

GCE

History A

Unit **Y250/01**: Italy 1896–1943

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>To what extent did Italy solve its economic and social problems during the years 1896-1915?</p> <ul style="list-style-type: none"> • In arguing Italy did solve its economic and social problems, answers might consider some historians have argued the era after 1896 saw Italy experience its first industrial revolution with the foundation of the Banca d'Italia and a significant increase in industrial production which rose to constitute 25% of total national output; national income also rose by 50% during this period; Fiat was established in 1899 enabling Italy to play an important part in the development of the European motor car industry; the northern cities of Milan, Turin and Genoa witnessed the emergence of substantial and prosperous working and middle classes; by 1908, the rate of economic growth had reached an annual rate of almost 14%. • Answers might consider the increase in agricultural prices and production following the introduction of protective tariffs. • Answers might consider the effects of large-scale government investment in the railways. • Answers might consider the reduction of the rate of illiteracy in Northern Italy to 11%. • In arguing Italy did not solve its economic and social problems, answers might consider might consider the persistence of the North/South divide, noting, for example, that despite improvements in the North, illiteracy in the South remained as high as 90% in parts and that, in the South, no headway was made in solving the problems of an unskilled 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to the relative degree of success. • At level 5 answers might establish criteria against which to judge the relative degree of success. • To be valid, judgements 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.

			<p>labour force, a lack of local resources and backward communications.</p> <ul style="list-style-type: none">• Answers might consider the impact of the consistently high levels of emigration, noting, for example, that, in 1914 nearly 6 million Italians from a total of 41 million lived and worked abroad.• Answers might consider that by 1914 the high growth rates of the earlier part of the period had already shrunk to 2% per year whilst, at the same time, Italian steel production remained less than a million tons with coal production only at 11.5 million tons.• Answers might consider the persistence of widespread poverty with, for example 90% of Sicilian army recruits rejected as medically unfit and no emergence of a middle class in the South.		
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2		<p>How successful was Mussolini's foreign policy during the years 1922 to 1943?</p> <ul style="list-style-type: none"> • In arguing Mussolini's foreign policy was successful, answers might consider his successful appearance as one of the world's great powers by, for example, posing as the guarantor of the French border at the Locarno Treaties. • Answers might consider the real achievement of the prevention of Anschluss between Germany and Austria in 1934 and his role at the Stresa talks of 1935. • Answers might consider his successful expansion of the Italian Empire in Libya and Abyssinia . • Answers might consider the major support he gave to General Franco during the Spanish Civil War in a successful effort to secure victory for Franco. • Answers might consider his importance to both Germany and Britain/France at the Munich Conference. • Answers might consider his absorption of Albania in 1935 and his invasions of France and Greece after the beginning of World War II. • In arguing Mussolini's foreign policy was not successful, answers might consider his failure to produce gains of real value for Italy. For example, his control of Libya and Abyssinia was limited geographically and short-lived. Albania and Fiume brought no material strategic or economic gains to Italy. • Answers might consider that Italy's appearance as a great power during the 1920s owed more to the internal weaknesses of Germany and Russia as well as the isolation of the USA rather than to 'real' power on her part. • Answers might consider that success in both 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to the relative degree of success. • At level 5 answers might establish criteria against which to judge the relative degree of success. • To be valid, judgements 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.
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			<p>Abyssinia and Spain cost the Italian economy dearly and left Italy hamstrung for the rest of the 1930s.</p> <ul style="list-style-type: none">• Answers might consider the increasing contempt with which Hitler treated Italy from the late 1930s, making, for example, no effort to inform her of his invasion of Czechoslovakia in March, 1939.• Answers might well contrast the performance of Italy in World War II with that in World War I. Despite his criticism of Liberal Italy, Mussolini 'backed the wrong horse in 1940' and, despite his refusal to use the word neutrality, found himself in exactly the same position in 1939 as that in which Italy had found herself in 1914.• Answers might well refer to the successive 'rescues' of Italy by Germany – for example in both France and Greece – during World War II.		
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3		<p>Read the interpretation and then answer the question that follows: ‘The victory of fascism in Italy reflected deep social divisions opened up by the war.’</p> <p style="text-align: center;">David Reynolds : The Long Shadow, 2013</p> <p>Evaluate the strengths and limitations of this interpretation of the rise to power of the Fascist party during the years 1919-22 making reference to other interpretations you have studied.</p> <ul style="list-style-type: none"> • This historical debate centres around the extent to which it can be argued Mussolini came to power as a result of the effects of World War I. • In analysing the strengths and limitations of the interpretation, answers might consider the many reasons which have been put forward for the Fascist victory of 1922 in Italy. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:- <ul style="list-style-type: none"> • The effect of the split amongst Italy’s liberal elite brought about by its members’ differing views on whether or not Italy should have entered the war in 1922. • The fact that it was Socialist opposition to entry into war which led Mussolini to break away from the party and, ultimately, create the fascist party. • The apparent failure of the Italian elite to conduct a successful war campaign, especially symbolised by the catastrophic defeat at Caporetto. • The division at the end of the war between, on the one hand, the military and the right and, on the other, the Catholics and 	20	<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 evaluation of the interpretations 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 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 and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.
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		<p>Socialists with the former blaming the latter for all that had gone wrong.</p> <ul style="list-style-type: none"> • The myth of the ‘mutilated victory’ with Orlando being blamed for failing to secure Italy’s ‘rightful reward’ in Paris in 1919 and, especially, the divisions created by the failure to secure Fiume and the government’s role in forcing D’Annunzio out of that city. • The economic effects of the war on Italy with government debt producing inflation and its withdrawal from a ‘command economy’ producing economic dislocation; the impact of the ‘Biennio Rosso’ and the divisions between the left and the Italian middle class together with their resentment at the response to the crisis of politicians such as Giolitti. <p>In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:-</p> <ul style="list-style-type: none"> • The long-term underlying weaknesses of the Italian state which were apparent before 1914 such as the problems engendered by ‘trasformismo’, the North/South divide and the refusal of the Vatican to accept the legitimacy of the Italian kingdom. • The fact that Italy’s performance at the Paris peace negotiations might actually be regarded as successful due to the fact that, territorially, Italy was one of the greatest gainers at the conference. • The mistakes of Mussolini’s opponents such as the Socialists and the Popolari in refusing to unite internally in order to withstand the Fascist threat successfully. • The role of the King in appointing Mussolini to power in 1922. <p>Other interpretations that might be used in evaluation of the</p>		
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		<p>given interpretation are:-</p> <ul style="list-style-type: none">• Interpretations which examine the importance of Mussolini's own skill in bringing the Fascists to power by realising the importance of compromise with members of the Italian elite such as the Crown and the Vatican; his ability to adapt the Fascist programme to public attitudes; his success in maintaining control over his own party.		
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APPENDIX 1 – this contains a 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>A03: 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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