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A-LEVEL

# History

Component 2L Italy and Fascism, c1900–1945

Mark scheme

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7042

June 2017

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Version: 1.0 Final

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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.

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June 2017

A-level

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 Fascist foreign policy in the years 1935 to 1940. **[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

- Gunther is an experienced, well-travelled journalist, giving an expert outsider's view of recent events. He gives a valuable insight into the importance of ideology for foreign policy
- implicitly, it is clear he has a detached, critical view of Mussolini: as in the references to 'bluster' and to a dictator who was a 'prisoner of prestige'
- the tone of the closing sentences reflect Gunther's sceptical outlook in relation to personality politics and 'megalomania'.

### Content and argument

- Gunther's view of Mussolini's motives focuses on the personal obsession with prestige and 'glory'; overriding practical considerations and expert advice. This is reinforced by the reference to Mussolini's reaction to Hitler 'stealing attention' from him
- there is also a particular focus on colonies and imperialism, and on Mussolini's belief in war. Answers may deploy own knowledge to develop these themes in Mussolini's personality and in Fascist ideology
- some answers may draw attention to the reasons why Abyssinia was a 'difficult and dangerous' project, perhaps using own knowledge of Italy's weakness in military and economic preparedness in 1935 to suggest that this is why Mussolini took a risky gamble in foreign affairs.

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

### Provenance, tone and emphasis

- the source gives a valuable insight into the indoctrination of soldiers in the army
- the source is derived from a patriotic marching song to inspire soldiers; it is blatantly propagandistic and one-sided. This song relates to the Spanish Civil War but it closely resembles similar songs from the Abyssinian War, and from Fascist youth organisations
- the tone is strongly idealistic and unquestioning, submerging individuality in the mass
- there is an emphasis on force and conflict: 'lion-like and furious'; and on hostility to enemies, such as the 'sullen foe' and the 'treacherous Reds'; it reflects the views promoted by official propaganda.

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**Content and argument**

- the first theme is the warrior virtues of the 'legionaries of Fascism' who are committed to combat and loyalty to the Duce; this could be backed up by own knowledge of ideology and propaganda, for example in Fascist education, or in the cult of Mussolini
- a second theme is on 'Civilisation' and the 'new History', and the 'eternal Light of Rome'; this might be backed up by own knowledge of the ways in which Mussolini's imperial ambitions were consciously linked to the glories of the past (for example in avenging the humiliation of Adowa in 1896)
- a third theme is the idea of Fascist revival against the 'sleep' of previous decades and a counter-attack against the 'treacherous Reds'; this could be backed up by own knowledge about the motives for Italian intervention against the Spanish Republic.

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

**Provenance, tone and emphasis**

- the source is a set-piece speech by Mussolini, 'playing away from home'; it is designed to present him and his regime in the best possible light, and to underpin good relations between Fascist Italy and Nazi Germany. It might be assessed as a skilful speech (tactfully delivered in German) showing Mussolini's effectiveness as an orator
- the tone is friendly and complimentary, admiring the achievements of Hitler's Reich and seeking every opportunity to make links between the 'two revolutions'
- the emphasis is exaggeratedly peaceful: stressing 'no hidden agenda', and 'the coexistence of peoples'.

**Content and argument**

- the first theme is on 'solidarity' between Fascism and Nazism; answers might use own knowledge to place this in context of previous tensions and differences between Mussolini and Hitler (for example over Austria in 1934)
- a second theme is the Rome-Berlin Axis not having an agenda of aggression against other states; own knowledge might be used to question this (pointing out, for example, that Mussolini had turned against Britain and France, and intervention in Spain was hostile to the Soviet Union as well as to the western democracies)
- the third theme, of peaceful intentions, could be challenged by extensive own knowledge of Fascist aggression – in the ideology expressed in Source B, in the extent of militarisation in Italy, and in specific actions in Abyssinia and Spain.

**Section B****02** 'In 1914, Italy was a stable, prosperous democracy.'

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.**

Answers should be able to present a range of evidence and arguments to assess political stability, or otherwise, in Liberal Italy before the First World War. Material about long-term weaknesses before 1903 (or after 1915) might be used to do this; but it should be directly applied to the question, and is NOT a requirement for high-level marks.

**Arguments/factors suggesting that in 1914, Italy was a stable, prosperous democracy might include:**

- there was continuity and stability in government under Giolitti. The moderate anti-clerical liberal consensus was strongly established
- democracy was strengthened by the extension of the franchise in 1912. Again, this compared well to developments in other mature states, such as Germany
- any problems of political corruption were mostly in the South, but made little difference to overall developments in a modern industrial economy
- it could be argued that the foundations of a stable liberal democracy had already been laid before Giolitti came to power
- Italy had experienced significant economic modernisation by the early 20th century. Italian cities were enjoying similar prosperity and cultural confidence to that of other countries such as France and Britain (and the problems of the time, such as strikes and industrial unrest, were little different from France and Britain).

**Arguments/factors challenging the view that in 1914, Italy was a stable, prosperous democracy might include:**

- ‘Giolittianism’ was narrowly based, dominated by an unrepresentative oligarchy; the system was outwardly democratic, but was cunningly manipulated and ‘managed’
- there were vast economic disparities between the North and the South, with its intense poverty, leading to large-scale emigration to the Americas, and to local Mafia corruption
- there were serious political weaknesses and divisions: the monarchy failed to hold the loyalty of the whole nation; there was a deep, lasting divide between Church and State
- economic growth was leading to stresses and strains, with widespread strikes and demonstrations, and increased electoral support for socialism (political divisions were exposed by the bitter debates about whether or not Italy should join the war in 1915)
- the extension of the franchise in 1912 showed weakness, not strength, of Giolittianism; it was an attempt to defuse the rise of socialism, not a modern reform.

Features of higher-level answers may be the ability to differentiate between aspects contributing to the strengths and weaknesses of the political system; or analytical depth in examining the nature of instability in Italy. It might be argued that there was actually ‘stable instability’, with considerable continuities beneath the surface.

- 03** To what extent was the successful consolidation of the Fascist regime in the years 1922 to 1929 due to Mussolini's mastery of propaganda? **[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**
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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.**

Answers should be able to present a range of evidence and arguments to assess Mussolini's 'mastery' of propaganda; and to consider the relative importance of other factors.

**Arguments/factors suggesting that the successful consolidation of the Fascist regime in the years 1922 to 1929 was due to Mussolini's mastery of propaganda might include:**

- Mussolini was indeed a renowned orator, who perfected what AJP Taylor called 'the technique of the balcony'. Propaganda was vital to the cult of Mussolini as leader
- Fascist propaganda was very effective in promoting ideology – with a strong appeal to youth, and a sustained campaign to arouse fears of Communism. Everybody in Italy thought they understood what Mussolini stood for
- the theme of restoring national pride after past humiliations was presented vividly and effectively – through the outward show of uniforms, marches etc, but also through foreign policy aims
- Fascism was quick to exploit opportunities to muzzle the press; and to influence education and youth
- violence was most effective when used as a propaganda weapon, to maximise fear of Communism, or fear of the Fascists. There was relatively little *actual* violence after 1922.

**Arguments/factors challenging the view that the successful consolidation of the Fascist regime in the years 1922 to 1929 was due to Mussolini's mastery of propaganda might include:**

Propaganda was often important, but it was only the icing on the cake. Other factors mattered more:

- the use of violence and intimidation to suppress potential opponents
- the willingness of the King and the ruling elites to compromise with Mussolini at times when he could have been stopped (such as the Matteotti Affair)
- Mussolini's political skill as a tactician, especially controlling and concealing the divisions and internal rivalries within the Fascist movement
- good timing: from 1923 there was enough economic recovery from the post-war crisis to give his regime a veneer of success (and a few cheap foreign policy successes to boast about also).

One feature of higher-level answers may be the ability to make links between the various factors involved, perhaps explaining propaganda depended upon substantive successes.

- 04** ‘The strains of the Second World War exposed the complete failure of pre-war Fascist economic policies.’

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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- 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.**

Answers should be able to present a range of evidence and arguments to assess the extent of economic success and failure in Mussolini's Italy; and to differentiate between the 'peacetime' economy of 1935–1940 and the war economy of 1940–1943.

**Arguments/factors suggesting that the strains of the Second World War exposed the complete failure of pre-war Fascist economic policies might include:**

- the economic situation in Italy in the 1930s was, in reality, much weaker than the propaganda claims of success. The Corporate State was much more effective in muzzling the trade unions than in managing economic recovery. Wartime economic problems exposed this
- living standards were low in the 1930s: secret police reports on the mood of the people in 1938 expressed fears that the economic situation was undermining loyalty to the regime; this was laid open by wartime developments such as the strikes in Turin in 1943
- Mussolini was warned before the war that economic weakness was hampering Italy's military preparations. He knew this was true; that is why he held back from war until it was 'safe' in 1940 – a long war was bound to produce the problems that arose by 1943
- one reason Mussolini sought a 'short victorious war' was to distract attention from the economic failures of the 1930s. He knew the economy could not withstand a real war.

**Arguments/factors challenging the view that the strains of the Second World War exposed the complete failure of pre-war Fascist economic policies might include:**

It can be argued that the economic situation of Italy in the late 1930s was adequate if imperfect. It was the strains of war that ground the economy down, for example:

- Italy survived the Great Depression better than many other countries. Collaboration between business and the regime achieved decent levels of production
- at least until 1943, shortages, rationing etc were not noticeably worse in Italy than in other countries, such as Britain
- the real problem for Italy was that the expected short war turned into a long one (and that being Germany's ally became an economic burden, not an asset)
- major industrial unrest, such as the mass strikes in Turin, only happened in 1943, at a time when Italy had been invaded from the South and was suffering from mass bombing.

One feature of higher-level answers may be the ability to make links between the various factors involved, perhaps explaining how military expenditure both stimulated the economy in the 1930s and placed it under strain.