



General Certificate in Education

AS History 5041

Alternative J Unit 1

Mark Scheme

2008 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

January 2008

Alternative J: Totalitarian and Authoritarian Regimes, c1848–c1956

AS Unit 1: The Origins and Consolidation of Totalitarian Regimes, 1918–1939

Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the significance of ‘struggle against bourgeois Russia’ (lines 1 and 2) in the context of Bolshevik ideology. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the Bolsheviks were critical of Tsarist Russia and wanted to change it. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. the Bolsheviks criticised the capitalist economy of old Tsarist Russia where the working classes were exploited and excluded from power. Candidates might refer to the Bolsheviks’ desire to remove class differences. The source refers to ‘the working class and the revolution’. 2-3

- (b) Use **Source A** and **either Source B or Source C** and your own knowledge.

Explain how the political aims expressed in **Source A** differ from those expressed in **either Source B or Source C**. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/ assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. Source A refers to ‘cannot be achieved if faction continues’, Source B to ‘is the start of the political reconstruction’, Source C to ‘we are breaking up the socialist state’. 1-2
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. Source A refers to plans to remove faction from the within the Party – Source A: ‘elimination of faction’; while Source B and Source C refer to plans beyond the Party – Source B: ‘solid wall against Communist madness’ and Source C: ‘programme against the socialists’. Source A refers to the need to strengthen the Party and the ‘working class’ while Sources B and C refer to the need to build the nation – Source B: ‘political reconstruction of the German nation’ and Source C against ‘the enemy within our state’. 3-5

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Sources B and C challenge Source A, e.g. Source A is rooted in Bolshevik ideology and stresses the workers while Sources B and C are based in nationalist, anti-democratic ideology. The sources conceal a political purpose e.g. Stalin plans to establish his personal dictatorship by removing opponents while Goebbels and Mussolini are hiding the true nature of their parties: Source B – ‘internal peace’, and Source C – ‘just and fair’. Some very good answers may well balance the differences with a similarity, e.g. all the sources use emotive language to express their plans: Source A ‘stubborn’, Source B ‘driving force’, and Source C ‘tyrannical’. **6-7**

(c) Use **Source A** and **either Source B or Source C** and your own knowledge.

Explain the importance of intimidation of opponents, in relation to other factors, in explaining the coming to power of the dictatorships you have studied. You should refer your answer to the USSR in the years 1924 to 1929 and **either** Germany in the years 1928 to 1933 **or** Italy in the years 1918 to 1922. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources: e.g. all sources have material on the intimidation of opponents. Source A uses phrases, e.g. ‘elimination of faction’ and ‘stubborn struggle’. In Source B, phrases, e.g. ‘the German concentration camps’, Source C refers to ‘our violence’. This will need to be

supplemented with own knowledge about the intimidation within the time span of the question, e.g. Stalin's intimidation of opponents by control of Congress, and intimidating opponents of his early economic changes; Hitler's use of the SA and SS and the first concentration camp at Dachau; Mussolini's Blackshirts and the seizure of power in October 1922.

The sources also indicate other reasons for the dictatorships coming to power. In Source A 'new members' indicates support for the Party. Source B also states 'democracy was never popular' and Source C refers to 'Italians know'.

Candidates will examine other factors to explain the coming to power. These might include:

- Reference to mistakes made by the other leading politicians: in the USSR, Trotsky and the rest of the Politburo; in Germany, Hindenburg and Papen; in Italy, the King, Giolitti and the Pope.
- Economic conditions: in the USSR, the lack of progress under NEP; in Germany, the impact of the Depression after 1929; in Italy, the post-War economic crisis and growth of socialism.
- The 'removal' of political opponents e.g. in the USSR, the defeats of Bukharin and the right wing; in Germany, Hitler's actions against the KPD after the Reichstag Fire; in Italy, d'Annunzio's mysterious fall from a balcony.
- The use of propaganda to push the interest of each emerging dictator. This may well be supplemented by reference to the sources.
- The importance of the personality and drive of the actual leader in building his own power base; the cult of the leader of the Führerprinzip. Again this may well be supplemented by reference to the sources.

Answers at Level 1 are likely to focus on a limited range of unconnected points about intimidation of opponents; there will be greater range and selection of factors at Level 2. Candidates who make no reference to the sources cannot score higher than Level 2. Level 3 answers will have greater accuracy, range and depth and will make some links to the 'importance' of the factors identified. Although this will not necessarily be sustained or may lack depth of understanding. By Level 4 the case will be argued more strongly, possibly analysing the idea of 'intimidation' in more detail and identifying different forms of intimidation – political, physical etc. Level 5 answers will engage in debate, cross-referencing sources and own knowledge, drawing conclusions about the relationship between the intimidation of opponents and other factors in the coming to power of two dictatorships.

Question 2

- (a) Explain briefly what is meant by 'proletarian heroes' (line 2) in the context of the Soviet Union in the years after 1928. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the regime cultivated heroes to encourage all citizens to work hard. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the regime censored culture/films to ensure the vision of the soviet workers, men and women, working tirelessly and selflessly for the state, was consistent. Candidates might refer to the role of 'heroes' as inspiration for the work force, and to the regime's manipulation of the workers through the 'heroes', e.g. Stakhanov. **2-3**

- (b) Explain why socialist realism was so important in Stalin's Russia. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Stalin used culture to control the way people thought and behaved. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more specific detail to develop Level 1, e.g. culture had to serve the political interests of the country. It had to be relevant to everyday working life glorifying industrialisation and collectivisation, it had to publicise proletarian heroes, and it had to have a simple, strong political message often building the cult of the leader. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. explains that all soviet culture had to be positive despite the growing threat to defence, lack of progress with agriculture and the purges. **6-7**

- (c) 'Propaganda was the key element which sustained Stalin's dictatorship.'
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates will need to show knowledge and understanding of the role of propaganda in sustaining the dictatorship. 'Propaganda' allows candidates wide interpretation of political

education in Stalin's USSR: cult of his leadership, control of arts and culture, presentation of economic success, policies towards youth.

The answers also need to show understanding of 'dictatorship'. There is a lot of evidence that Stalin was a strong dictator who had complete control.

- He had powerful state terror apparatus. He conducted the purges through the NKVD, a secret police force that reached through soviet society including government and Party officials.
- He constructed the appearance of working with popular approval through the 1936 Constitution.
- His government was centralised and had control over legislation and appointments.
- Economic policies through the command economy also sustained dictatorship. Candidates might see links to propaganda with the publicity of Stakhanov.

The evidence that supports this interpretation tends to be based on contemporary accounts from within the Soviet Union, or from Western visitors to the Soviet Union in the 1930s who were sympathisers, or who were only shown carefully selected evidence.

This needs to be balanced with understanding that other factors also question the nature of Stalin's dictatorship suggesting he was, in fact, a weak dictator who did not have this level of control. These might include:

- The purges are evidence that there was significant opposition to Stalin throughout the country (kulaks), Party (other Bolshevik leaders) and the army.
- It has become clearer recently that Stalin was responding to events as much as dictating to the regime. This can be seen through economic policies, the role of Party officials, and the peasants. The regime seems to be more disorganised than previously believed.

The evidence that supports this interpretation tends to be based on recent archive material made available since the fall of the USSR.

The answers may have one paragraph on propaganda and the remainder of the essay on the wider issues concerning dictatorship, or may focus in depth on propaganda. Good answers can be balanced either way.

Answers at Level 1 will be brief and may only generalise on the nature of Stalin's dictatorship. At Level 2, answers will be largely descriptive of relevant examples. By Level 3, answers will identify particular ways that he used propaganda perhaps questioning the extent of success, and will also examine how he used other factors to sustain his dictatorship. By Level 4 the analysis will be balanced and broad paying attention to the whole time period 1929–1939, perhaps arguing that propaganda alone was not the key element that sustained Stalin's dictatorship. Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how complete Stalin's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Stalin's dictatorship.

Question 3

- (a) Explain briefly what is meant by ‘the new Germany’ (line 3) in the context of 1936. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Germany after the Nazis had come to power at the time of the Berlin Olympics. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the presentation of Nazi Germany to the international community at the time of the Berlin Olympics, e.g. racial superiority and economic strength. **2-3**

- (b) Explain why the Nazi Party promoted mass participation in sport and outdoor activities. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the need to build interest in the state or to make the nation stronger. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more specific detail to develop Level 1, e.g. it involved the masses by entrancing them and engaging them in the sport/outdoor activities so building a physically strong nation; it gave prestige to the regime when German sportsmen were successful against international opposition as the heavy-weight boxer Max Schmelling, or 1938 when the English football team gave a Nazi salute before the match in Berlin. It created a sense of national community. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. understands the role of sport/outdoor activity as part of state control and mass culture. **6-7**

- (c) 'Propaganda was the key element which sustained Hitler's dictatorship.'
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

There is a lot of evidence that the Nazi Party did create a propaganda machine under the control of Goebbels. The machine was a series of institutions that controlled all those who worked in the media by controlling what they produced and prosecuting any who did not conform. In 1934 Goebbels said 'propaganda was our sharpest weapon in conquering the state and remains our sharpest weapon in maintaining and building up the state'.

Propaganda transmitted Nazi ideology and forged the nation's collective mind and racial identity. The creation of the Fuhrer myth presenting Hitler as the embodiment of the nation was part of the Nazi Party propaganda. Candidates may well explore the mass media, culture and/or mass activities.

Some candidates may well challenge the assumption that the Nazi Party's propaganda machine did succeed in strengthening support for Hitler and the Nazi regime. It is very difficult to assess the impact on public opinion, and that impact varied according to the year, age, class, region of Germany, and whether the propaganda was building on long-held attitudes. Historians do not know how many were taken in by the propaganda. Candidates might also consider how much dictatorial control Hitler actually had over Germany. There was opposition to the dictatorship despite the propaganda machine.

This needs to be balanced with understanding that other factors also sustained Hitler's dictatorship.

- Hitler had a range of legal powers and repressive institutions to bolster his dictatorship e.g. the new People's Court and Special Courts from 1933, the use of the SA, SS, Gestapo and concentration camps.
- Positive reasons for backing a regime may also explain the support for the dictatorships: the Nazis did provide employment.
- The personal popularity of the leader; his leadership style, and all he stood for to complement the propaganda of the Führerprinzip.

The answers may have one paragraph on propaganda and the remainder of the essay on the wider issues concerning dictatorship, or may focus in depth on propaganda. Good answers can be balanced either way.

Answers at Level 1 will be brief and may only generalise on the nature of Hitler's dictatorship. At Level 2, answers will be largely descriptive of relevant examples. By Level 3, answers will identify particular ways that he used the Nazi Party propaganda machine to secure his dictatorship, perhaps questioning the extent of control, and will also examine how he used other factors to sustain his dictatorship. By Level 4 the analysis will be balanced and broad paying attention to the whole time period 1933–1939, perhaps arguing that the control of propaganda was not complete, and that it is not proof of a complete dictatorship. Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how complete Hitler's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Hitler's dictatorship.

Question 4

- (a) Explain briefly what is meant by 'Party propagandists' (line 2) in the context of Italy after 1922. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Mussolini was building the strength of Italy as preparation for war. Control of media to win support and/or silence opposition. 1
- L2: Developed explanation of the term, linked to the context, e.g. the state and PNF Fascist youth organisations provided physical exercise and training to build the strength of Italy. Gradual development of the propaganda machine in Italy. Mussolini's Press Office also became a ministry in 1935. 2-3

- (b) Explain why the Fascist Party promoted youth and physical fitness. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the need to build interest in the state or to make the nation stronger. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. offers several reasons. Answers might give more specific detail to develop Level 1, e.g. it involved the

youth/nation by entrancing them and engaging them in the sport; it also gave prestige to the regime when Italian sportsmen were successful against international opposition as the heavy-weight boxer Primo Carnera; Mussolini set a personal example. It built a sense of community. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. understands the roles of youth/physical fitness as part of state control and mass culture. **6-7**

(c) 'Propaganda was the key element which sustained Mussolini's dictatorship.'
Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

There is a lot of evidence that the Fascist Party did use propaganda to control public opinion and candidates should show some knowledge and understanding of this. The regime relied on the military for press and propaganda, though after 1937 it had established a separate Ministry of Popular Culture. The cult of the leader presented Mussolini as a role model for Italians stressing his power and genius as a man of action and the saviour of Italy. In newspapers he was infallible, 'Mussolini is always right'. Propaganda also stressed the links with ancient Rome. Candidates may well explore the mass media, culture and/or mass activities.

Some candidates may well challenge the assumption that the Fascist Party's propaganda did control public opinion, and that impact varied according to age and geographic location within Italy. Historians do not know how many were taken in by the propaganda. Candidates might also consider how much dictatorial control Mussolini actually had over Italy. He was not fully in

control of the Fascist Party (ras and internal Fascist divisions) and he had to co-operate with the church and monarch.

This needs to be balanced with understanding that other factors also sustained Mussolini's dictatorship.

- Mussolini had a range of legal powers and repressive institutions to bolster his dictatorship, e.g. Special Tribunals, OVRA and MVSN. Police were increasingly involved in intelligence work creating an atmosphere of fear. There were however few political executions before 1939 and the penal camps were small compared to Nazi concentration camps.
- Positive reasons for backing the regime may also explain the support for the dictatorships: the battles for grain and the lira.
- The personal popularity of the leader, his leadership style, and all he stood for to complement the propaganda and the cult of the Duce.

The answers may have one paragraph on propaganda and the remainder of the essay on the wider issues concerning dictatorship, or may focus in depth on propaganda. Good answers can be balanced either way.

Answers at Level 1 will be brief and may only generalise on the nature of Mussolini's dictatorship. At Level 2, answers will be largely descriptive of relevant examples. By Level 3, answers will identify particular ways that he used propaganda to control public opinion and secure his dictatorship perhaps questioning the extent of control, and will also examine how he used other factors to sustain his dictatorship. By Level 4 the analysis will be balanced and broad paying attention to the whole time period 1922–1939, perhaps arguing the control of propaganda was not complete, and that it is not proof of a complete dictatorship. Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of the debate about how complete Mussolini's dictatorship was. Some candidates, often good ones, might underpin their whole answer with a definition of Mussolini's dictatorship.