

## **GCE**

### **History A**

#### **Y220/01: Italy 1896-1943**

Advanced GCE

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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**Annotations**

Annotation	Meaning of annotation
	Blank Page
	Highlight
<b>Off-page comment</b>	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

## Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which caused the greater problems for Italy during the years from 1896 to 1915?</b></p> <p>(i) Industrial growth (ii) Colonial conflicts</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In arguing industrial growth caused the greater problem</b>, answers might consider that between 1901 and 1911, there were more than 1500 strikes involving c.350,000 workers as the living standards of workers remained low despite industrial growth. <ul style="list-style-type: none"> <li>Answers might consider that industrialisation served to exacerbate the North/South divide – one of Italy's greatest problems. The South tended to provide only cheap labour.</li> <li>Answers might consider that, despite industrial growth, the problem of emigration had not been solved with over 6 million Italians living abroad by 1914.</li> <li>Answers might consider that industrial growth was in decline by 1914, having averaged 14% per annum between 1896 and 1908 but only 2% pa in the years following.</li> <li>Answers might consider that Italy placed too great an emphasis on heavy industry during these years as well as being too reliant upon state initiatives rather than individual enterprise.</li> </ul> </li> <li><b>In arguing colonial conflict caused the greater problem</b>, answers might consider the Italian defeat at Adowa in 1896 – the worst defeat ever suffered by a European power in Africa – and its effect on the reputation of the Italian élite.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set. <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to 'problems for Italy during the years 1896-1915'.</li> <li>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.</li> <li>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.</li> </ul>

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		<ul style="list-style-type: none"> <li>Answers might consider that the Libyan War of 1911 – despite providing success – only accentuated Nationalist opposition to the Liberal state.</li> <li>Answers might consider the radicalisation of the Socialists brought about by the Libyan War with the expulsion of its supporters.</li> <li>Answers might consider the opportunities given to Mussolini as editor of 'Avanti' by the Libyan War.</li> <li>Answers might consider the general Italian failure to gain meaningful colonial success, not only in Abyssinia and Libya but also in the final abandonment of ambitions in Tunisia in 1902.</li> <li>Answers might consider that involvement in World War I stemmed from nationalist pressures, a product of the frustrating foreign policy in Africa.</li> </ul>		
1	(b)*	<p><b>'Involvement in the Spanish Civil War marked the greatest failure of Mussolini's foreign policy during the years from 1922 to 1940.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>In arguing involvement in the Spanish Civil War marked the greatest failure of Mussolini's foreign policy during the years 1922-40, answers might consider the strains created for Italian finances by that involvement and its subsequent hampering of Italian action.</li> <li>Answers might consider the failure to gain any meaningful reward from Franco despite the efforts expended.</li> <li>Answers might consider the effects on Italian efforts to consolidate the position in Abyssinia created by involvement in Spain.</li> <li>Answers might consider the intensification of the relationship with Germany brought about by joint involvement in Spain.</li> <li>Answers might consider the effect on Mussolini's reputation of defeats such as that at Guadalajara in 1937.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on 'how far do you agree', but at level 4 may simply list reasons.</li> <li>At level 5 and above there will be judgement as to the relative importance of different reasons.</li> <li>At higher levels candidates might establish criteria against which to assess the different reasons.</li> <li>To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>Knowledge must not be credited in isolation; it</li> </ul>

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			<ul style="list-style-type: none"> <li>• <b>In arguing that involvement in Spain did not mark the greatest failure of Mussolini's foreign policy</b>, answers might consider that despite such involvement the possibility of a return to good relations with Britain/France remained as evidenced by the Munich Conference.</li> <li>• Answers might consider that the economic effects of involvement in Spain must nevertheless be regarded as only one facet of economic weakness, given Italy's intrinsic inability to compete on even terms with the other great powers and the strain created before Spanish involvement by the Abyssinian War.</li> <li>• Answers might consider that Italy's greatest failure was her alliance with Germany which was not cemented by Spanish involvement given Hitler's lesser enthusiasm for such involvement.</li> <li>• Answers might consider the failure of Mussolini to capitalise on the Munich Conference in order to recreate a working relationship with Britain.</li> <li>• Answers might consider the Pact of Steel as Mussolini's greatest failure, given its demand for unconditional support of Germany.</li> <li>• Answers might consider that the decision to go to war in 1940 was the greatest failure given its direct impact on Mussolini's fall.</li> </ul>		should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
2	(a)		<b>Which was the greater failure of the Fascist government in Italy in the 1930s?</b> (i) The Corporate State (ii) Jewish policy.	10	The indicative content lists features of the period studied that relate to the question set. <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u>

			<p><b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing the Corporate State was the greater failure</b>, answers may suggest that, in reality, it was never more than a (useful?) propaganda exercise.</li> <li>• Answers may refer to the lack of preparedness for war of the Italian economy, despite the encouragement towards it provided by Fascist economic policy.</li> <li>• Answers may refer to degree of corruption endemic in the Corporate State.</li> <li>• <b>In arguing Jewish policy was the greater failure</b>, Answers may refer to the condemnation of Jewish policy by the Vatican, undermining the Concordat of 1929.</li> <li>• Answers may refer to the association of the anti-Semitic laws with the 'reform of customs' which was ridiculed and ignored.</li> <li>• Answers may refer to the opposition to Jewish policy of the business and judicial élites upon whose support Mussolini relied.</li> <li>• Conversely, answers may argue that pre-1938 relations between the régime and Italy's Jewish population were good with many Jews actually belonging to the Fascist Party.</li> </ul>		<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"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to 'which was the greater failure in the 1930s'.</li> <li>• 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.</li> <li>• 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.</li> </ul>
2	(b)*		<p><b>'Giolitti's ministries during the years from 1896 to 1915 were failures.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing Giolitti's ministries were failures</b>, answers might consider that all his ministries were based upon the operation of <i>trasformismo</i> and that it</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p>

		<p>was this which convinced the Italian population as a whole the Italian politics were simply based upon corruption and self-interest.</p> <ul style="list-style-type: none"> <li>• Answers might also consider that none of Giolitti's ministries was able to deal with Italy's most pressing problem, the North/South divide.</li> <li>• Answers might consider that, despite Giolitti's reform of the electoral system in 1912, by 1914 the Socialists were capturing 25% of the popular vote.</li> <li>• Answers might consider that, despite the apparent success in Libya in 1911, in fact, Giolitti's ministry was discredited by its mismanagement of the war and it was the Nationalists who received the greatest benefit from the war.</li> <li>• Answers might consider that Giolitti's reliance on state control of the economy hampered its development by stifling individual initiative.</li> <li>• Answers might consider that the failure of Giolitti's reforms by 1913 led to the advent to power of Salandra, the very man who would take Italy into World War I in 1915, a move directly opposed by Giolitti. The 'Intervention Crisis' irreparably split the Liberals and, ultimately, led to the downfall of the 'Liberal Italy' to which Giolitti was devoted.</li> <li>• <b>In arguing Giolitti's ministries were not failures</b>, answers might consider the successes of his administrations such as the improvement of agriculture between 1897 and 1906 and the reform of the electoral system in 1912.</li> <li>• Answers might consider that it was under Giolitti's premiership that the Papacy relaxed its boycott of the Liberal state in 1904.</li> <li>• Answers might consider that it was again under Giolitti's premiership that, in contrast to Adowa, Italy produced colonial success in its war in Libya.</li> <li>• Answers might consider that it was Giolitti's ministries which stimulated the economy by taking the</li> </ul>		<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"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far do you agree', but at level 4 may simply list reasons.</li> <li>• At level 5 and above there will be judgement as to the relative importance of different reasons.</li> <li>• At higher levels candidates might establish criteria against which to assess the different reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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		<p>railways into government ownership and increasing the number of government orders placed with Italian manufacturers. By 1914, national income had risen by 50% and industry was responsible for 25% of national output.</p> <ul style="list-style-type: none"> <li>• Answers might consider that, in the Intervention Crisis, Giolitti was correct to denounce the Treaty of London.</li> </ul>		
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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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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