
A-level HISTORY 7042/2L

Component 2L Italy and Fascism, c1900-1945

Mark scheme

June 2021

Version: 1.0 Final



2 1 6 A 7 0 4 2 / 2 L / M S

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 Examiner.

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.

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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, ie 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the fall of Mussolini in 1943.

[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 source is valuable in showing how Grandi used constitutional methods to remove Mussolini. Grandi was a moderate Fascist who had been sacked from Mussolini's government earlier in 1943
- the context of the source is valuable as the Fascist Grand Council was called at a time of national crisis for Italy. The food strikes in Turin in March showed discontent with the regime. The invasion of Sicily by Allied forces in July precipitated the crisis
- the emphasis in the source is valuable. By stressing nationalism, Grandi produced a motion which is vague and, on the surface, not threatening to Mussolini. This helped Grandi secure a majority. 19 members of the Council supported the motion
- the tone of the source is patriotic and deferential to the monarchy. It emphasises the 'great hazard' that Italy faced and the obligations of the Council which go back to the unification, to defend the 'Motherland'. It expresses 'faith and confidence' in the King. This shows that Grandi wanted to remove Mussolini but did not want to be seen as a traitor.

Content and argument

- the argument is that Italy is in danger. This could be supported by the context of the war, including the Allied invasion and bombings, and the domestic unrest
- the source refers to the conduct of the war, which is a criticism of Mussolini, though this is not made directly for tactical reasons. This could be supported by the context of Mussolini's leadership and the views of the elites, including the King
- the source sets out the constitutional route to depose Mussolini, by inviting Mussolini, as Head of Government, to ask the King (Head of State) to take over the supreme leadership. This could be supported by the context of the constitution as established in 1926, including the role of the Grand Council
- the source has value in understanding the tactics that were used in 1943 to depose Mussolini.

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

Provenance, tone and emphasis

- the source gives us a German perspective on the fall of Mussolini. A report drawn up for the government could be expected to be expert and knowledgeable in international relations
- the value of the source is enhanced by its confidential nature, which implies that the source is open and honest about the events
- the value of the source may be diminished by its motivation to explain the fall of Mussolini in terms of disloyalty rather than as a failure of Fascism
- the tone emphasises the 'grave' situation that Italy was in and the weakness of the leadership, who are 'unqualified persons'. The intention is to blame individuals such as Grandi, as Mussolini did not face any 'determined opposition'. He fell because 'no one was loyal'.

Content and argument

- the source argues that Italy has been poorly led through the war. This could be supported by the context of Italy's war record, in particular the role of Mussolini. The implication that the poor leadership was more widespread could be challenged as it ignores the dominance of Mussolini in decision-making
- the source argues that there was no significant opposition to Mussolini. This could be challenged by the context of the Turin riots of 1943 and the moves taken by the King and the moderate Fascists in 1943. Mussolini was seen as the key reason for Italy's problems
- the source blames Mussolini's illness as a factor in Italy's failure. This could be supported by knowledge of his stomach condition
- the source blames Grandi and Ciano, which could be challenged by the knowledge of the wider opposition to Mussolini, including the King and the Pope, and that 19 members of the Council supported the motion, after a ten-hour meeting.

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

Provenance, tone and emphasis

- the source is valuable as it reflects the genuinely held view of the writer at the time, who was an Italian. This is because the source is a diary, so contemporary to the fall of Mussolini. It was not written for a specific audience and was never published. The source gives an insight into how Italians felt about Mussolini at the time
- the value of the source may be reduced because the diarist was a prisoner of war in South Africa, and had been for a number of years. He was held in a camp overseas and so would not have direct information about the progress of the war, except possibly through his guards. Nor would he have direct experience of conditions in Italy.
- the value of the source may be reduced as evidence of how people felt about Mussolini because the writer may not be typical of Italian responses. The diarist had been involved in Fascist organisations since a young age. His captivity may have increased his sense of loyalty to the regime
- the tone of the source is one of shock and disbelief. He is in 'turmoil', feeling that the 'sun has set'. The diarist affirms his loyalty to Mussolini, giving evidence of the impact of the Cult of the Duce perhaps. Mussolini 'loved his people', 'I believe in the Duce in the same way as I believe in God'.

Content and argument

- the argument of the source is that Mussolini's fall from power came as a great shock to Italians. All the prisoners of war refused to believe it had happened, except for the 'medical officers'. This could be seen as Fascist inspired dismissal of non-combatants
- the source can also be used to argue that Mussolini was still held in high regard as the Duce, at least by some. This could be challenged by what was happening in Italy, eg the 1943 strikes
- the source suggests that the fall of Mussolini may not be the end of Fascism, and may help us to understand the formation of the Salò Republic
- given the strength of the Cult of the Duce, this source shows why it was difficult for Grandi and the other moderate Fascists to secure the dismissal of Mussolini.

Section B

0 2 'Italy entered the First World War in 1915 because of Italian public opinion.'

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 supporting the view that Italy entered the First World War in 1915 because of Italian public opinion might include:

- public opinion was much more in favour of intervention in the war in 1915 than it had been in 1914
- a nationalist campaign transformed public opinion in 1914–1915, led by Enrico Corradini. They wanted Italy to be seen as a great power and to recover the disputed lands of Trentino and Trieste from Austria-Hungary. Giolitti claimed that the Nationalists forced the government to intervene in the war
- public opinion was influenced by Benito Mussolini, who left the socialist party and became a powerful supporter of intervention. He was a journalist. The press supported interventionism
- Entente propaganda also influenced public opinion in Italy.

Arguments challenging the view that Italy entered the First World War in 1915 because of Italian public opinion might include:

- Italy negotiated with both the Triple Alliance and the Entente powers in order to secure the best outcome of intervention for Italy. Italy was not bound by her membership of the Triple Alliance because the Austrians made the ultimatum to Serbia without informing Italy
- Salandra and Sonnino secured the better promises from the Entente. The secret Treaty of London was agreed in April 1915. This committed Italy to intervene in the war
- the Entente powers offered territory from Austria-Hungary including Trentino. Britain also promised a loan of £50 million to help Italy's war effort
- Italy also entered the war as a result of political intrigue. Salandra and Giolitti were rivals. Salandra pushed for intervention because he hoped a successful war would strengthen his position as national leader
- the extent of popular support for the war has been exaggerated. Italians feared war. A majority of deputies were still backing Giolitti's neutralism as late as May 1915.

Answers will show an understanding of the 'interventionist crisis' of 1914–1915. The public campaign in favour of the war was important because it created the impression of widespread support. It reduced the options of the politicians who wanted to remain neutral. Mussolini later claimed credit for forcing the government into war. However, the decision to enter the war was taken by Salandra and the King, based on the real gains that would be made from the Treaty of London. The terms of this treaty remained secret and were not known by the Italian people until the end of the war. A further factor was the political intrigue between Salandra and Giolitti.

- 0 3** To what extent was Mussolini's appointment as Prime Minister in 1922 due to the weakness of King Victor Emmanuel III?

[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**
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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 supporting the view that Mussolini's appointment as Prime Minister in 1922 was due to the weakness of King Victor Emmanuel III might include:

- Victor Emmanuel III refused to sanction martial law to oppose the Fascist March on Rome. Facta, the Prime Minister, requested this. The King agreed then changed his mind, perhaps because he feared that the army might not act against the Fascists
- the King appointed Mussolini as Prime Minister on 30 October. He had hoped that Mussolini would join a government with Salandra, but gave in to Mussolini's demand to be the PM
- the King had not supported the Fascists before, but his cousin, the Duke of Aosta, was a Fascist supporter. The King feared that he would be deposed if he opposed the Fascists
- Mussolini was in a weak position before the King telephoned him. There were 34 Fascist deputies in Parliament; the assembled Fascists were few in number and poorly armed; Mussolini had waited near the Swiss border in case the March failed. Therefore, more resolute action by the King would have defeated the Fascists.

Arguments challenging the view that that Mussolini's appointment as Prime Minister in 1922 was due to the weakness of King Victor Emmanuel III might include:

- Mussolini's leadership was decisive to the success of the March. He had built a broad base of support by accepting the monarchy. He had support from the army, including some generals. Mussolini seemed to be able to control the Fascist violence and so bring stability
- the Fascist squads had defeated the Socialists and so brought order to rural Italy. They created an atmosphere of fear and intimidation which influenced the King
- the appointment of Mussolini as Prime Minister was a triumph for Fascist propaganda. The Fascists created a perceived threat
- the traditional liberal system was collapsing. There was no political stability and the King did not have other options. Giolitti was unpopular and now elderly
- Mussolini's tactics were decisive. He would not accept a place in the government unless he was the leader.

Answers are likely to argue that Victor Emmanuel did make key decisions that let Mussolini into power. He showed weakness at a time when the Fascist squads could have been defeated by resolute action. The 'March on Rome' only took place after Mussolini had been given power. This argument could be balanced with the view that the appointment of Mussolini was a 'propaganda coup' by the Fascists and that Mussolini successfully exploited the political chaos in 1922.

0 4 'Mussolini's regime gained huge benefits from its relationship with the Catholic Church.'

Assess the validity of this view with reference to the years 1929 to 1939.

[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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- 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**
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- 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 supporting the view that Mussolini's regime gained huge benefits from its relationship with the Catholic Church might include:

- in the Lateran Treaty of 1929, Mussolini ended the division between Church and State which had existed since 1870 and so gained great prestige, within Italy and across the world
- Mussolini gained political strength by uniting Church and State. 'For Pope and Duce'. The Pope supported Fascist foreign policy in Spain and Abyssinia, as well as campaigning with the Fascists on aspects of social policy
- Italians were no longer divided in their loyalties as they could support both Fascism and the Church. In the election/referendum of 1929 the Fascist candidates were approved by over 99% of the voters. The Church encouraged the voters to support Fascism
- the financial settlement in the Lateran Pact, 750m lire, was small yet the impact was enormous. Italy entered the period which has been called the 'era of consensus' after 1929. Mussolini was at the height of his popularity.

Arguments challenging the view that Mussolini's regime gained huge benefits from its relationship with the Catholic Church might include:

- in the Lateran Treaty, the Church retained its autonomy and control of the religious education in schools. Mussolini had given up the chance to create a truly totalitarian state
- there was some opposition within the Church from the start, but the relationship became more strained through the 1930s, for example the argument over the role of Catholic Action in 1931. The Pope wrote to the Churches saying that Italians should embrace Fascism only with 'mental reservations'
- by 1938, the Pope became an open critic of the regime, speaking publicly against the Race Laws and accusing Mussolini of 'following the Germans'
- the gains of the pacts were in the short term, in the longer term, the costs' losses became more evident. The Church did contribute to the Fascist consensus in the 1930s but it was also a rival to Fascism and was building up its strength.

Answers are likely to argue that the good relationship with the Catholic Church, as shown in the Lateran Treaty, was very significant for Mussolini in confirming support for Fascism in Italy. This was also a propaganda triumph which was noted across the world. This could be balanced with the view that the relationship with the Church was a changing one, and that the Pope became a critic of the regime in the 1930s, especially after 1938 when the anti-Semitic decrees were passed. Mussolini compromised his ability to create a totalitarian state, gaining a degree of consensus in return, which had its limits.