

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

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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, which of these two sources is more valuable in explaining the role of Giolitti in Italian politics before 1914?

[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

- the source is valuable because the speaker had direct experience of Giolitti's management of parliament. It is weakened by the fact that Raimondo was a Socialist, and so part of the opposition to Giolitti
- as it is a speech given in parliament it is valuable as an expression of his views, and is directly from the period when Giolitti was Prime Minister
- the source shows bias against Giolitti. It uses negative words such as 'dictatorial', 'trickery and corruption', and refers to Giolitti having 'enormous power'.

Content and argument

- the source argues that Giolitti has become powerful due to the length of time he has been in power and through his appointments and management of elections. The context here is the bribery and intimidation used in elections
- the source refers to Giolitti's use of reforms to build support. The context here is the social reforms, such as the restriction of women and children's labour
- the source accuses politicians of abandoning their political beliefs. The possible context here is the division in the Socialist Party between moderates and extremists, or Giolitti's electoral pact with the Catholics
- the source argues that transformism was not justified and weakened parliament. The context here is the frequent changes of regime and the separation of the politicians from 'real' Italy.

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

Provenance and tone

- the author is valuable as he is an historian who experienced Giolitti's government at first hand, although a weakness is that this was after the First World War. He has been able to research the period when Giolitti was Prime Minister
- a strength of the source is that it is written as a history, but a weakness is that it was written after the rise of fascism, and he is anti-fascist, and so may be exaggerating the strengths of the previous democratic regime
- the tone is sympathetic, showing bias towards Giolitti. He is a man of 'great skill' who had 'sympathy with...the poorer classes'. This may be because he was later a member of Giolitti's government.

Content and argument

- the source argues that Giolitti was a very skilful politician. The relevant context would be the nature of the Italian parliament in a period before there were organised parties and the electorate was narrow
- the idea that Giolitti was skilful could be challenged by his management of the elections, including the Gentolini Pact
- the source argues that Giolitti controlled parliament through the strength and clarity of his ideas. This could be challenged by his manipulation of elections and use of patronage
- the source argues that Giolitti had sympathy for the poor. This could be supported by Giolitti's social reforms, such as the restrictions on female and child labour, sickness and accident insurance, or his policy of neutrality in labour disputes.

In arriving at a judgment as to which source might be of greater value, it could be said that both have value as they reflect direct experience of Giolitti's government, although reaching different conclusions. Source A is focused on the underhand methods Giolitti used to control the parliament and is critical, which might be expected from a Socialist deputy. The comments on electoral management can be supported. Source B could be said to be biased towards Giolitti, arguing that Giolitti had clear political principles and managed parliament through the clarity of his ideas. We would expect this from a supporter, but the view it gives of Giolitti can be supported by the context. Giolitti remains a controversial figure in Italian politics. He was prepared to use bribery in the building of coalitions, but he also had a wider vision for the future of Italy. Either of the sources could be chosen as most valuable.

Section B

- 0 2** 'In the years 1919 to 1922, the most significant consequence of the First World War for Italy was economic weaknesses.'

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, the most significant consequence of the First World War for Italy was economic weaknesses might include:

- Italy faced severe economic problems as the economy returned to peace after war. Returning soldiers and the transition back to peace time economy, including the loss of war time orders, caused high unemployment, reaching two million in 1919. Even companies which had prospered with war time orders, such as Fiat and Pirelli, were to struggle after the war
- the war led to a large national debt and a budget deficit. Rising inflation reduced living standards and added to the problems of unemployment. Real wages fell significantly compared to pre-war levels
- the savings of the middle classes were eroded by inflation and caused disillusionment with the government
- rural poverty and land shortage caused tension between land owners and returning soldiers. The landed elite and the middle classes felt their interests were not being protected.

Arguments challenging the view that in the years 1919 to 1922, the most significant consequence of the First World War for Italy was economic weaknesses might include:

- the peace treaties were a more important consequence of the war because Italy won the war but appeared to lose the peace. There was a sense of national humiliation which led to the rise of nationalism and Fascism
- a significant consequence was increased direct action by former soldiers in politics. For example, D'Annunzio seized Fiume, the rise of the Fascist squads
- the war raised the hope that things would be better, but the government did not match these expectations. It was the failure of the government to deal with the economic weaknesses, rather than the weaknesses themselves, which led to political extremism, on the left and the right. The PSI became the largest party in the 1919 election
- the war led to increasing militancy, for example increasing strike action during the 'Two Red Years'. The Fascist movement gained support because of the fear of socialism. Fascism was an important consequence of the First World War.

Answers will explore the consequences of the First World War in Italy and are likely to conclude that the economic weaknesses such as inflation and unemployment were important. They had a significant impact on peoples' lives and on the political stability of Italy. However, there were other consequences of the war which made these difficult years for Italy, not least the impact of the peace treaties and the ineffective handling of the problems by the Liberal government. The interaction of these consequences could be explored, for example the links between economic problems and political extremism.

0 3 'In the years 1922 to 1926, Mussolini established and consolidated his power in Italy through the use of terror and violence.'

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 1922 to 1926, Mussolini established and consolidated his power in Italy through the use of terror and violence might include:

- the day after Mussolini was appointed Prime Minister in 1922 the Fascist Squads marched in Rome, showing that force was backing the movement. Mussolini secured decree powers after boasting in parliament that he could have used his 300 000 men to secure power
- the Squadristi were formed into a National Militia, a political force that used violence at elections and intimidated Deputies when the Acerbo Law was passed in 1923. This created a Fascist majority in the 1924 election
- opponents were subject to Fascist violence, notably Matteotti, who was murdered in 1924
- in 1925–1926 Mussolini created a one-party state with press censorship backed by a secret police force, the OVRA. Italians could be subject to political imprisonment, ‘confino’, without trial.

Arguments challenging the view that in the years 1922 to 1926, Mussolini established and consolidated his power in Italy through the use of terror and violence might include:

- Mussolini used a ‘twin-track’ strategy of both violence and moderation. The use of violence almost led to his downfall after the murder of Matteotti in 1924
- Mussolini had the support of the elites. This was particularly important in the case of the King, who appointed him and could have dismissed him in 1925. He also secured support from the Pope and big business. The Pope persuaded the PPI not to oppose the Acerbo Law
- Mussolini consolidated his power through legal methods, for example the Acerbo Law
- Mussolini exploited propaganda value of the economic recovery after 1922 and the apparent foreign policy successes such as Corfu and Fiume. Mussolini’s regime appeared to be successful and popular.

Answers will explore the factors which promote and sustain dictatorship and may conclude that terror and violence played a key role. Violence was central to the ideology of fascism and at key moments it had a political impact. However, there were other factors of importance. Mussolini exploited the circumstances skilfully and propaganda was perhaps more important than terror. The support of the elites was important and Mussolini was able to secure parliamentary backing for the political changes made.