

GCE

History A

Unit **Y250/01**: Italy 1896–1943

Advanced Subsidiary GCE **H105**

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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Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>To what extent had Mussolini become the dictator of Italy by 1925?</p> <ul style="list-style-type: none"> • In arguing Mussolini had become dictator of Italy by 1925 answers might consider that in 1922 the Fascist militia had become Italy's national militia and that during 1923 and 1924 Fascist opponents were physically attacked and some murdered. • Answers might consider that in his first speech to the Chamber of Deputies Mussolini reminded his audience he had 300,000 squadristi ready to support him in overcoming opposition. • Answers might consider the Acerbo Law of 1923 which meant that even if the Fascists received only 25% of the popular vote, they would automatically be accorded 66% of the seats in the Chamber of deputies. • Answers might consider that in January, 1925, Mussolini declared he was dictator of Italy. • Answers might consider the creation by Mussolini of his own secret police, the OVRA (the Organisation for Vigilance and Repression of Anti-Fascism). • Answers might consider the creation of the Fascist Grand Council as a parallel body to the Cabinet. • Answers might consider the increase in membership of the Fascist party to 938,000. • In arguing Mussolini had not truly become the dictator of Italy answers might consider the institutional barriers to his complete power which remained. The King remained head of state and commander of the army and the civil service and armed forces remained staffed by the traditional elites. The Fascist Grand Council itself could act as a barrier to Mussolini's personal power and both it and the monarchy would be instrumental in his downfall in 1943. 	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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	<ul style="list-style-type: none"> • Answers might consider the murder of Matteotti. This almost brought Mussolini down and he was forced to resign his control of internal affairs because of it. The support of the King was crucial to Mussolini's survival. • Answers might consider that the Church maintained a much stronger hold over the Italian people than did Fascism and that Mussolini himself had realised this by courting the approval of Pope Pius XI by ordering religious instruction in all schools and agreeing to the state meeting clerical salaries. The long-running dispute between the Italian kingdom and the Catholic Church would not be solved until 1929 (the Lateran Treaty). • Answers might consider the unwitting assistance given to Mussolini by his opponents. For example, the Aventine Secession proved a major tactical mistake on the part of the Socialists. • Answers might consider the fact that Mussolini had not succeeded in persuading the Italian people of the benefits of Fascism as a doctrine which also posed problems for him in the control of his own party. 		
2	<p>How far was the alliance with Germany the greatest mistake of Mussolini's foreign policy?</p> <ul style="list-style-type: none"> • In arguing Mussolini's alliance with Germany was the greatest mistake of his foreign policy answers might consider the generally accepted perception of him as a success before 1935. Indeed, his greatest achievement came in preventing Anschluss between Germany and Austria in 1934. • Answers might consider that his policy of cooperation with Britain and France had left him seeming to be an influential figure when considering his role at Locarno and in the Stresa talks of 1935. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the strain put on Italian resources by her participation with Germany in the Spanish Civil War as well as the lack of reward brought to Italy by that participation. • Answers might consider the very few gains made by Mussolini after his alliance with Germany (for example, Albania in 1939). • Answers might consider the poor treatment meted out to Italy by Germany following their alliance with very few Nazi plans actually communicated to Mussolini. • Answers might contrast the performance of Italy in World War II which she fought in alliance with Germany with that during World War I which she had fought in alliance with Britain and France. • Answers might consider that it was involvement in World War II which led to Mussolini's fall in 1943 and the invasion of Italy by both the allies and Germany. • In arguing the alliance with Germany was not responsible for the overall failure of Mussolini's foreign policy answers might consider the consistent failure throughout his period in office to produce meaningful strategic or economic gains for 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 though very few gains came to Italy after her alliance with Germany, the same was true of earlier gains with Abyssinia failing to produce the raw materials Mussolini had hoped she would offer and no effort being made to exploit Libyan resources. 		

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might also consider the fact that cooperation with Britain and France, in fact, brought little of tangible value to Italy, noting their reluctance to see Italy expand in North Africa and Britain's naval treaty with Germany in defiance of the Stresa Front. • Answers might consider the real reason for Italy's failure being her lack of resources regardless of her friendship with Germany. Such answers may consider the misleading nature of Mussolini's propaganda not only to the Italian people but to foreign powers as well. Such answers might also point to the 'rescue' of Italy by Germany during World War II in, for example, Greece. • Answers might illustrate Italy's weakness by reference to the strain produced by her involvement in Spain and Abyssinia as well as noting Italian involvement in Spain was much greater than German and that the prime mover in this was Mussolini himself and not Hitler. • Answers might well note the domination of foreign policy decisions by Mussolini himself and may draw the conclusion the real reason for the failure of Mussolini's foreign policy lay with himself. 		
3	<p>Read the interpretation and then answer the question that follows: 'Fascism was the last fling of the propertied classes to prevent a Socialist state.' Elizabeth Wiskemann: Europe of the Dictators, 1966 Evaluate the strengths and limitations of this interpretation of the rise to power of Italian Fascism 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 due to his alliance with the traditional Italian elites. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • 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 role of the King in appointing Mussolini as Prime Minister in 1922 following his refusal to declare martial law. • The fear engendered in the Italian elites of the advance of Socialism following the end of World War I with, for example, the 'Biennio Rosso'. • The support offered to Mussolini by other members of the Royal Family such as the Duke of Aosta. • The approval of Mussolini offered by the Catholic Church, especially Pope Pius XI, who forced Sturzo to resign from the Popolari because of his unwillingness to cooperate with Mussolini. • The role of the 'Squadristi' in supporting property owners against Socialism in the years following the end of World War I. • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <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' and the North/South divide. • The unpopularity of the Italian elites following the myth of the 'mutilated victory' and the defeat at Caporetto. • The mistakes of Mussolini's opponents such as the Socialists and the Popolari in refusing to unite internally to withstand the Fascist threat successfully. 		<ul style="list-style-type: none"> • 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.

Question	Answer/Indicative content	Mark	Guidance
	<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 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; his success as a propagandist.		

APPENDIX 1 – this contains a generic mark scheme grid

	<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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