



GCE

History A

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

A Level

Mark Scheme for June 2024

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 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 RM Assessor 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 RM Assessor 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).

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 RM Assessor **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 RM Assessor 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

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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

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
SC	Simple comment
	Unclear
V	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following was the greater failure of Fascist economic policy during the period from 1925 to 1943? (i) Agrarian policy (ii) Industrial policy Explain your answer with reference to both (i) and (ii). In arguing agrarian policy was the greater failure, answers may refer to the overall increase in food imports owing to the 'Battle for Grain'. • Answers may refer to the survival of inefficient southern farms because of state subsidies. • Answers may refer to the poor administration of the 'Battle for Land' and the failure to reform land ownership. • Answers may refer to the fall in farmers' real wages and the continued migration to the towns. • Conversely, answers may refer to the success of the Battle for land in Campagna and the Pontine. In arguing industrial policy was the greater failure, answers may refer to the rising unemployment and wage cuts brought about by the 'Battle for the Lira'. • Answers may refer to the Corporate State's failure to produce economic revolution. • Answers may consider the failure of the drive for autarky. • Answers may refer to the mistaken emphasis on consumer goods' production during World War II. • Conversely, answers may refer to the sustained support of the industrial elites for Mussolini and the success of the Institute for Industrial Reconstruction.	10	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. • 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)*		‘During the period from 1896 to 1915, Italy’s most serious problem was the legacy of Trasformismo.’ How far do you agree? In arguing trasformismo was the most serious problem, answers may refer to its effect on preventing the development of a meaningful party system. • Answers may refer to its encouragement of short-lived administrations. • Answers may argue it discouraged a consideration of the needs of the Italian people. • Answers may refer to its encouragement of a reliance upon martial law. • Answers may refer to its encouragement of the development of extremism. In arguing other problems were more serious, answers may refer to the continued predominance of <i>campanilismo</i> rather than national identity, despite unification. • Answers may refer to the North/South divide. • Answers may refer to the problem of mass emigration. • Answers may refer to the failures of Italian foreign and imperial policy. • Answers may refer to the growth of urbanisation and socialism. • Answers may refer to the opposition of the Papacy to the Kingdom of Italy • Answers may refer to the growth of nationalism. • Answers may refer to the Intervention Crisis of 1914/15. • Answers may refer to the shortcomings of Italian economic policy.	20	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. • 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 aptness of the term ‘most serious’. • At higher levels candidates might establish criteria against which to judge ‘serious’. • 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)		Which of the following was more important in explaining the rise of Mussolini? (i) The appeal of Fascism (ii) The weaknesses of the post-war governments Explain your answer with reference to both (i) and (ii). In arguing Fascism's appeal was more important, answers may refer to the widespread appeal of Fascism with elements designed to appeal to all classes, ages and political opinions. • Answers may refer to the movement of Fascism from urban to rural areas from 1921. • Answers may refer to the use of <i>Il Popolo d'Italia</i> to publicise Fascist actions. • Answers may refer to the combination of moderation and violence. • Answers may refer to the personal abilities of Mussolini, Fascism's growing exploitation of fear of Socialism as well as its care to avoid alienating the elites. • Answers may refer to the March on Rome. In arguing the post-war governments' weakness were more important, answers may refer to the myth of the 'mutilated victory'. • Answers may refer to the effects of D'Annunzio's occupation of Fiume. • Answers may refer to the economic problems of 1919-22. • Answers may refer to the <i>Biennio Rosso</i>.	10	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. • 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)*		- Answers may refer to the electoral reforms of 1918/19 and the growth of the Socialists and the <i>Popolari</i>. - Answers may refer to the mistakes of Giolitti and the role of the King. ‘Mussolini’s foreign policy in the 1920s was more successful than his foreign policy in the 1930s.’ How far do you agree? In arguing 1920s foreign policy was more successful, answers may refer to the successful acquisition of Fiume. - Answers may refer to the prestige associated with Italy’s role at Locarno and contrast this to Munich and its aftermath. - Answers may contrast the 1920s’ expansion in Libya with the strain of the 1930s’ Abyssinian conquest. - Answers may contrast Italy’s relations with Britain and France in the 1920s to its increasingly ‘junior’ status in its 1930s’ relations with Germany. - Answers may contrast Italy’s 1920s’ role as a Council member of the League with its withdrawal in the 1930s. - Answers may contrast the apparent status of Italy in the 1920s with its ‘neutrality’ in 1939.	20	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. - 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 ‘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.

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Mark Scheme

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Question			Answer	Mark	Guidance
			In arguing 1920s' foreign policy was not more successful; answers may refer to Mussolini's biggest foreign policy success of preventing German expansion into Austria in 1934. • Answers may argue the 'Axis' alliance brought a much greater opportunity to fulfil Mussolini's aims than did the 1920s' friendship with Britain/France . • Answers may refer to Mussolini's key role in the Spanish Civil War. • Answers may argue Mussolini's role at Munich, in fact, reflected Italy's perceived importance. • Answers may argue both the 1920s and 1930s lacked 'real' achievement.		

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.

	<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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