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# A-level **HISTORY**

Paper 2L Italy and Fascism, c1900–1945

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**Mark scheme**

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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 Assessment Writer.

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

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## A-level History Paper 2 Specimen Mark Scheme

### 2L Italy and Fascism, c1900–1945

#### 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 response of the Italian people to Mussolini's promises to restore Italian greatness through war.	<b>[30 marks]</b>
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*Target: AO2*

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

#### Generic Mark Scheme

<b>L5:</b>	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.	<b>25-30</b>
<b>L4:</b>	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	<b>19-24</b>
<b>L3:</b>	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.	<b>13-18</b>
<b>L2:</b>	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), <b>or</b> 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.	<b>7-12</b>
<b>L1:</b>	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.	<b>1-6</b>
	Nothing worthy of credit.	<b>0</b>

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## 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.**

Students are asked to analyse and evaluate these sources and assess their usefulness as evidence of the response to Mussolini's wars in 1935–1940. Answers may choose to deal with each source in turn; or to make a comparative evaluation, linking the sources together. Either approach is valid.

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

### Provenance

- this is a contemporary source from an anti-Fascist who lived in exile in a remote part of Italy
- at the time of the Abyssinian War he was in exile.

### Content and argument

- the source reflects the profound indifference of peasants towards national politics
- the source reflects the efforts made by Fascist organisations to whip up some enthusiasm
- the source clearly indicates the passive response to state propaganda
- students may comment that the source comes from a committed opponent of the regime. They may also question just how representative this local response was of the whole nation.

Contextual knowledge may be used to assess points made.

### Tone and emphasis

- the source is sympathetic to the peasants
- the source is mocking in tone in relation to the Fascists.

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

### Provenance

- the source is a speech by Mussolini formally announcing war
- it is a contemporary account with description of the crowd's reaction.

**Content and argument**

- there are clear expressions of the Fascist ideology of national greatness and Italy's goals
- there are enthusiastic signs of approval in the descriptions of the audience response.

Contextual knowledge may be used to assess points made

**Tone and emphasis**

- the tone is bombastic, patriotic speech with propaganda and emotive vocabulary.

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

**Provenance**

- this is a report by a well-informed American journalist.

**Content and argument**

- the source demonstrates how the Fascists orchestrated and manipulated the public response
- there was almost no spontaneous enthusiasm.

Contextual knowledge may be used to assess points made

**Tone and emphasis**

- the source is a factual description of events with some personal critical comment by the author.

**Section B**

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|---|---|
| 0 | 2 |
|---|---|
- 'The post-war crisis in Italy in the years 1919 to 1921 arose from the deep-rooted failings of the ruling elites since 1900.'

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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|------------|---|--------------|
| <b>L5:</b> | 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.  | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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### 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 should address the ‘failings of the ruling elites’ directly as the reason why the post-war crisis occurred, and why it was so prolonged.

In doing so they may comment on:

- the dominant role and influence of Giolitti since 1903
- the failure of the liberal parties to maintain electoral support
- the weakness of the monarchy
- the failure to deal with the challenge of d’Annunzio over Fiume (or the whole question of the Mutilated Victory)
- the willingness of leaders of the old elites to compromise with Mussolini in 1921.

Other factors that could be seen as more significant could be cited to balance the argument:

- the disasters of Italy’s war effort since 1915 (including Caporetto) and its psychological effect
- the intensity of the economic crisis (as in the rest of Europe) especially inflation and the dislocation of employment
- the inevitable rise of socialism, sparking fear of Communism and revolution
- the emergence of new parties, especially the Popolari and the Fascists (though this factor might be used to link Church-State divisions to the long-term failures of Liberal Italy)
- the skill and charisma of Mussolini (and d’Annunzio) in promoting dynamism and new ideologies.

Good answers are likely to/may conclude that while the failures of the old oligarchical system were important the impact of the war was so colossal in Italy (as elsewhere) that short-term factors are enough to explain the crisis; or that the crisis was indeed a post-war one but the chances of dealing with it successfully were ruined by the deep-rooted weaknesses of Italy since unification – the politicians who failed to cope were the same old gang as before the war.

- 0 3** 'It was violence, and the fear of violence, that enabled Mussolini to consolidate his power between October 1922 and 1929.'

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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- 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**



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## 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 should address how and why Mussolini was able to consolidate his regime from the relatively weak political grip he held in October 1922 to the secure position that was confirmed by the compromise with the Papacy in 1929.

In doing so, they may consider:

- the effectiveness of the various ways in which the Fascist regime exploited violence:
- the March on Rome
- street violence against the Left (and the claim that the Fascist regime was the essential and only way to save Italy from the violence that was mostly committed by the Fascists)
- violence against the free press
- the Matteotti Affair as an example of political intimidation
- the secret police and the bureaucratic system of repression.

The importance of other factors in the consolidation of power, above all compromises with the old system:

- the Lateran Treaties of 1929 were the ultimate example of this kind of compromise
- the appointment of Mussolini by the King in 1922 represented a compromise with the monarchy, the army
- Mussolini was very reluctant to let Fascist extremism loose. This made him unpopular with his own radicals
- Mussolini gained most support by promising stability and order, and saving Italy from Communism
- his best means of consolidation was preaching success in foreign affairs and the economy.

Stronger responses may show appreciation of change over time: that violence was important in the early stages, 1922–1924, but was tamed thereafter; or by differentiating between actual violence (not very important) and fear of violence (which was important throughout).

<b>0 4</b>	To what extent had Mussolini's regime brought about a 'Fascist Social Revolution' by 1945?	<b>[25 marks]</b>
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*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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<b>L4:</b>	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.	<b>16-20</b>
<b>L3:</b>	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.	<b>11-15</b>
<b>L2:</b>	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.	<b>6-10</b>
<b>L1:</b>	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.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

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### 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 should address how far Italian society was ‘revolutionised’ by 1945.

In doing so they may consider:

Aspects of significant change:

- the impact of Fascist organisations on women, youth, leisure and welfare
- the Fascist ideology of education
- the formation of the Corporate State and the claims of the regime to have bridged the gap between the bosses and the workers
- the effectiveness of propaganda in instilling the Cult of Mussolini, acceptance of social benefits etc., and readiness for war
- the radicalisation of Fascist ideology and policies under the Salò Republic
- the idea that war from 1940 to 1945 caused a social revolution ‘by accident’.

Against this, students should assess aspects of continuity (and areas of failure to implement policies and to change mentalities):

- the gap between myth and reality in the Corporate State
- the failures of propaganda to converting public opinion – lack of enthusiasm for war; grumbling and strikes; the continuing need for repression
- the extent to which Mussolini compromised with the existing elites
- the speed with which Mussolini collapsed in 1943 – and the depth of opposition in the civil war of 1944–1945.

Strong answers may show differentiated assessments of change and continuity according to different sections of society, different aspects of policy, and different stages of the timescale of the regime.

