

**A-level**  
**HISTORY**  
**7042/2L**

Component 2L Italy and Fascism, c1900–1945

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**Mark scheme**

June 2019

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## 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, i.e. 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.

## Component 2L Italy and Fascism, c1900–1945

### Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the relations between the Catholic Church and the Fascist state. **[30 marks]**

*Target: AO2*

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.*

### Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.**

**Source A: in assessing the value of this source, students may refer to the following:**

### **Provenance, tone and emphasis**

- the author is a Catholic priest writing for a Catholic audience in Australia, giving an international Catholic viewpoint. He was an eye-witness to the signing of the Lateran Treaty (Concordat) so it is valuable as a first-hand account by an individual.
- the source is a contemporary record of the reactions to the Treaty, which gives it value, although the intended audience is limited, being members of the Catholic Churches in Brisbane, which may reduce its value.
- the purpose of the article is to convey how the priest felt about the occasion and how he perceived the reaction of the crowd and of the journalists from around the world
- the tone is one of excitement and astonishment about the enormity of the occasion, particularly its worldwide impact. The crowd is 'tense with excitement'; 'a wound of 59 years' has been healed; it marks the 'freeing of the Pope'. This is emotive language. This might enhance the value in terms of the importance of the Treaty to a Catholic, or be seen as reducing the value of the source as it is not an objective record of the event.

### **Content and argument**

- the content describes the signing of the Lateran Treaty (Concordat) and the staging of it to show the close relationship between Mussolini and the Church. Context might be the slogan 'per il papa e per il duce', expressing the unity of Church and state
- the argument is that a great problem has been solved and the Pope has been 'freed'. This could be supported by reference to the terms of the Lateran Treaty and the history of the 'Roman question' since 1870
- it is clear that the events described, staged in the Lateran Palace for maximum propaganda effect, will be reported all over the world. This could be supported by knowledge of Mussolini's popularity at home and abroad in 1929
- the value of the source is in implying a close relationship between the Church and Mussolini; that the Church has gained a great deal from the agreement; and that 'Premier Mussolini' is a statesman worthy of respect. This could be challenged by knowledge of Mussolini's opportunism and changing views on religion.

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

**Provenance, tone and emphasis**

- the Pope is writing directly (in Italian) to all the Catholic Churches. The audience, therefore, is worldwide and the communication is open. We can assume that these words have been carefully measured
- it is clearly controversial because steps were taken to avoid internal censorship, which gives us further reason to find the content reliable
- the tone is severely critical of Mussolini's regime, though distinguishes between the party and its current practices. The Church is described as having been treated like 'a criminal'. There is also emphasis on the differences between the ideology of the Church and the 'pagan worship' of the state, practices which are 'irreconcilable' with the Catholic faith.

**Content and argument**

- the letter refers to the attempt by the regime to close down the Catholic youth groups ('Catholic Action'). It argues that these measures are unnecessary. The context here is the rivalry between the Fascist 'Balilla' and the Catholic groups
- we can imply the importance to both the Church and the state of nurturing the youth. Those of 'tenderest years'
- the claim is made that the state is attempting to monopolise the young, which could be seen in the context of Mussolini's attempts to create a totalitarian regime. The Pope is making a principled statement against fascism. He implies that such Fascist ideas are not compatible with Catholicism
- the value of the source is in showing us that, two years after the Lateran agreement, Pius XI has sufficient independence to challenge Mussolini and that it may not be possible to be both Catholic and Fascist. Contextual support might include the ensuing row and the compromise agreement. (Catholic Action allowed to continue with no PPI involvement or sports).

**Source C: in assessing the value of this source, students may refer to the following:**

**Provenance, tone and emphasis**

- this is a leading article in The Times newspaper, therefore given prominence and possibly editorial opinion. The newspaper is independent and published in a democratic state
- the date is significant because Mussolini had just introduced Race Laws as part of his 'radicalisation' of the regime in the late 1930s. We can expect some bias against fascism as Mussolini moved closer to Hitler, although this was published whilst appeasement was still popular
- the tone is factual reportage but there is an undercurrent of disapproval. This can be seen in the emphasis on the reaction of the Pope and the reference to 'exaggerated nationalism' which might reflect British concerns with events in Europe at this time.

**Content and argument**

- the source suggests that the introduction of racial laws was sudden and had an immediate effect on Church State relations. Contextual knowledge of the universality of the Catholic Church and of Mussolini's anti-Semitism and the radicalisation of the regime could be offered here. Pius XI had previously condemned Hitler's racist programme and expressed relief that it was not happening in Italy

- it argues that the split between Church and State was the most significant consequence of the racial laws. This should be related back to the Lateran Treaty and the importance of this relationship
- it reports that Mussolini is seen to 'copy the Germans', reflecting the Pope's opposition to Nazism and implying that the racial policy is unnecessary. Further context might be added on Mussolini's motives for radicalisation and other examples of his increasing links to Nazi Germany
- the value of the source is that it shows Pius XI was willing to openly challenge the Fascist state over racial policy and links with Germany. The influence the Pope had over public opinion may help to explain why, ultimately, Mussolini lost his popularity and his regime as a result of these links.



## Section B

- 02** 'In the years 1919 to 1921, the most significant consequence of Italy's involvement in the First World War was economic instability.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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/factors suggesting that in the years 1919 to 1921, the most significant consequence of Italy's involvement in the First World War was economic instability might include:**

- returning soldiers led to high unemployment as the transition to the peace time economy was slow. Unemployment reached 2m in November 1919. This fuelled political extremism
- wartime shortages led to rising inflation. This undermined living standards and exacerbated the problems of unemployment. This led to discontent with the government
- inflation reduced the value of the savings of middle classes and the income of the self-employed. The middle classes lost confidence in the Liberal government
- economic instability led to an increase in trade union activity and support for socialism during the two 'Red Years', 1918–1920.

**Arguments/factors challenging the view that in the years 1919 to 1921, the most significant consequence of Italy's involvement in the First World War was economic instability might include:**

- the sense of national humiliation was a more important consequence. It seemed that Italy had won the war but lost the peace. Little was gained at Versailles despite the very high casualties
- the war led to a rise in direct action in politics, for example D'Annunzio's seizure of Fiume and the Fascist squads. This contrasted with the apparent inactivity of the Liberal government
- the war had raised the expectation that Italy's victory would lead to social change. This fuelled political extremism, such as the strikes and the land seizures, and was also reflected in the popularity of the PSI and the rise of the Fascists
- the war led to a fear of revolution amongst the propertied classes, especially after the Bolshevik Revolution. The apparent weakness of the liberals in the face of this threat, for example the policy of non-intervention in strikes, only increased this insecurity.

It could be argued that the economic problems caused by the war were at the root of all the government's problems in this period, including the rise of socialism and social discontent. On the other hand, such economic problems were common in many countries after the war and could be seen as transitory. Only in Italy did democracy fail at this time and so the political consequences of the war could be seen as more important, especially the sense of a 'mutilated victory'. Conceptual understanding could be shown by the linkage between economic and other consequences.

- 03** 'Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to his ability to control the Fascist Party.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
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- 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/factors suggesting that Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to his ability to control the Fascist Party might include:**

- Mussolini was able to restrain Fascist violence after the turmoil of 1920–1922, for example by the creation of the Fascist militia. This made Fascist rule more acceptable to the political elites
- Mussolini was prepared to use the Fascist movement to intimidate opponents when it suited him, for example in the passing of the Acerbo Law or the 1924 election
- Mussolini brought the Fascist Party under political control. The Fascist Grand Council gave the Fascist Party a consultative role in government, but its membership was chosen by Mussolini. The cult of Mussolini strengthened his hold
- after the Matteotti Crisis Mussolini tamed the Ras, first using Farinacci to purge the party in 1925 and then replacing him with Turati. Party membership increased and the addition of careerists rather than ideologues strengthened Mussolini's control.

**Arguments/factors challenging the view that Mussolini's successful consolidation of power, in the years 1922 to 1926, was due to his ability to control the Fascist Party might include:**

- the consolidation of the regime depended upon the support of the elites. Mussolini made concessions to gain the support of the Pope and the monarchy. The liberal elites were persuaded that he could offer strong government (and control the violent elements in the Fascist movement)
- the regime was consolidated because of the weakness of the opposition. This enabled Mussolini to make legal changes, such as the Acerbo Law. After the Aventine secession Mussolini had control of the Chamber and passed laws which introduced the dictatorship
- Mussolini was fortunate in benefiting from the economic recovery under de Stefani and he also exploited foreign policy successes, such as Corfu
- excessive Fascist violence almost brought Mussolini down after the murder of Matteotti in 1924. The support of the King was crucial in his survival, but also Mussolini showed daring and political skill in announcing the dictatorship.

Effective answers will show an awareness of the disparate nature of the Fascist Party and the role of Mussolini in both using its violent elements and taming them as necessary. It could be argued that Mussolini's political skill was shown by his handling of the party and that this was a key factor in the creation of political consensus after 1922. Alternatively, that events such as the Matteotti crisis showed that Mussolini was not in control of the Fascist Party. Therefore, his relationship with the elites was the most important factor. Conceptual understanding will be shown by the linking of the factors which enabled the successful consolidation of the regime.

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- 04** To what extent were the anti-fascist partisans responsible for the final collapse of Fascism in Italy, in the years 1943 to 1945? **[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.*

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- 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/factors suggesting that the anti-fascist partisans were responsible for the final collapse of Fascism in Italy, in the years 1943 to 1945 might include:**

- the anti-Fascist partisans showed great bravery in opposing Fascist rule and German occupying forces. The number of partisans increased over the period to c160 000 in 1945. They represented a broad political spectrum: Actionists, Socialists, Catholics, and Communists
- through surprise attacks, sabotage and assassination the partisans were important in disrupting the Fascist state and the German occupiers, killing 5000 Germans and taking up to 30 000 out of action. Republican forces were vicious in their reprisals for partisan activity, which increased the unpopularity of the regime
- the partisans helped allied prisoners of war to escape
- the partisans played an important role in offering national unity as they were united in the common cause of defeating Fascism (the Salò Republic) and removing Germany. They were good propaganda for the anti-Fascist cause and they finally captured and executed Mussolini.

**Arguments/factors challenging the view that the anti-fascist partisans were responsible for the final collapse of Fascism in Italy, in the years 1943 to 1945 might include:**

- the partisans were always a small minority. The majority of Italians sought to avoid supporting either side. The presence of partisans in the area could bring terrible reprisals on a community
- the Communists were the main beneficiaries of the partisan activity and have exaggerated its impact for their own political ends, to gain acceptability after 1945. The partisans had only a nuisance value in the war effort
- Mussolini's Salò Republic failed to inspire popular support amongst the Italian people. It made claims to be a true Fascist state and offered radical policies, but in reality it could do nothing as Mussolini was a puppet of the German occupying powers. Mussolini was no longer a commanding figure, his defeat in the Grand Council in 1943 being the decisive moment
- the final collapse of Fascism was due to the defeat of Germany in the Second World War. Allied bombing raids in the north of Italy and eventually the retreat of the German forces to the Austrian border led to the collapse of the regime.

The Salò Republic, in the years 1943 to 1945, might be seen as a 'pointless postscript' to Fascist Italy, with failure a consequence of Germany's defeat. The Salò Republic had significant weaknesses. The partisans played a part in its defeat but their role may have been exaggerated. The anti-Fascist activity of 1943–45 did enable Italy to form an anti-Fascist democratic republic in 1945 as they offered a vision of a united Italy across a wide political spectrum. Conceptual understanding could be shown by an awareness of the declining influence of Mussolini and the significance of the role of Italians in defeating Fascism.