

AS
HISTORY
7041/2L

Italy and Fascism, c1900–1945

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

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

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, i.e. 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 Italy's decision to enter the war in 1915?

[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

- Mussolini is making the speech as part of his campaign for Italy to intervene in the First World War. He had been expelled from the Socialist Party because he opposed the policy of neutrality. It is valuable as the viewpoint of an interventionist, but we cannot know how typical this was at that time. This is in the context of the 'intervention crisis' which divided Italy in 1914–15
- the purpose of the speech is to whip up a pro-war and patriotic atmosphere which weakens the value of some of the claims, for example that Italy was ready for war
- the tone is urgent and dramatic. It is urging action. Neutrals 'have always gone under', 'blood which moves the wheels of history', and 'we want the war... at once!' This has value in explaining the public debate on intervention and the campaign led by Mussolini.

Content and argument

- an argument is that Germany and Austria are the enemies of Italy. This could be supported by knowledge of Italy's demands for land on the northern frontier and challenged by knowledge of the Triple Alliance
- an argument is that Italy is ready for war. This could be evaluated in the context of the Libyan War and Italy's economic development to 1914
- an argument is that war is necessary to achieve things in history. This could be linked to Mussolini's later fascist ideology, which may weaken its value as representing a personal view. Alternatively, it could be linked to the wider nationalist movement which argued that Italy had to fight to be a great nation, for example Libya 1911.

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

Provenance and tone

- it is a legal document and so accurately conveys what was agreed between the powers in 1915. The date is important because it was when Italy entered the war. It is valuable in conveying the terms of the agreement
- the agreement was to be kept secret so there was no other audience. This adds value to the source. It may limit its value as an explanation of Italy entering the war as it cannot explain the change in public opinion in favour of intervention
- the tone is formal and the emphasis is on what has been agreed between the countries. It is objective and unemotional.

Content and argument

- the content shows that Italy was able to reach an agreement with the allies before entering the war. This should be set in the context of the alliances and Italy's attempts to negotiate with both sides
- the treaty shows that Italy secured a promise of land from Austria. This can be supported by knowledge of Italy's desire for great power status and the 'terre irredente'
- significant agreements were also made about reparations and colonies, though the detail is vague. Also, Britain is prepared to give financial assistance. This could be related to the context of Italy's economy and war preparation and to the reasons why Britain and France wanted Italy to intervene.

In arriving at a judgement as to which source might be of greater value, students might consider that Source A is the more valuable as it gives direct evidence of the intervention debate which divided Italy, whereas Source B was a secret treaty. Mussolini was a prominent interventionist and the campaign turned public opinion in favour of the war. However, it could also be argued that the main reason Italy entered the war was because of the promises secured in the secret treaty, which are accurately enumerated in Source B.

Section B

0 2 'In the years 1919 to 1922, Italian government was weak because of the strength of socialism.'

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 in the years 1919 to 1922, Italian government was weak because of the strength of socialism might include:

- the Socialist Party became the largest party in the Chamber in 1919 after the granting of universal manhood suffrage but did not support the governing liberal coalitions
- the threat of revolution after events in Russia in 1917 caused fear among the elites as Giolitti appeared to appease the socialist threat, for example the non-intervention in strikes
- Socialist Trade Unions supported widespread strike action in the 'two red years' to 1920, for example the occupation of the factories in 1920.

Arguments challenging the view that in the years 1919 to 1922, Italian government was weak because of the strength of socialism might include:

- the Socialist Party was not a threat because it was internally divided. The threat of revolution was not seriously meant. In 1921 the movement split further with the creation of the Italian Communist Party
- the liberal weakness and the policy of trasformismo was a greater cause of instability. The liberal compromises in order to work with the Catholic Party were a cause of instability
- fear of socialism led to support for fascism and this was the major cause of instability, for example Mussolini's failure to work with the coalition after the 1921 election.

Effective answers will show a broad understanding of the causes of weak government in Italy after the First World War. It might be concluded that the threat of revolution made the socialists a significant factor, especially in the context of international events and the economic problems of these years. On the other hand, the longer term political weaknesses of Italy and the failure to meet this apparent threat could be seen as more significant. In particular this may have promoted the Fascist movement, which became the main cause of government weakness by 1922.

0 3 'By 1926, Mussolini's position as dictator of Italy was secure.'

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 by 1926, Mussolini's position as dictator of Italy was secure might include:

- Mussolini had banned all other political parties and independent trade unions
- Mussolini had secured control over the Fascist movement, for example through creation of the National Militia and the Fascist Grand Council
- opposition had been silenced by press censorship and the introduction of the police state.

Arguments challenging the view that by 1926, Mussolini's position as dictator of Italy was secure might include:

- there was still opposition. Four assassination attempts were made on Mussolini in 1925–1926. Opposition went underground or abroad. There was some public anti-fascism, for example Croce
- the silencing of the opposition could reflect an acceptance of the compromises made by the regime rather than enthusiasm for Mussolini
- compromises with the elites left significant groups with power at this time, including the monarchy, the Church, the army and big business.

Effective answers will show understanding of the concepts of opposition and dictatorship in the context of Mussolini's regime in 1926. It might be concluded that Mussolini had consolidated power and created a regime which was popular with a large number of Italians. Even so, the apparatus of repression remained and the potential for opposition was there.