

GCE

History A

Unit **Y250/01**: Italy 1896–1943

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking.

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer	Marks	Guidance
1*	<p>How far was Mussolini's rise to power in 1922 due to his own abilities?</p> <p>In arguing Mussolini's rise to power was due to his own abilities,</p> <ul style="list-style-type: none"> • Answers might consider his ability to compromise with the Italian elites, for example, by explaining that as leader of a party which began with both a republican and anti-clerical ethos, he was nevertheless able to convince Victor Emmanuel III that the monarchy would be safe with the Fascists (eg his Udine speech of September, 1922) when it became clear his route to power would be facilitated by working with – rather than against - the Italian elites; similarly, he performed another volte-face with the Papacy by hinting at a settlement of the Rome question in 1921. • Answers might consider his skilful organisation of the Fascist Party and explain, for example, his ability to promote Fascist violence against its opponents whilst personally avoiding any association with this, as well as his willingness to change direction in policy. • Answers might consider his skills as an orator and journalist, explaining, for example, his adept exaggeration of the 'March on Rome' in 1922. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to how far Mussolini's rise to power was due to his own abilities. • At higher levels, answers might establish criteria against which to judge the reasons for his rise to power. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider his successful manipulation of political rivals, examining, for instance, his betrayal of Giolitti after the 1921 election, his abandonment of the Pact of Pacification in the same year, as well as his expert use of the threat posed by <i>ras</i> such as Balbo and Farinacci. <p>In arguing Mussolini's rise to power was not due to his own abilities,</p> <ul style="list-style-type: none"> • Answers might consider the long-term weaknesses of the Italian kingdom such as the failure to establish a properly functioning party system, the effects of <i>trasformismo</i>, Italy's failures in foreign policy and the persistence of its North/South divide. • Answers might consider the effects on Italy of World War I, including, for example, the divisions amongst the liberal elite created by the entry into war, the effects of the defeat at Caporetto, the rise in government debt, and the myth of the 'mutilated victory' following Orlando's mistaken approach to the Paris Peace Conference. • Answers might consider the effects of the growth of Socialism in Italy, explaining, for example, fears created by the rise of the General Confederation of Labour as well as by the <i>Biennio Rosso</i>. • Answers might consider the role of King Victor Emmanuel III, explaining, for instance, the effects of his refusal to declare martial law in 1922 as Nitti requested. 		

Question	Answer	Marks	Guidance
2*	<p>How consistent was Mussolini's foreign policy during the years 1922-40?</p> <p>In arguing Mussolini's foreign policy was consistent,</p> <ul style="list-style-type: none"> • Answers might consider the constant desire to expand, examining, for example, his actions with regard to Fiume and Corfu, in Libya, Albania, Abyssinia, and in France. • Answers might consider the persistent targeting of 'softer' targets and the exaggeration of Italian success in regard to the areas listed above where the degree of success was often deliberately over-rated and, for example in the case of Corfu and Libya, actually served to disguise failure. • Answers might consider the recognition of Italy's need to work with more powerful allies, for example explaining the 'courtship' of Britain and France in the years before 1935 and their replacement by Germany in the years which followed. • Answers might consider the persistent attempt to differentiate policy from that of the Liberal Kingdom, explaining, for example, that the decision to stay out of war in 1939 had to be termed 'non-belligerence' rather than 'neutrality'. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to how consistent foreign policy was. • At higher levels, answers might establish criteria against which to judge this. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<p>In arguing Mussolini's foreign policy was not consistent,</p> <ul style="list-style-type: none"> • Answers might consider the changing nature of Italy's relationship with Germany, explaining, for example, the triumph of Mussolini's thwarting of Hitler's ambitions in 1934 which was to be followed only two years later by the formation of the Axis and, in 1938, the acceptance of <i>Anschluss</i>. • Answers might consider the move to a more ideologically driven foreign policy during the 1930s, where involvement in the Spanish Civil War stood in stark contrast to the policies which had produced the Stresa Front. • Answers might consider Mussolini's actions at the Munich Conference where, for example, despite having established the Rome-Berlin Axis as late as 1936, he nevertheless sought to work with Chamberlain in 1938 to prevent war. • Answers might consider the changing degree of aggression employed by Mussolini in his foreign policy, examining, for instance, the early aggression at Corfu, the championship of peace and diplomacy at Locarno and Stresa, the invasion of Abyssinia, the reluctance to go to war in 1938 and 1939, and the attack on France in 1940. 		

Section B

Question	Answer	Marks	Guidance
3	<p>‘Mussolini’s greatest achievement as regards the economy was in generating propaganda opportunities for fascism within Italy.’</p> <p>Evaluate the strengths and limitations of this interpretation of Mussolini’s domestic policies during the years 1925-1940, making reference to other interpretations that you have studied.</p> <p>This historical debate centres around the extent to which Mussolini should be regarded as a failure in economic policy 1925-40.</p> <p>In analysing the strengths and limitations of the interpretation, answers might consider the long list of economic policies which failed to meet expectations during Mussolini’s dictatorship.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:-</p> <ul style="list-style-type: none"> • The role of propaganda in Fascist Italy which consistently exaggerated Mussolini’s successes and brought about the ‘Cult of the Duce’. • The failure of the Corporate State where the corporations were established only slowly and, in fact, played no part in determining economic policy; firms were encouraged to combine in cartels and monopolies emerged; state intervention led only to the creation of a vast bureaucracy whose real purpose was to provide jobs for Fascist party members while doing nothing to promote economic efficiency. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The failure and/or misrepresentation of Mussolini's 'battles' – e.g. for births and for grain where the birth rate actually fell and the conversion to grain production failed to be accompanied by development of self-reliance in fertiliser or to take account of the climatic conditions of the South. <p>In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:-</p> <ul style="list-style-type: none"> • Mussolini's success in dealing with the effects of the Great Depression where the speed of government action and the establishment of the <i>Instituto Mobiliare Italiano</i> and the <i>Instituto Ricostruzione Industriale</i> brought about a revolution in Italian finance and was successfully contrasted with the inactivity of other governments in the face of economic crisis. • Mussolini's performance in relation to previous Italian leaders where, by contrast with the mistakes of liberal politicians, Mussolini was able to bring to Italy a long period of reasonably stable government which enjoyed a fair degree of popular support. <p>Other interpretations that might be used in evaluation of the given interpretation are:-</p> <ul style="list-style-type: none"> • Interpretations which examine the nature of Mussolini's aims in terms of simple pursuit of personal power, explaining Mussolini was far from consistently ideologically driven. • Interpretations which emphasise Mussolini's pragmatism and his willingness to adapt his policies to prevailing circumstances. 		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Interpretations which emphasise the limits imposed upon Mussolini by the nature of Italy's inherent limitations such as the scarcity of natural resources.		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>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.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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