

A-level  
**HISTORY**  
**7042/2L**

Component 2L Italy and Fascism, c1900–1945

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**Mark scheme**

June 2022

Version: 1.0 Final



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

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

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A**

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying education in Fascist Italy in the 1930s.

**[30 marks]***Target: AO2*

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

**Generic Mark Scheme**

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- Nothing worthy of credit. **0**

## Indicative content

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

**Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

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

### Provenance, tone and emphasis

- the source is valuable as it was written for, and its use enforced in, the classroom in the 1930s. It shows how the state controlled the teaching content in elementary schools. The use of the text was compulsory which reflects the importance that the Fascist state gave to education
- the purpose of the source is to educate young children about Fascism and Mussolini, which is valuable in showing that Fascist political education was also for the very young
- a possible weakness of the source is that it is in a text book, but gives no evidence about how the material was used, or how often, or of the attitude of the actual teachers. Though it is the case that elementary, or primary, education was easier for the state to control than secondary schooling
- the tone of the source is enthusiastic and it conveys a clear message. The children are excited about the flags, they are all 'jumping up'. The message, that the Fascists 'put everything in order', is in the words of a child. The teacher sums it up with words like 'renewal' and 'rejoicing'.

### Content and argument

- the implied argument of the source is that political education in the Fascist regime was for all children, even the youngest. This could be supported by knowledge of the youth movements which began from the age of six
- the explicit argument of the source is that Mussolini transformed Italy after the March on Rome. It shows how education was used to reinforce the myth of the March on Rome. The content could be challenged by knowledge of the accession to power, which shows the text to be propaganda
- the source is an example of the propaganda of the Cult of the Duce. This could be supported by knowledge of the cult, 'Mussolini is always right' and its impact on the young, which was strong
- the source has value in showing how education was used to explain to the children and to reinforce Fascist propaganda in the wider community, specifically the commemoration of the March on Rome. This can be seen in the flag waving celebrations and can be linked to the public demonstrations and rallies and the militarisation of public life with uniforms.

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

**Provenance, tone and emphasis**

- the source was researched and written in the middle of the 1930s and so is a commentary on how Fascist education is progressing
- the author gives value to the source as a political scientist, knowledgeable about the issues, who was able to research documents and interview the leading politicians, including Mussolini
- a possible weakness of the source is that Finer was a socialist and so may be biased against Fascism. His purpose in writing the book might have been to expose Fascist weaknesses
- the tone of the source suggests an anti-Fascist bias. He summarises the reluctance of the teachers to conform, suggesting that they had ‘insufficient loyalty to Fascism’ and were motivated by ‘power’, ‘promotion’, and ‘prestige’.

**Content and argument**

- the argument of the source is that the teachers do not, on the whole, enthusiastically support Fascism. This could be supported by the context of the mass acceptance of the oath of loyalty. Teachers’ associations were merged into one Fascist organisation and teachers were required to be members of the PNF, but this did not guarantee their commitment to the ideology
- the source suggests that Mussolini tried to scare the teachers into conformity by dismissing some, but that they opted for the promotions rather than the ideology. Promotion in schools was dependent on participation in ideological training, for example. For further context, this can be linked to the idea of ‘consensus’ in Fascist society rather than ‘commitment’ to Fascist ideas
- the source argues that Fascist attempts to control education were ultimately futile because of a fundamental incompatibility between education and Fascism. This could be explored with reference to the totalitarian ideas of Fascism, for example ‘Mussolini is always right’. This could be compared to the beliefs of teachers raised in liberal Italy before 1922
- the source argues that Fascist education was wider than just the schools and used the youth movements as a ‘backstop’. This could be supported by knowledge of the youth movements.

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

**Provenance, tone and emphasis**

- the date is significant as the Fascist regime is almost two decades old. The document is drawing together past policies. The date might also suggest that the Fascist State was still working out what Fascist education would look like
- the source could also be understood in the context of the approaching war. The source has value as an insight into Fascist thinking about education, as it is written by the Education Minister
- a weakness of the source is that it is a description of the aims of the Fascists, and gives no indication of how this was received or carried out in practice. It could be seen as propaganda
- the tone of the source is confident and boasts of the harmony between Fascism and the Italian nation. Their shared values are 'eternal', going to school is a preparation to 'serve the nation', including 'military preparation'.

**Content and argument**

- the source argues that the education system is vital to the unity of the nation. This was the effort to create the 'new Fascist man and woman'. This could be challenged in the context of the rejection of Fascist radicalisation in the late 1930s
- that schools prepare the boys for warfare. This could be linked to the Balilla, or to Fascist ideology of struggle. ('Warfare is to men what childbearing is to women')
- the source shows that Fascist education had very different aims for boys and girls, which could be linked to the youth movements and to Fascist ideology
- the source shows that the Fascists were taking control of all aspects of education, in terms of what was taught and how it was taught. This could be supported by the imposition of a standard text book in the 1930s and the oath of loyalty for teachers. It could be linked to the claim that the regime was totalitarian.

**Section B**

**0 2** 'The most significant problem faced by Italy in 1900 was the weakness of its economy.'

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/factors supporting the view that the most significant problem faced by Italy in 1900 was the weakness of its economy might include:**

- Italy had limited industrial development in 1900 due to a lack of raw materials, especially coal and iron. Industrialisation was concentrated in the north, around the ‘triangle’ of Milan, Genoa and Turin. The country was poor and the economy unbalanced
- agriculture still dominated the economy, and the majority of landholdings were small and inefficient. The south of the country (Mezzogiorno) was undeveloped. Large and inefficient estates were owned by noble landlords and the soil was exhausted. The poverty of the south led to social and cultural divisions and the dominance of the mafia. The poverty also led to corruption in elections, which Giolitti used to manage parliament and contributed to disillusionment with politics
- the cost of unification left the country in debt and the heavy tax burden fell on the peasantry, those least able to pay. Class divisions led to social and political unrest, for example peasant revolts, strikes and the assassination of Umberto
- Italy compared poorly to other European countries as a military power, due to the economy. Italy was unable to pursue a strong foreign policy, for example the failure at Adowa in 1896.

**Arguments/factors challenging the view that the most significant problem faced by Italy in 1900 was the weakness of its economy might include:**

- Italy was going through an economic boom in the late 1890s and early 1900s and was rapidly catching up to other countries. Examples of successes include the car industry (Fiat 1899) and the generation of electricity. Therefore, the economic problems were only temporary
- there were political reasons for Italy’s weakness. The electorate remained small, only 25% of adult males, and the system of ‘trasformismo’ led to rapid changes of government without elections being held. The political class (‘legal Italy’) were separate from the mass of the people (‘real Italy’)
- the process of unification (Risorgimento) was incomplete due to the continuing conflict between the Church and the State. The Pope refused to acknowledge the Italian state and Catholics were forbidden to vote in the elections
- there were significant social and cultural divisions between the north and the south, in language, education and infrastructure. Italy had a tradition of ‘particularism’ and the unification of the country under the King of Piedmont was yet to ‘make Italians’.

Answers will show an understanding of the condition of Italy in c1900 and the interaction of economic and governmental development. It could be argued that the economy was the fundamental weakness of ‘little Italy’ as it had an impact on Italy’s political stability and international status. Economic development would produce a more united and prosperous country. Balance can be provided by awareness that there were other causes of Italy’s weakness, particularly political and religious. The political class pursued narrow selfish interests and the Pope refused to endorse the liberal state.

**0 3** 'Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to the compromises he made to secure the support of the Italian elites.'

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 Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to the compromises he made to secure the support of the Italian elites might include:**

- Mussolini gained the support of the King in 1922 by abandoning republicanism and maintained the constitutional position of the King, eg in the Law regarding the Head of Government. The King's support was important, for example in the Matteotti Crisis
- by appointing de Stefani, who was not a Fascist, and pursuing traditionally liberal economic policies, Italy benefited from the post-war economic recovery, so securing the support of big business. With the beginning of the Corporate State in 1926 unions were banned but not the employers' organisation, the Confindustria
- Mussolini began his rule with a coalition and presented himself as a moderate, leading parliament to grant him emergency powers for one year. He gained the support of the Nationalists and was able to pass the Acerbo Law to secure control of the Chamber after the 1924 election
- Mussolini gained the support of the Catholic Church by, for example, increasing clerical salaries, giving funds to restore churches and having his first three children baptized. He secured the support of the PPI for the Acerbo Law
- Mussolini made compromises to weaken the more radical elements of Fascism. For example, the creation of the National Militia and the Fascist Grand Council, and in the creation of the Corporate State. This led the elites to believe that Mussolini was a moderating influence on Fascist violence.

**Arguments challenging the view that Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to the compromises he made to secure the support of the Italian elites might include:**

- any compromises made by Mussolini were mainly in the period to 1924. After the Matteotti Crisis Mussolini banned other political parties, introduced press censorship and created a secret police force
- Mussolini made use of violence and intimidation to consolidate power, for example the intimidation of parliament at the time of the Acerbo Law and the murder of Matteotti, his socialist opponent
- the elites supported him because they under-estimated him and they feared socialism more. There was disillusionment with the Italian democracy, leading to support for the Acerbo Law from Giolitti and Croce, for example
- Mussolini made use of propaganda to gain support, for example the Cult of the Duce. The acquisition of Fiume, as an example of foreign policy, and the economic recovery were exploited for propaganda purposes.

Answers will show an understanding of the factors which promote and sustain dictatorship and will focus on the issue of compromise, as made by Mussolini. It could be argued that the support of the elites was so important to Mussolini in securing power that he was prepared to compromise essential aspects of Fascism in this period. This could be seen as part of a 'twin-track' strategy, in which he was equally willing to use Fascist violence and promote Fascist propaganda such as the Cult of the Duce. Balance will be achieved by considering areas where Mussolini did not compromise in order to consolidate power, or where the elites were prepared to support him, thereby making compromises of their own.

- 0 4** To what extent was the fall in support for Mussolini in the years 1940 to 1943 solely due to the failure of Italy's military campaigns?

**[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**
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- 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**
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- 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 fall in support for Mussolini in the years 1940 to 1943 was solely due to the failure of Italy's military campaigns might include:**

- Mussolini set his sights on 'easy' victories in Greece and Egypt. He miscalculated the British strength in Egypt and the Greek resistance. The humiliation of failure was increased by the necessity for German intervention to save the Italian forces
- the increasing dependence on Germany was unpopular. Mussolini sent 200 000 troops to the Soviet Union, unasked. The Italians were defeated. This intervention was very unpopular in Italy
- Mussolini interfered directly in strategy and tactics and so bore the blame for the failures. He was Commander-in-Chief and War Minister. He had planned for a short war and Italy was not prepared for a protracted struggle
- Mussolini lost the support of the elites (the King, generals, leading Fascists) because of the military defeats. The allied invasion of Sicily in 1943 precipitated the coup of July 1943 which removed him from power
- military defeat undermined belief in Fascist ideology which had prioritised the importance of warfare. It exposed the hollowness of Fascist propaganda.

**Arguments challenging the view that the fall in support for Mussolini in the years 1940 to 1943 was solely due to the failure of Italy's military campaigns might include:**

- Mussolini lost the support of the people because of the failure of the war economy. He failed to protect the welfare of the people, for example food supplies. The introduction of rationing was delayed. There were strikes of industrial workers in the north in March 1943
- wartime propaganda failed to rally the people and raise morale. Due to illness, Mussolini made no public speeches for long periods. His speech of December 1942 blamed the Italian people and caused more division
- allied bombing of the cities in the north destroyed civilian morale
- the collapse in support for Mussolini to 1943 reflects the broader failure to 'fascistise' Italian society. Opposition to the radicalisation programme before 1940 suggested that the Italian people were not committed to the ideology. There was no widespread support for war in 1940.

Answers will show an understanding of the collapse in support for Mussolini which led to his fall in July 1943. The military failures highlighted Italy's unpreparedness for war and Mussolini's weaknesses as a war leader. There were no victories to boost morale. It was the military defeats which caused the elites to act against Mussolini. However, the collapse of popular support for Mussolini and Fascism contributed to this crisis and this is also linked to economic weaknesses, propaganda failures and the allied air attacks.