italy's elite
- Fascist racism reappeared during the expansion into North Africa – Libya and Ethiopia. Fascist colonialism saw horrific acts of brutality against local tribes, in particular the use of poison gas. Colonial laws preventing miscegenation and marriage between Italians and black Africans were introduced before the 1938 Race Laws, firmly establishing white rule
- Fascist rule prior to 1938 had failed to transform Italy into a militaristic nation, so increasing racial pride and discrimination was seen as the antidote to Italian society's weaknesses
- the rise to power of Hitler and the Nazis increased the links between fascism and racism in Europe.

and some of the following short-term/immediate factors:

- the growing close relationship between Italy and Nazi Germany is often cited as the trigger for the introduction of the Race Laws, in an attempt to win Hitler's favour
- the Race Laws were just one aspect of an increasing radicalism in Italy from 1937 which Mussolini hoped would transform Italians into a nation of fascists.

More developed answers will understand that there was more to the introduction of the Race Laws than the growing alliance with Hitler and that long term factors were vitally important.

Question 3

- 06** 'By 1943, Mussolini had created a totalitarian regime in Italy.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The key to effective answers is an understanding of the difference between the Fascist propaganda messages of totalitarianism and the reality.

Evidence that Mussolini had created a totalitarian regime in Italy might include:

- the lack of political opposition, even until late 1942
- the neutralisation of the Chamber of Deputies and the creation of the one party state
- Mussolini's personal power over the PNF

-
- the creation of a police state and informer society through OVRA and fear of confino
 - the all pervasive use of propaganda, in particular the cult of Il Duce
 - the growth of state intervention in the economy and society through Fascist organisations such as the ONB, OND, ONMI, corporations etc.

However, totalitarianism was a myth in Fascist Italy. Mussolini's regime was authoritarian and claimed to influence every aspect of Italian's lives, but total control was impossible because the regime was built upon compromises with the existing Italian elite.

Counter-argument:

- the fact that the regime had to intensify its programme of fascistisation for 1937–38 indicates that Fascist indoctrination had failed prior to this. For example children lost interest in Fascist youth groups once they became compulsory. The Battle for Births was a failure as the majority of women failed to conform to fascist stereo-types
- there was growing discontent from Italian society towards the regime's attempts at fascistisation from 1938 and the growing close relationship with the Nazi regime (particularly from the Catholic Church). In particular the 1938 Race Laws were openly reviled
- the regime failed to quash the Mafia in the South, illustrated by the Mafia's important reappearance in 1943 during the Allied invasion
- cultural differences between the North and South intensified, illustrating the failure of the totalitarian regime to create a unified nation and culture
- Fascism was built upon compromises with the Italian elite, the regime was by no means totalitarian
- Fascist messages were diluted by the predominance of the Catholic Church in education (secured by the 1929 Lateran Pact). The Pope was able to rival Mussolini as an authority figure in Italy as did the King
- the Fascist revolution was incomplete and further compromised by Mussolini's removal of the most ardent Fascists in 1924–1926
- Mussolini was a prime minister appointed by the King and could be dismissed by the King, as he was in July 1943.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion