



GCE

History A

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

A Level

Mark Scheme for June 2023

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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

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).

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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.

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

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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
	Unclear
V	View

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greater impact on the development of Italy during the years from 1896 to 1915?</p> <p>(i) Economic problems (ii) Political failure</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing economic problems had the greater impact, answers may comment on the impact of tariffs. • Answers may refer to the continued North/South divide and economic inequalities, particularly the poverty of the south where many peasants were landless • Answers may refer to the post 1908 decline. • Answers may refer to the impact of strikes on the economy. • Answers may comment on the numbers who emigrated (5 million in total) from the south because of the poverty of the region • Answers may comment on the lack of funds provided by the government to tackle the issues of irrigation and drinking water in the south • Answers may comment on the low wages and long hours compared to the rest of Europe • In arguing political failure had a greater impact, answers may refer to the rise in electoral support for Socialism • Answers may refer to the wave of riots and strikes and the assassination of Umberto I in 1900 as well as the specific mistakes of Giolitti in 1912. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><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> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take 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.

Question		Answer	Mark	Guidance
1	(b)	<ul style="list-style-type: none"> Answers may refer to the emergence of militant nationalism in relation to foreign policy Answers may refer to the impact of the 'intervention crisis' of 1914/15. Conversely, answers may argue Giolitti's ministries produced major reform & ended the long-standing schism between the Liberals and the Papacy. <p>'In the period from 1925 to 1940, Mussolini's domestic policy was a success.' How far do you agree?</p> <ul style="list-style-type: none"> In arguing domestic policy during this period was a success, answers may consider the range of achievements and especially the settlement of long-standing differences with the Papacy Answers may consider his success in establishing a dictatorship and overcoming opposition. Answers may refer to contemporary admiration of Mussolini's handling of the Great Depression Answers may refer to the success of economic campaigns such as battles for grain and land and successes re infrastructure Answers may consider <i>dopolavaro</i>, related cultural initiatives and 1938's Reform of Customs Answers may refer to Mussolini's success in controlling his own party and preventing its alienation of the traditional Italian elites. In arguing Mussolini's domestic policy was unsuccessful, answers might refer to the disastrous drift towards a war for which Italy, domestically, remained ill-prepared. Answers may refer to Mussolini's failure to bring about profound right-wing change to Italy, his 	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.</p> <p><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> <ul style="list-style-type: none"> No set answer is expected. At higher levels candidates will focus on evaluation but at Level 4 may simply list policies At Level 5 there will be judgement as to the degree of success. At higher levels candidates might establish criteria against which to judge success. To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
2	(a)	<p>decision to pursue more radical Fascist policies after 1937, and corresponding loss of popularity.</p> <ul style="list-style-type: none"> Answers may refer to his reliance on propaganda and his failure to eradicate potential sources of opposition such as the monarchy and the Fascist Grand Council. Answers may refer to failure in education, the 'Battle for Births', the Corporate State, autarky, anti-Jewish policies and the worsening relations with the Catholic Church in the later 1930s. Answers may refer to his reliance on propaganda <p>Which of the following did more to bring about the fall of Fascist Italy?</p> <p>(i) Its preparations for war in the years before 1940</p> <p>(ii) The domestic impact of war on Italy during the period from 1940 to 1943</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In arguing preparations for war were more important, answers might suggest that Italy economy and defences were fatally ill-prepared. All the armed forces were badly equipped; defences against air raids hardly existed; Italian military technology (e.g. aircraft) was inadequate. War in Spain and Abyssinia drained Italy's military resources but no ministry existed to coordinate a war effort. By 1940 Italy was not yet self-sufficient. Mussolini was the sole source of policy initiatives, but never faced up to the likely demands of a long, modern war. The pursuit of 'non-belligerence' in 1939 left Italy in no stronger a position than it had been in 1914. 	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> <ul style="list-style-type: none"> No set answer is expected Judgement must be supported by relevant and accurate material. Only credit material relevant to question. Answers may deal with each factor in turn, then compare them to reach a judgement, or take 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

Question		Answer	Mark	Guidance
2	(b)*	<ul style="list-style-type: none"> • In arguing the domestic impact of war was more important, answers may suggest war destroyed the effectiveness of the propaganda upon which Mussolini depended. • Answers may refer to the inability of Italian industry (e.g. steel; tank production) to adapt to wartime demand. • Answers may note war wiped out industrial progress rather than stimulating it as elsewhere. • Answers may note Northern Italy was subject to morale-shattering bombing. • Answers may note that failure in war lost Mussolini support of King, aristocracy, Church and that the war led to the collapse of the Fascist regime. <p>How consistent was Mussolini's foreign policy during the years 1922 to 1940?</p> <ul style="list-style-type: none"> • In arguing foreign policy during these years was consistent, answers may argue that though his methods were to prove inconsistent, his overall aims remained constant. • Answers may refer to consistent aggression (in Corfu, Abyssinia, Spain, Albania). • Answers may refer to consistent expansionist aims in the Mediterranean, Balkans, North Africa. • Answers may refer to a consistent alignment with stronger powers policy (e.g. Britain, Germany). • Answers may refer to consistent use of propaganda to exaggerate successes abroad. 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><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> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluation but at Level 4 may simply list events. • At Level 5 there will be judgement as to the degree of consistency. • At higher levels candidates might establish criteria against which to judge consistency.

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	<ul style="list-style-type: none"> • Answers may refer to a consistent disregard of promises to allies such as the British/French after Stresa and the Germans during 1938/9. • Answers may suggest that, ironically, Mussolini consistently followed a similar path to that of Liberal Italy but produced less impressive results. • In arguing Mussolini's foreign policy should not be regarded as consistent during these years, answers might refer to a wavering between a desire for war and a desire for peace. • Answers might refer to his commitment to Britain/France from the mid-1920s before changing to a German alliance from 1936. • Answers may refer to his initial commitment to the League of Nations and his subsequent opposition. • Answers might refer to his differing attitudes to German policy in regard to Austria. • Answers may argue that the Pact of Steel was a radical departure from previous efforts to contain Germany. 		<ul style="list-style-type: none"> • To be valid judgements, claims must be supported by accurate and relevant 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 the 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 is 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.

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	<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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