

A-LEVEL

History

Paper 2L Italy and Fascism, c1900–1945
Additional Specimen Mark scheme

Version: 1.0

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.

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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 Italy under the Salo Republic in 1944. | [30 marks] |
|----------|----------|---|-------------------|

Target: AO2

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

Generic Mark Scheme

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|------------|---|--------------|
| 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.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

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

Provenance

- This is from a diary written by an educated Anglo-American woman, married to an Italian landowner; she has been living in Italy for a long time; she has knowledge of the situation and also has social influence. It is clear whose side she is on – she listens to the BBC as well as Radio Roma.
- She mixes first-hand experience of her locality with reportage of what has been on the radio, or said by other people.
- The timing is important; this content is mainly an assessment of the situation in March 1944, when Allied armies were advancing, slowly, from the south and the Salo Republic was struggling to deal with rising tensions and opposition.

Content and argument

- The content includes a wide range of people involved, including the regime, the partisans and civilians caught in the middle.
- The source shows the extent of opposition to the regime but sets out a clear view that this opposition is not being as effective as has been claimed; and that Italy, as always, suffers from a lack of unity.

Tone and Emphasis

- The tone is mostly objective reportage but shows a consistent sympathy with civilians, especially the ones in her district.
- But the language is implicitly negative to the regime: ‘savage penalties’, ‘make an example of as many as they please’, etc.

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

Provenance

- This is a report from an American liaison officer with the American Secret Service; he is an informed witness close to the events described but he is an outsider and some of his evidence is second-hand reportage.
- Its timing is significant: by August 1944, the war was turning away from the Axis. The partisans were more confident and gaining support.

Content and argument

- The argument is direct and factual, outlining the differences between Armando's image and what his actions really amount to.
- There is a strong thread of ideology – the American author is very anti-Communist; but he criticises the people who join the partisans for material reasons.
- Isenberg is not only concerned with the present situation but with the implications for what will happen after the war.

Tone and emphasis

- The tone is hostile and dismissive.
- The author is strongly critical of the motives of the Communist leaders and the extreme actions they are guilty of.

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

Provenance

- This is a letter from a high-placed person, with the authority of an archbishop, using his position to make an appeal to the head of state.
- Its timing is significant: this was late in 1944, when full-scale civil war was taking shape between the RSI and the German forces on one side and the resistance on the other (with the advancing Allies in everybody's mind).

Content and argument

- The letter is a protest against the terrible actions against innocent civilians by Mussolini's German allies.
- There is a passionate appeal to Mussolini, to understand the situation and intervene in some way.
- There is also a stern warning that Italians will turn against Mussolini because of the atrocities committed by his allies and so-called protectors.

Tone and emphasis

- The tone is highly emotive throughout, both in denouncing the evil actions described and in pleading for Mussolini to intervene.
- The tone is also very flattering, building up the Duce as a great man.

Section B

0 2 'Italy was in crisis in 1921 because of the disastrous consequences of the First World War'.

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

- 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 crisis of 1921 was entirely due to the impact of the First World War might include:

- the post-war crisis was exactly that: a crisis caused by the war; the economic strains of 1919-21 were the direct result of Italy's inadequate war effort during the three years that followed the false euphoria of 1915
- the rise of socialism was due to the war; this was much the same everywhere else in Europe as it was in Italy
- the 'mutilated victory' was crucial in undermining faith in the government and enabling challengers like d'Annunzio to gain traction
- the rise of Fascism was all about a reaction against the war: Fascist ideology and anti-communism; ex-soldiers and the cult of violence.

Arguments challenging the view that the crisis of 1921 was entirely due to the impact of the First World War might include:

- the 1921 crisis spun out of control because Italy's political elites were a narrow and unrepresentative oligarchy (liberal, anticlerical, northern) and the parliamentary system was weak and always had been, as was the monarchy
- the parties trying to deal with the 1921 crisis were the same old gang: Salandra, Giolitti himself and the rest. No wonder new parties were gaining support
- the old divisions, between Church and State, North and South, had never been overcome. The growth of the Popolari was a direct result of this
- going to war in 1915 was a symptom, not a cause of crisis in Italy. All the problems of 1919-21, including foreign affairs and d'Annunzio, could be traced back to the weaknesses of the political system and the old elites who ran it
- Mussolini was weak in 1921; he *could* have been stopped by a resolute government
- of course the war was important in contributing to the crisis; but other countries like Britain and France faced similar problems without descending into chaos.

It is very clear that Italy's participation in the war had disastrous consequences, however bravely Italians had fought. It may be argued, however, that the crisis of 1921 had causes which went back before the outbreak of the war and that the traditional elites were a major cause of the crisis.

0 3 'Mussolini's success in consolidating the power of his Fascist regime in the years 1922 to 1929 owed little to terror and intimidation.'

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.

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Indicative content

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Arguments supporting the view that Mussolini's success owed little to terror and intimidation might include:

- Mussolini was a cautious compromiser, not a violent gambler. Even the March on Rome was mostly bluff, not unleashing violence
- Mussolini gained acquiescence from the elites by promising to contain violence: by crushing Communist violence and controlling the violent elements within his Fascist movement (most of the wild men of Fascism were sidelined after 1922)
- Mussolini was desperate to present at least the appearance of legality
- consolidation succeeded because of genuine success in winning public support and gaining approval for economic recovery and restoring national pride
- propaganda and the cult of Il Duce proved far more important for consolidation than terror and intimidation
- from the King in 1922 to the Papacy in 1929, the elites were falling over themselves to give power to Mussolini. Terror was a superficial background factor.

Arguments challenging the view that Mussolini's success owed little to terror and intimidation might include:

- violence and intimidation were the chief weapons of the Fascist movement. It was fear of violence that motivated the elites to compromise with Mussolini
- the March on Rome was the decisive moment bringing Mussolini to power; the memory of the March hung over everything Mussolini did in 1922-24, as a continuing threat
- fear of violence allowed Mussolini to push through all the legislation leading towards a one-party state
- the violence of Fascist squads was crucial to suppressing the trade unions and the PSI and to eliminating opponents like Matteotti . The fact that Mussolini was able to further consolidate his regime in the years 1925 to 1929 was founded on the stranglehold he had gained, by terror, in the early stages
- the stabilisation of the regime after the initial grab for power depended on the secret police, concentration camps, etc.

A balanced conclusion may be expected. Clearly, the consolidation of power took place within a legal framework with at least, the acquiescence of the traditional elites, but Mussolini projected an image of forcefulness and this did, at times, lead to significant terror and intimidation.

0 4 'Mussolini's removal from power in 1943 was entirely due to his disastrous foreign policy decisions in the years 1935 to 1940.'

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.

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Arguments supporting the view that Mussolini's removal from power was entirely due to his disastrous foreign policy might include:

- Mussolini was in a genuinely strong position in 1935, both at home and abroad. He then threw this away by plunging into failed and unnecessary foreign adventures
- Mussolini had every prospect of a secure relationship with Britain and France, as shown by the Stresa Front. Invading Abyssinia was a stupid, self-destructive act. Getting involved on Franco's side in the Spanish Civil War was just as ill advised
- Mussolini knew that Hitler was dangerous and that being drawn into an alliance with Germany was risky. He badly miscalculated how to avoid the dangers in 1938–39
- Mussolini could have stayed neutral in 1940. He was tempted into war because he thought he would not have to fight a long war
- it was the strain of the war between 1940 and 1943 that brought Mussolini's regime down; but this was the result of long-term foreign policy errors.

Arguments challenging the view that Mussolini's removal from power was entirely due to his disastrous foreign policy might include:

- there were good reasons for Mussolini's policies from 1935; he was pushed into the arms of Hitler by the failed policies of the western powers, who missed the opportunity to make a deal with Italy
- Mussolini was still in a perfectly sound foreign position in 1939-40. All he had to do was stay out of the war
- it was the world war that destroyed Mussolini's regime. It broke his army, it broke Italy's economy and it led to hundreds of thousands of Italians fighting for the Germans on the Russian front. It led to allied bombing, massive strikes and the revival of political opposition and resistance
- it was the Allied invasion of Sicily in 1943 that triggered Mussolini's downfall.

It was the case that mistakes made in foreign policy contributed to Mussolini's growing problems, not least what must be seen as the disastrous decision to enter the war. It may be argued, however, that the degree to which foreign policy before c1938 can be described as disastrous is debateable and it is only the later foreign policy which is relevant.