



GCE

History A

Y220/01: Non-British period study: Italy 1896-1943

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

Y220/01

Mark Scheme**June 2022**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

Y220/01

Mark Scheme

June 2022

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Y220/01

Mark Scheme

June 2022

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the more serious consequences for the Kingdom of Italy?</p> <p>(i] The decision to stay out of World War One in 1914</p> <p>(ii)The decision to enter World War One in 1915</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing staying out of the war in 1914 had the more serious consequences, answers may suggest the decision to remain neutral demonstrated the failure of the Kingdom of Italy to have achieved great power status. • Answers may suggest that entry into the war in 1915 destroyed Italy's liberal consensus, meaning neutrality in 1914 was not a failure. • Answers may suggest that, given the rise of nationalism, the decision to stay out of the war emphasised the Liberal state's failure to pursue the irredentist cause and paved the way for the rise of Mussolini. • In arguing entering the war in 1915 had the more serious consequences, answers may suggest that Italy's experience in the war, especially under the generalship of Cadorna, destroyed faith in the capacity of the Liberal Kingdom which did not recover from Caporetto. • Answers may suggest that, by entering the war, Salandra split the Liberal élite irremediably and prepared the ground for the rise of a figure such as Mussolini. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <p>Judgement must be supported by relevant and accurate material. Only credit material relevant to 'more important consequences'.</p> <p>Answers may deal with each factor in turn, then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable.</p> <p>Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme</p>

Y220/01

Mark Scheme

June 2022

			<ul style="list-style-type: none"> Answers may suggest that entry into the war was portrayed as being forced by interventionists and that this again prepared the way for Mussolini. 		
1	(b)		<p>‘Mussolini was incapable of fulfilling his aims in foreign policy during the years 1922 to 1940.’ How far do you agree?</p> <ul style="list-style-type: none"> In arguing Mussolini was incapable of fulfilling his aims, answers may refer to the very limited opportunities Mussolini had in developing a viable colonial empire. Answers may refer to the capacity of the League of Nations as a force for blocking Italian aspirations abroad (e.g. the occupation of Corfu). Answers may argue that Mussolini could never fulfil his aim of being regarded as an equal partner in the Rome-Berlin Axis. Answers may refer to the economic and other constraints Mussolini faced in engaging in an aggressive and acquisitive foreign policy. In arguing Mussolini was not incapable of fulfilling his aims, answers may argue the Corfu affair enhanced Mussolini’s reputation. Answers may refer to the propagandist value of his engagement in international peace-keeping (e.g. Locarno; Four Power Pact; Stresa Front). Answers may refer to Mussolini’s success in preventing an Anschluss in 1934. Answers may argue Mussolini was effective in developing an Italian colonial empire through his interventions in Abyssinia and the creation of Italian East Africa. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <p>No set answer is expected.</p> <ul style="list-style-type: none"> At higher levels candidates will focus on ‘how far do you agree’, but at level 4 may simply list reasons. At level 5 and above there will be judgement as to the relative importance of different reasons. At higher levels candidates might establish criteria against which to assess the different reasons. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Y220/01

Mark Scheme

June 2022

			<ul style="list-style-type: none"> Answers may argue Mussolini was effective in spreading fascism abroad through his interventions in the Spanish Civil War. Answers may refer to Italy's acquisition of Fiume and the establishment of a protectorate over Albania. 		
2	(a)		<p>Which was the greater failure of Mussolini's foreign policy? (i) The establishment of the Rome-Berlin Axis (ii) Entry into the Second World War</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In arguing the establishment of the Rome-Berlin Axis was the greater failure of Mussolini's foreign policy, answers might consider that alliance with Germany was the direct cause of the fall of both Mussolini personally and the Fascist regime and contrasts sharply with the reputation of Italy's regime in World War One. Answers might consider Mussolini's most impressive achievement in foreign affairs was his frustration of Germany's planned <i>Anschluss</i> with Austria in 1934, but that, following the establishment of the Axis, Austria was absorbed into Germany. Answers might consider that the establishment of the Axis destroyed the possibility of good relations with Britain and France which had provided the foundation of Mussolini's apparent success in foreign affairs in the years preceding the Axis. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <p>Judgement must be supported by relevant and accurate material. Only credit material relevant to 'which was the greater failure in the 1930s'. Answers may deal with each factor in turn, then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable. Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme</p>

Y220/01

Mark Scheme

June 2022

			<ul style="list-style-type: none"> • Answers might consider that the establishment of the Axis led Mussolini to pursue a more 'ideological' foreign policy, leading him, for example, to over-commit to the support of Franco and to sign the Pact of Steel, recklessly providing Germany with unconditional support. • Answers might consider the decline in Mussolini's personal popularity with the Italian people and the Fascist Party following the establishment of the Axis, citing, for example the rejection of the Anti-Jewish Laws and of the Nazi/Soviet Pact. • In arguing entry into World War II provided the greater failure, answers might consider that the Munich Conference and the declaration of 'non-belligerent' status in 1939 demonstrated the establishment of the Axis did not necessarily tie Italy to Germany. • Answers might consider that, despite the Axis, Chamberlain still hoped to gain Mussolini's support in maintaining peace in Europe in 1938/9. • Answers might consider that the failures of the war were far more serious than those which preceded it and served to destroy support for Mussolini both within the Fascist Party and amongst the Italian population at large. It was the war which exposed the inherent failure of Fascist Italy. • Answers might consider that entry into World War II led to an unwelcome contrast between Mussolini and the former 'Liberal Italy'. It was the latter's performance in World War I which had lay at the heart of Mussolini's criticisms of the regime and yet his own position in 1939 was no stronger than that of the Liberals in 1914 		
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Y220/01

Mark Scheme

June 2022

			<p>and, furthermore, unlike the Liberals in 1915, in 1940 Mussolini backed the 'losing side'.</p> <ul style="list-style-type: none"> Answers might consider that it was not the Axis, but entry into the war which led directly to the fall of Mussolini. Answers might consider that the establishment of the Axis did not dent Mussolini's image as a leading world statesman as evidenced by the Munich Conference, but that entry into World War II brought about only the invasion of Italy. 		
2	(b)		<p>'Nationalism and socialism were a serious challenge to Italy in the years from 1896 to 1915.' How far do you agree?</p> <ul style="list-style-type: none"> In arguing the period did demonstrate the gravity of the challenge from nationalism and socialism, answers may refer to the growth of Socialism from the early 1890s with the party capturing 25% of electoral votes by the end of the period. Answers may refer to the problem of industrial unemployment in the North, the bread riots of 1898 in Milan, the general strike of 1904, and the 'Red Week' of 1914. Answers may refer to the effects of the defeat at Adowa and the rise of irredentism. Answers may refer to the opposition of the ANI and the nationalist rhetoric of Corradini and D'Annunzio. In arguing the gravity of the challenge from nationalism and socialism has been exaggerated, answers may point out that the elections of 1904 witnessed a heavy defeat for the radical left. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <p>No set answer is expected. At higher levels candidates will focus on 'how far do you agree', but at level 4 may simply list reasons. At level 5 and above there will be judgement as to the relative importance of different reasons. At higher levels candidates might establish criteria against which to assess the different reasons. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for</p>

Y220/01**Mark Scheme****June 2022**

			<ul style="list-style-type: none"> • Answers may refer to ending of the political boycott of the Liberal State by the Vatican in 1904 in reaction to the threat of socialism. • Answers may refer to the economic advances of the first decade of the twentieth century undermining the case for socialism. • Answers may argue that, in 1915, the socialist and nationalist opposition was undermined by the decision to enter war. 		analysis and evaluation, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation are used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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