

GCE

History A

Unit : Y220/01 Italy 1896 - 1943

Advanced GCE

Mark Scheme for June 2018

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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
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1 (a)	<p>Which was the greater threat to stability in Italy from 1915 to 1925?</p> <p>(i) World War I (ii) Benito Mussolini</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing World War I provided the greater threat, answers might consider the effects of the split amongst the Liberal elite concerning entry into World War I when Salandra persuaded the King to go to war against the wishes of politicians such as Giolitti. • Answers might consider the impact of the defeat of Italy at the Battle of Caporetto. • Answers might consider the effects on Italy of the economic implications of entry into war. Increased government borrowing produced inflation and the sudden end of state discipline in factories at the end of the war combined with an absence of government orders for products provided the context for the <i>Biennio Rosso</i> and the growth of Socialism. • Answers might consider the mishandling of public expectations of the Paris Peace Conference by Orlando leading to the myth of the ‘mutilated victory’. • Answers might consider the influence of World War I on the emergence of the Fascist Party. • In arguing Mussolini provided the greater threat, answers might consider that by the beginning of 1925 Mussolini had declared himself dictator of Italy. • Answers might consider the violence employed by the Fascists, examining, for example, the roles of Fascist bodies such as the Squadristi, the Fascist Militia, the Cheka, and the Fascist Grand Council. • Answers might consider the Matteotti Crisis. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to ‘stability in Italy’. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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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	<ul style="list-style-type: none"> • Answers might consider the circumstances of the <i>March on Rome</i> in 1922. • Answers might consider the willingness of Mussolini to negotiate with members of the Italian elite such as the King and the Pope. • Answers might consider the similarities between the regime established by Mussolini between 1922 and 1925 and that of Liberal Italy. 		
(b)	<p>How successful was Mussolini’s policy towards the Church during the years 1925 to 1939?</p> <ul style="list-style-type: none"> • In arguing Mussolini’s policy towards the Church was successful, answers might consider the success of the Lateran Pacts of 1929 which remain the basis of the relationship between the Italian state and the Vatican even today. Following the Concordat, Pope Pius XI described Mussolini as ‘the man sent by providence’ and the Church openly endorsed the Fascist regime; from that point the Church was generally supportive of Mussolini’s economic, social and foreign policies. • Answers might consider the revival of Catholicism in Italy in the 1930s with the re-entry of the Church into education and an increase in the number of both Catholic schools and marriages; they might refer to the mutual agreement between the Vatican and Mussolini declared in 1932 on social and gender values, communism and foreign policy towards the Soviet Union. • Answers might consider the strong personal relationship between Mussolini and Pope Pius XI as well as the financial stake which the Vatican had in the Fascist state with the Pope receiving 1,000 million in state bonds as part of his compensation for the loss 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how successful’, but at level 4 may simply list successes/failures. • At level 5 and above there will be judgement as to the degree of success. • At higher levels candidates might establish criteria against which to judge success; this might include the significance of Church opposition, the long-term prospects, etc. • 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.

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	<p>of territory in 1870.</p> <ul style="list-style-type: none"> • Answers might consider the deal made between the Fascist state and the Vatican in 1931 considering the role of Catholic Action youth groups. • In arguing Mussolini's foreign policy was not successful, answers might consider the fact that the Concordat of 1929 fundamentally revealed the limits of his dictatorship and, in reality, undermined his position as the unrivalled leader of Italy. • Answers might consider Pope Pius' Encyclical, <i>Non Abbiamo Bisogno</i>, in which he argued the Fascist regime was, in fact, seeking to steal children from Christ. • Answers might consider the criticisms made during the 1930s by the Vatican of the involvement of girls in the physical activities promoted by Fascist youth organisations and of the same body's attitude towards prostitution. • Answers might consider the criticisms made by the Vatican in 1938 of Mussolini's recent anti-Jewish legislation and its claim that this legislation conflicted with the 1929 Concordat; the effect of this attitude on the widespread rejection of anti-Semitic legislation by the Italian population might well be considered. 		
2 (a)	<p>Which of the following proved the more serious obstacle to success for Mussolini's foreign policy during the years 1922 to 1943?</p> <p>(i) Britain (ii) Germany</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing Britain provided the more serious obstacle, answers might consider the refusal of 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 'obstacle to success in foreign policy'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation; it should

Question	Answer/Indicative content	Mark	Guidance
	<p>Britain to tolerate Italian colonial expansion in Africa, referring, for example to British opposition to the conquest of Abyssinia.</p> <ul style="list-style-type: none"> • Answers might consider the apparent selfishness of Britain's approach following the Stresa Declaration of 1935 when, despite the agreement to condemn German rearmament at Stresa, she went on to conclude the Anglo-German Naval Treaty almost immediately afterwards with no reference to Italy. • Answers might consider the consistent British hopes to take advantage of Italian support, for example at Locarno and Munich, without intending to consider Italian ambitions. • Answers might consider the prestige brought to the Fascist regime during its years of cooperation with Britain as well as the prestige brought to Mussolini by his cooperation with Chamberlain at Munich. • Answers might consider the role of Britain in defeating the Italians in North Africa during World War II. • Answers might consider the involvement of Britain in the invasion Italy in 1943 which led to Mussolini's fall from power. <ul style="list-style-type: none"> • In arguing Germany provided the more serious obstacle, answers might consider that it was Mussolini's alliance with Hitler which brought about his downfall. • Answers might consider the escalation of conflict brought about by Hitler in the years after 1938 without consulting his Italian allies. • Answers might consider the argument that in the years 1922 to 1933 Germany was too weak to pose an obstacle to Italy whose status, in fact, benefitted from such weakness. In 1934 Italy was able to frustrate German ambitions in Austria successfully. 		<p>only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>

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	<ul style="list-style-type: none"> • Answers might consider that Hitler was far more willing to sanction Italian dominance of Southern Europe than Britain. • Answers might consider the support given to Italy in France, Greece and Yugoslavia following the outbreak of World War II. 		
(b)	<p>How far do you agree that Italy became a more divided country during the years 1896 to 1915?</p> <ul style="list-style-type: none"> • In arguing Italy did become a more divided country during the years 1896-1915, answers might consider the growth of the North/South divide brought about by the increasing industrialisation of the North and the reliance upon hydro-electricity. • Answers might consider the effects of government reliance on tariffs in economic policy and the closer contact with Europe of the North than the South. • Answers might consider preponderance of Northerners amongst the ruling elite. • Answers might consider the resentment of the politics of <i>trasformismo</i> pursued by the likes of Giolitti and the perceived failure of foreign policy with the defeat at Adowa and the failure to gain the <i>irredentist</i> lands. • Answers might consider the effects of the growth of nationalism and socialism, referring, for example to the assassination of King Umberto in 1900 and the <i>Red Week</i> of 1914. • Answers might refer to the problem of illiteracy with 70% of the electorate potentially illiterate following the electoral reform of 1912. • Answers might refer to the continued divisions between the Italian kingdom and the Catholic Church. • Answers might refer to the divisions brought about amongst the Liberal elite about the decision to enter 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far', but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the degree of of division. • 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.

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	<p>war in 1915.</p> <ul style="list-style-type: none"> • In arguing Italy did not become a more divided country, answers might consider the unifying effects of extending the franchise in 1912. • Answers might consider the decision of the Catholic Church in 1904 to instruct its followers to engage in national politics for the first time. • Answers might consider the unifying effects of success in Libya in 1911 and of the drive towards empire. • Answers might consider Giolitti’s attempts to reach out to moderate Socialists such as Turati by offering social reform. • Answers might consider that economic growth in the North provided employment opportunities for Southern migrants who could remain in Italy itself rather than emigrating to the USA. • Answers might refer to the potential unifying effects of fighting in World War I in 1915 where, for example, for the first time soldiers became more likely to use the Italian language rather than dialect. 		

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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.
Level 2 4–6 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
Level 1 1–3 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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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