



A-level HISTORY 7042/2L

Component 2L Italy and Fascism, c1900–1945

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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 Corporate State in Italy.

[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

- Mussolini, as head of the government, is making a propaganda speech to support the development of the Corporate State, with the creation of corporations. This was a significant part of Fascist ideology. Mussolini makes bold claims as to what Fascism can achieve for the workers
- the date is also important as Mussolini makes the link back to the crash of 1929 and the world economic depression and shows Fascism superseding capitalism
- Mussolini is addressing workers, specifically detailing what they will gain from the Corporate State and what is expected of them. They are addressed as supporters of Fascism. The source reinforces Mussolini's belief that everyone supports Fascism
- the emphasis of the speech is the superiority of the Corporate State, which has replaced the failed capitalist model, and the advantages for the Italian workers. Capitalism has 'crashed'. The Corporate State is the 'solution', it will act in the 'interests of everyone', achieving 'higher social justice'.

Content and argument

- Mussolini argues that the Corporate State was a response to the collapse of the capitalist economy in 1929. This could be supported in the context of the international economic situation from 1929 but challenged by early Fascist support for corporatism and the introduction of Corporate State legislation in Italy since 1926, for example Rocco's law
- Mussolini argues that the Corporate State brings 'real equality' between employer and worker. This could be supported by the theory of Corporatism, but challenged by the way in which the Corporate State was put into practice, for example the banning of the Trade Unions in the 1920s, but the continuation of the Confindustria, the employers' association
- the promise of 'fair wages' and 'decent homes' could be challenged in the context of the Italian standard of living in the 1930s, for example declining real wages
- the argument that the workers support Fascism could be supported by the 1929 election result and support for policy such as the OND. It could be challenged by the degree of censorship and the repression of opposition.

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

- the value of this source is that it gives the criticism of the Corporate State from the extreme left, although it will contain political bias. The lecturer is a Communist
- the lecture was given in Moscow, in Stalin's Russia, in 1935. The audience was Italians in exile. This shows how important the Communist movement internationally felt it was to challenge Fascism and Corporatism
- the lecture emphasises the difference between Fascist propaganda and reality. Its tone is persuasive and factual in part. It is dismissive of the claims of the Fascists, for example the Corporate State is 'nothing but a series of words', it is a 'propaganda tool'. Corporatism has 'no great support' from the people.

Content and argument

- the lecture argues that Fascism is a dictatorship and that the Corporate State is propaganda designed to cover this up. This could be supported by the context of the claims made by the Fascists, and the admiration for Corporatism as a 'third way'
- the lecture argues that the Corporate State is a political tool used to control workers. This could be evaluated in the context of the operation of the Corporations as they were introduced in the 1930s, for example the representation for the workers and the role of the Fascist officials
- the argument that the Corporate State 'restricts every political liberty' could be seen in the context of the loss of trade unions, free speech and the right to strike
- the argument that the Italian people do not support Fascism and Corporatism, despite being influenced by Fascism, could be challenged or supported with reference, for example, to social policy such as the OND. It could be supported by the use of repression.

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

- the author is valuable as an independent witness. Gunther has been able to travel to other countries and compare political systems
- the publication of this book in London means that it is free from censorship and the timing of Gunther's travels in Europe corresponds exactly to the development of the Corporate State in the mid-1930s
- Gunther's book reflects the growing interest outside Italy, aroused by political developments such as the Corporate State in the 1930s
- the emphasis of the source is on reaching a judgement about the Corporate State. There is some balance in the text, but the author seems to have made up his mind, referring to Italy as a 'prison'. There are anti-capitalist measures, he concludes, but they are outweighed by the disadvantages to workers, which are 'infinitely more severe'.

Content and argument

- the source argues that the economy is run for the benefit of the state. This could be evaluated in the context of the repression of trade unions and socialism in Fascist Italy, and the close relationship between Fascism and the employers
- the argument that there are anti-capitalist measures in the Corporate State could be supported by the context of Italy's reaction to the world economic depression, for example, the government control of wages that ensured relatively low unemployment compared to other countries
- the argument that the workers have lost more than the employers could be supported by the working of the Corporations in practice, and by the loss of political freedoms in Fascist Italy

- the argument that the Fascist Corporate State propped up the capitalist system could be evaluated in the context of government control of the corporations, or the government intervention in the economy through the IRI for example. The alliance between Fascism and big business was important. It is a matter of debate whether this was accidental, as Gunther implies, or the intention all along.

Section B

0 2 'In the ten years before entering the First World War in 1915, Italy was politically stable and economically strong.'

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 in the ten years before entering the First World War in 1915, Italy was politically stable and economically strong might include:

- Italian democracy was relatively secure. In 1912 the franchise was extended to all adult males, giving the vote to 8.5m
- Giolitti had dominated the decade to 1915 and brought some stability to Italian politics. He sought support from a broader coalition of political groups, including Catholics and Socialists. His management of parliament brought about social and economic reforms
- Italy's economy had developed in the north, particularly around the Milan, Turin and Genoa 'triangle'. Steel, chemicals, the motor car and electrical industries had developed and new sources of power found in hydro-electric. The value of Italy's export and import trade had increased significantly, albeit from a low starting point
- agriculture had progressed, for example in the Po Valley. Large farms made more use of chemical fertiliser and agricultural machinery.

Arguments challenging the view that in the ten years before entering the First World War in 1915, Italy was politically stable and economically strong might include:

- Giolitti's tactic of manipulating parliamentary majorities through 'trasformismo' was not stable. For example, he fell from power in 1914 after trying to win support from Catholics with the 'Gentolini Pact'. The Catholic Church still did not recognise the state of Italy
- the nationalists and the socialists were still a threat to the political stability of Italy. To appease the nationalists, Giolitti had embarked on a war in Libya which was costly. The socialists had refused to join the government. In 1914 there was political unrest in 'Red Week'
- political divisions during the 'intervention crisis' in 1914–1915 showed the instability of the government
- Italy was still a relatively weak economy in Europe. Lacking good quality coal and iron, Italy was dependent on imports for key raw materials. Transport and communication links were still poor in most areas and the majority of the population was rural
- Italy's economic development was limited geographically, being significantly divided between the north and the south. The abolition of internal tariffs in 1911 only made this situation more acute. The south had poverty, illiteracy and backward farming methods.

Answers will show an understanding of the political and economic condition of Italy in 1915. Although established as a parliamentary democracy, the system of parliamentary manipulation used by Giolitti came under increasing pressure as the franchise increased, so that perhaps the political system was not stable on the eve of the First World War. It could be argued that Italy was now an 'industrial nation', although it was weaker than the other European powers. Industrialisation was a challenge to the political stability, for example the power of the socialists.

- 0 3** To what extent was Mussolini's rise to power, in the years 1919 to 1922, due to Fascist opposition to Socialism?

[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 supporting the view that Mussolini's rise to power, in the years 1919 to 1922, was due to Fascist opposition to Socialism might include:

- the Fascist movement did not have a coherent ideology but it had a strong emphasis on anti-Socialism and exaggerated the threat of Socialism in order to win support. The Socialist 'threat' was seen in the strikes of the 'red years', including the occupation of the factories in 1920. The years 1920–1922 were the 'black years' in which the Fascist movement responded directly to the rise of Socialism
- factory owners and property owners supported Fascism as they feared a Bolshevik style revolution in Italy, as had happened in Russia. The Italian Socialist Party was the largest single party in parliament in 1919
- the Fascist squads were violent against the socialists, for example breaking the rural strikes in the summer of 1921. This created an atmosphere of political violence in these years, and gave the impression that Italy was descending into civil war, from which only Fascism could save the country
- the failure of Mussolini's 'Pact of Pacification' with the Socialists in 1921 shows how important opposition to Socialism was to the Fascist supporters
- the Socialist general strike in the summer of 1922 led to a new wave of violence between Fascists and Socialists. The King, fearful of civil war, invited Mussolini to be the Prime Minister.

Arguments challenging the view that Mussolini's rise to power, in the years 1919 to 1922, was due to Fascist opposition to Socialism might include:

- Mussolini rose to power because he highlighted the weakness of the Liberal government. Fascism offered strong government, in the place of the 'trasformismo' of the democratic years
- Fascism gained support because it was opposed to the peace treaties of 1919–20. Mussolini said Italy's victory in war was 'mutilated'. He took his inspiration from the actions of D'Annunzio in seizing Fiume in 1919
- Fascism gained support because of the weakness of the opposition. The Socialist Party was not a threat as it was divided between the extreme left and the moderate left. The Liberal Prime Ministers offered weak leadership, such as the elderly Giolitti. Giolitti gave the Fascists respectability by inviting them into the governing coalition in 1921
- Mussolini promised to unite the nation and complete the transformation which had been promised by the process of unification in the nineteenth century. Mussolini promised to work with the monarchy and the Church. Mussolini followed a 'dual policy' of political respectability alongside political violence
- Mussolini became Prime Minister in 1922 because the King did not think he had any other alternative and the Fascists had successfully taken control of town councils across Italy. Their power was demonstrated by the 'March on Rome'.

Answers will show an understanding of the reasons for political change and the nature of the Fascist appeal in these years. It could be argued that opposition to Socialism was the key factor as it united Fascism's disparate support. Political violence against the Socialists also further weakened the liberal democracy, whose leaders appeared to be weak in the face of the 'Socialist threat'. On the other hand, Fascism had a broader appeal, including nationalism, and Mussolini also sought to accommodate the traditional elites, such as the monarchy and the Church in his 'New Policy', thereby creating political respectability.

0 4 'In the years 1935 to 1939, the war in Abyssinia brought considerable benefits for Mussolini and Italy.'

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.

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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 in the years 1935 to 1939, the war in Abyssinia brought considerable benefits for Mussolini and Italy might include:

- after the victory in Abyssinia, Mussolini reached the height of his popularity in Italy, which was promoted by the cult of the Duce. Mussolini had avenged the defeat at Adowa in 1896
- the nation was united behind the war and rallied against the sanctions. The Queen Mother organised the collection of gold wedding rings for the war effort. The Catholic Church praised the war as a civilising mission
- Mussolini had fulfilled the ideology of Fascism, showing the importance of conflict, contempt for peace-making enterprises such as the League of Nations, and the recreation of the Roman Empire. Fascism was seen as a dynamic force
- Italy was an imperial power. Italy's territory in East Africa was consolidated
- attention was drawn away from domestic grievances, such as the Corporate State.

Arguments challenging the view that in the years 1935 to 1939, the war in Abyssinia brought considerable benefits for Mussolini and Italy might include:

- the war had significant economic consequences for Italy and the ongoing occupation of Abyssinia was a drain on Italy's military resources. 250 000 troops were garrisoned in the new colony
- the settlement of Italians was costly but the colony had little impact on trade with Italy to 1939. The budget deficit increased to 16 billion lire as a result of the war
- the sanctions imposed by the League of Nations made Italy more economically dependent on Germany, which was an unequal relationship
- the war against Abyssinia damaged Italy's relations with Britain and France in the longer term. Mussolini's foreign policy was less flexible as a consequence. He had less influence as the 'makeweight' between the western democracies and Hitler, for example in his role as 'honest broker' at Munich
- after the victory, Mussolini became carried away with his own propaganda and had a sense of infallibility. This led to a more unrealistic foreign policy, such as the costly involvement in the Spanish Civil War 1936–1939, and further encouraged him into a closer relationship with Hitler, for example the Rome Berlin Axis and the Pact of Steel.

Answers will focus on the consequences of the invasion in the years to 1939, both domestically and internationally. It could be argued that the short-term impact was beneficial, in terms of Mussolini's prestige, although this was exaggerated by propaganda. Italy had established an empire. Mussolini fulfilled Fascist ideology but lost flexibility in foreign policy. Italy became more dependent on Germany and Abyssinia drained Italian resources. This was to have very negative consequences for Mussolini and Italy.