

Access to History Online Edexcel Unit 1 – E3/F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F	E3/F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943	General Advice for Unit 1
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General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, analytical essay that comes to a judgement as to extent, significance, importance etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one High Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a High Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked.** Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

How far do you agree that the Great Depression was the main reason for the increased support for the Nazi Party in the years 1929-1933?

Use this to help you plan your answer.

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2. **Write a brief introduction.** You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and outline what your answer is going to be.
3. **Discuss the given factor or named event/individual/idea directly.** An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.
4. **Begin each paragraph by making a point which helps to answer the question.** Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.
5. **You must come to a judgement in your conclusion.** To gain a High Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible etc. the given factor is, e.g. the Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

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Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *explain historical explanations and reach a judgment*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on the reasons for the collapse of the Liberal state in the 1920s – the consequences of the First World War, alternative causes, the extent to which war was responsible.

Exemplar Question

To what extent was the collapse of the Liberal state in Italy caused by the impact of the First World War?

(30 marks)

Planning Your Response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

- 1) Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
- 2) Make a list of 5–8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.
- 3) If you feel you have enough time, you could develop the links between points or jot down some evidence that you might use in support.

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Plan

Brief answer: The impact of First World War – inflation, division, unrest, ‘mutilated victory’ - was probably the short-term cause for the collapse but the main problems already existed before 1914 and it was Mussolini and the Fascists who finished it off.

- Impact of First World War – economic, social and political
- Effect on politics in the early 20s
- However, long-term problems with Liberal state – *transformismo*, divisions, economic problems, nationalism – already existed
- And effectiveness of Mussolini and the Fascists put the nail in the coffin – strong leadership, promises of better future and Italy as a great power

Examiner’s Exemplar Answer 1

The impact of The First World War had disastrous consequences for Italy. Although Italy was one of the victorious powers, the war brought inflation, political divisions, social unrest and an unsatisfactory peace treaty (1). This led to a mistrust in the Liberal state which helped (2) lead to its collapse when Mussolini became a dictator. The First World War was an important cause but there were other causes as well, such as the problems of the Liberal state before 1915, the weakness of Liberal politicians and the rise of Fascism (3).

The First World War did cause many problems for the Liberal state. The Italian army had experienced military problems, a lack of support from the socialists caused unrest, nearly a third of Italian soldiers were killed or wounded and inflation increased greatly due to military expenses (4). This encouraged the Liberal politicians to use censorship and to act less democratically. This in turn led to problems after the war when the Liberals lost power in the Italian parliament (5).

What made things worse was the treatment of Italy at the peace conference (6). Italy thought that as a victorious power it would gain large parts of the Austro-Hungarian Empire and be treated as a great power. In the end Italy received only a small proportion of the territory it wanted and in particular did not gain Fiume on the Adriatic Sea. This led to many ordinary Italians believing that Italy had been humiliated and the nationalist D’Annunzio taking over Fiume (7).

These things all meant that the Liberal state was weakened in the years after the war when the Liberals lost elections and were forced to work with other

(1) A clear reference to the factor identified as cause.

(2) Reference to the collapse of the Liberal state.

(3) Other factors. The answer is showing potential for a Level 4 mark, relating well to the question focus.

(4) Impact of the First World War with adequate supporting evidence.

(5) Links to the situation after the war.

(6) This point directly follows on from the last one. Another point about the impact of war.

(7) Good supporting evidence – appropriate and relevant with enough detail.

(8) This clearly links

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political parties. There was economic hardship with inflation and unemployment and many ordinary Italians did not trust the traditional politicians. Instead they turned to more extreme politics such as socialism and Fascism (8).

However, there were other factors which caused the Liberal state to be weakened. There were already problems with the Liberal state before 1915 (9). Politicians had worked and schemed together in the *transformismo* system, especially Giolitti who was still a leading figure. Economic and social divisions between north and south and rural and urban areas had already seen a growth in socialism and nationalists wanted Italy to expand more (10).

Also the Liberal politicians in the early 1920s were too weak to lead the country effectively. Nitti did not appear a strong leader when Fiume was taken. When Giolitti became leader again disorder in the country grew and socialist unrest became almost impossible to deal with. The Catholic PPI party stopped supporting the government and there were three governments between 1921 and 1922 (11).

The rise of Fascism was important as well. Many people who opposed socialism and who thought that the Liberal state was weak supported the Fascist movement organised by Mussolini. The Fascists used violence against their opponents which caused further unrest but promised strong government themselves. Mussolini took advantage of the situation by following a dual policy of encouraging the *squadristi* but also working with the politicians. This is seen best in the March on Rome in October 1922 when he was able to use a Fascist threat to march on Rome to persuade the king to make him Prime Minister. In the years after this he used his position to introduce measures which led to the end of the Liberal state (12).

So the First World War was important in the collapse of the Liberal state but it was one of many different factors, such as the problems before 1915 and the rise of Mussolini. It was the rise of Mussolini which caused the Liberal state to collapse (13).

Examiner's Assessment

This is a mid Level 4 answer. The response relates well to the focus of the question. There is clear discussion of the impact of the war on the situation in Italy and

events with their impact. It may possibly lead to a higher level if the answer goes on to evaluate and link the given factor to other factors.

(9) Suggestion of another factor – the situation pre-1915.

(10) Supporting evidence is given but it does not relate to the war. Essentially, this is a paragraph about another factor.

(11) Another factor – post-1918 weaknesses with supporting evidence.

(12) A further factor – the rise of Mussolini and the Fascists.

(13) Conclusion – relates well to the focus of the question with a suggestion that Mussolini was the cause. However, the rest of the essay lists other factors rather than shows this.

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discussion of other factors. However, the body of the essay does not show the level of evaluation suggested by the conclusion. If the last three paragraphs linked back to the war or clearly stated as more important with evidence to suggest why, then this could reach the higher band and possibly move into Level 5.

Examiner's Exemplar Answer 2

After 1922 the Liberal state in Italy collapsed under the increasing powers of Mussolini and the Fascist Party (14). It has been suggested that this was caused by the disastrous impact of the First World War. Italy was one of the victorious powers but the war brought inflation, political divisions, social unrest and an unsatisfactory peace treaty (15). However, in many ways these problems just exaggerated problems which existed before 1915 and contributed in the short term to the final collapse of the Liberal state rather than being the cause (16).

Italy's participation in the First World War did lead to many problems which the Liberal politicians found difficult to deal with after 1918 (17). The war was not popular with the socialists, which led to internal unrest and labour problems. Paying for the war led to inflation and everyday hardship, and nearly a third of Italian soldiers were killed or wounded, leading to some bitterness. When trying to rebuild Italy after the war, inflation, unemployment and social unrest made the political situation very difficult (18).

However, the economic and political situation in Italy before the war had already been divisive and difficult (19). Economically Italy was struggling to compete with other countries and there was an economic divide between the richer north and poorer south. Liberal politicians had only introduced universal male suffrage in 1911 and the socialists were becoming very popular. Politics was built around coalitions in the *transformismo* system, which meant that governments were liable to break down in difficult situations (20). The war only seemed to make this difficult situation worse rather than create a new one (21).

This is also the case to some extent with the problems caused by Italy's participation in the war and the peace conference (22). Italy was a victorious power but had suffered a major defeat at Caporetto in 1917 and had not been given the land expected from the Austro-Hungarian Empire from the peace treaties. In 1919

(14) Collapse of Liberal state in context.

(15) Reference to the given factor with clear understanding that the question refers to causation.

(16) Clear suggestion of integrated causation with direct reference to judgement – this shows potential for Level 5.

(17) Clear reference not only to the First World War but that there was an impact.

(18) Supporting evidence which shows impact of the war.

(19) Integrates the different reasons suggested within the body of the essay and reaches a judgement.

(20) Sufficient evidence about Italy before 1915.

(21) Direct link – attempts to integrate with the war as a cause.

(22) Counter-argument continued with direct

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D'Annunzio occupied Fiume in protest but the Italian government was humiliatingly forced by the British and French to send in the army to retake the town (23). This 'mutilated victory' made the Italian government look weak but there had been similar pressures before 1915 with the famous defeat at Adowa in 1896, the nationalist irredentism in the build-up to the war in Libya in 1912 and the indecision as to which side to support at the outbreak of the First World War in 1914 (24).

In fact, the war may have helped the Liberal politicians to gain more stability against the problems that the socialists seemed to pose (25). After the war the Catholic Church became more supportive of the Liberal state for a while and an anti-socialist Catholic political party, the PPI, was formed which might have been the basis of a coalition with moderate Liberal politicians. However, this had broken down by 1921 and the apparent weak leadership of the Liberal politicians led to increased violence between the socialists and the newly emerging Fascist movement which was offering the possibility of strong leadership.

The Fascist movement with Mussolini as its leader emerged after 1919 with the promise of dealing not only with the problems caused by the war but also with those caused by the Liberal state as a whole (26). In particular Mussolini promised an end to weak leadership, the beginning of a nationalist revival and an alternative to socialist unrest. The war did have some impact on this. The press censorship and almost dictatorial powers given to the Italian leadership during the war may have shown Mussolini what could be done. Post-war unemployment, inflation and the 'mutilated victory' all gave Mussolini support (27). However, it was the problems of the Liberal state that allowed him to rise to power (28).

Mussolini was able to take advantage of the problems that had already existed in the Liberal state. In 1921 the support of the Catholic Church was withdrawn again and in 1921-22 there were three governments. Mussolini created a Fascist Party to take part in elections and Giolitti gave them credibility by attempting to bring Mussolini into a *transformismo* government. With a failure to deal with socialist unrest, Mussolini was able to use his legitimacy and popularity to be appointed Prime Minister in October 1922. After this he was able to manipulate parliamentary measures to dismantle the Liberal state (29).

So the impact of the First World War was definitely a

reference to the war.

(23) Evidence relating to problems of fighting war and peace.

(24) Reference to similar problems existing before 1915 with evidence.

(25) Suggestion that the war may actually have led to some stability – evidence of higher-level thinking.

(26) Introduction of the final element – the factor which led to the ultimate collapse – by linking both to the given factor and the alternative cause and so creating integration.

(27) Evidence linking this specifically to the war.

(28) The concluding sentence of this paragraph links to the weaknesses of the Liberal state.

(29) Mussolini's link to the weakness of the Liberal state.

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<p><u>cause of the circumstances in which the Liberal state collapsed (30). The economic hardships of the war, combined with political unrest and the humiliating peace conferences, did weaken Italy (31). However, most of these problems had already existed to some extent before 1915 and it was really the weaknesses of the Liberal state which Mussolini took advantage of (32).</u></p> <p>Examiner’s Assessment</p> <p>This is a high Level 5 answer. It shows higher-level thinking through direct reference to the question and attempts to evaluate through the integration of factors before and after. The alternative and linked causes are dealt with together rather than separately. The supporting evidence is adequate and could be more detailed but it is secure, well chosen and appropriate.</p> <p>This answer may seem a little long but good Level 4 and Level 5 answers are generally between 750 and 1000 words – between three and five sides of writing in medium-size hand-writing. Level 3 answers are generally between 500 and 750 words.</p>	<p>(30) The conclusion begins with direct reference to the given factor and the question of causation.</p> <p>(31) Impact of the war.</p> <p>(32) Integration with factors before and after.</p>
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<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option D</p>	<p>E3/F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943</p>	<p>Mark Scheme</p>
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Applying the mark scheme

When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

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Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

So it is very important that you know what Level your essay has achieved. This way you can try to improve your essays by improving your work either within a Level or by stepping up a Level.

Level descriptors – bands

Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band

The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band

As the Level X descriptor.

High band

The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

To what extent was the collapse of the Liberal state in Italy caused by the impact of the First World War?

(30 marks)

Target: AO1a and AO1b

Level 1	<p>Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks</p>	(1–6)
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	<p>The qualities of Level 1 are securely displayed.</p> <p>Specific to exemplar question A few generalised sentences about the difficulties in Italy after the First World War or about the effects of the First World War, e.g. the politicians found it difficult to deal with inflation and unrest; Italians were unhappy with the peace settlement; the rise of Mussolini brought problems to Italy.</p> <p>It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned, e.g. a question about Italy after 1914–18 may be answered with reference only to events in the Liberal state up to 1914.</p>	
Level 2	<p>Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit.</p> <p><i>The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p> <p>Specific to exemplar question A few relevant paragraphs about the question or narrative without explanation. For example, paragraphs describing or briefly commenting on the effects of the First World War on Italy; political problems in Italy after 1918 and the rise of Mussolini without specific reference to the collapse of the Liberal state. Also some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate.</p>	(7–12)
Level 3	<p>Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with stated factor, cannot go beyond Level 3.</p> <p><i>The writing will be largely coherent, but some passages may</i></p>	(13–18)

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	<p><i>lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p> <p>Specific to exemplar question Level 3 should be considered as soon as the response attempts to analyse, i.e. the answer is organised into explanatory paragraphs or explanatory narrative with reasonable supporting evidence. An answer could be a general narrative of the key events in the failure of the Liberal state, e.g. problems before 1914; the impact of the First World War; the divisions after the war and the rise of Mussolini with a commentary as to significance; or it could be a series of explanatory statements about the causes of the collapse of the Liberal state with thin or irrelevant supporting evidence. If there is no or very brief reference to the impact of the First World War, the highest mark that can be gained is 18.</p>	
<p>Level 4</p>	<p>Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places.</p> <p><i>The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p> <p>Specific to exemplar question</p>	<p>(19–24)</p>

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	<p>If a response has clearly understood the focus of the question and most of the material is developed and relevant, then it is a Level 4 answer. The response will address the impact of the First World War with some depth of reference, e.g. Italy's uncertain role; inflation; social unrest and the 'mutilated victory' whilst suggesting other factors that might have caused the collapse. Those answers which clearly imply reference to cause through listing of other factors or in a conclusion will move down from the mid-band and those which are more direct and attempt some evaluation will move up. Other factors might include problems pre-1914; the rise of socialism; post-1918 political problems and the increasing success of Mussolini and the fascists.</p>	
<p>Level 5</p>	<p>Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge.</p> <p><i>The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p> <p>Specific to exemplar question The response should directly refer to all or most of the key elements to the question – the impact of the First World War, causation and the collapse of the Liberal state. The answer should focus on the role of the key issue with other factors being compared in importance or giving an integrated answer clearly showing how the impact of the First World War fits in, e.g. explain how the effect of the war was important but that it was the rise of Fascism which led to the collapse of the Liberal state or explaining that the collapse was due to a complex integration of factors which already existed before 1914 and continued after 1918. The emphasis should be on the extent to which the impact of the First World War was the cause of the collapse but there should be balance. It is important at Level 5 to reach a judgement.</p>	<p>(25–30)</p>

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A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

- 1) Write in well organised **paragraphs**. An essay is a series of organised paragraphs each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing. Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are far too long and should be split up.
- 2) Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.
- 3) Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8' etc – even though you may communicate informally this way all the time.
- 4) Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

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Chronology: Key Events in *Italy, 1896–1943*

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Timelines are an excellent tool for historians. They help to establish chronology, historical patterns and change over time. However, timelines are also fluid. They can be added to, shortened and edited to suit the purpose of the user. When you are provided with a timeline in a textbook or on a site such as this, don't just accept it as it is – check it to make sure the information is correct, highlight the most important dates for the purposes you are using it for, annotate it, add information that you think should be there etc.

Use this timeline to plan for an essay, to revise, or as a skeleton from which to build on your knowledge.

1. The Liberal state, 1896–1922

Date	Domestic	Foreign
1896	Fall of Crispi	Italian defeat at Adowa, Ethiopia; Italy renounces claims to Tunis
1898	Food riots; mass emigration from the south to the USA; commercial treaty with France	
1899	Economic recovery begins (lasts a decade); Fiat founded	
1900	Assassination of King Umberto	
1901	Agricultural unions allowed to organise	
1902	Supreme Council of Labour founded; railway strike	
1903	Giolitti era begins (only three years out of power)	
1904	Unsuccessful left-wing union general strike; election leads to conservative majority; Papacy relaxes objection to Catholics voting	
1909	PSI – 20% of vote	
1911		September: Italy invades Libya
1912	Introduction of universal manhood suffrage	October: Turkey cedes Libya to Italy
1914	Giolitti resigns	August: First World War begins- Italy neutral
1915		May: Italy enters the First World War on side of <i>Entente</i>
1917		Italian defeated at Caporetto
1918		3 November – armistice with Austria First World War ends – Italy victorious
1919	January: Catholic party (PPI) founded March: Mussolini founds Fascist movement November: PSI largest electoral party	Italy one of 'Big Four' at Versailles – 'mutilated victory' September: Occupation of Fiume; treaty with Austria
1920	September: occupation of factories Fascist <i>squadrismo</i> develops	Peace treaty with Hungary
1921	March: Giolitti electoral alliance with Fascists – Fascists gain 35 seats October: Mussolini creates Fascist	

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	Party (PNF)	
1922	Increasing Fascist violence August: Socialist general strike fails October: March on Rome; king appoints Mussolini as Prime Minister	

2. The rise of Fascism and the collapse of the Liberal state, 1918–25

Year	Month	Event
1918		Victory in the First World War
1919		Beginnings of the period of socialist violence which lasts through to 1921 and which becomes known as the 'Red Years'.
	23 March	First meeting of the Fasci di Combattimento
		Original Fascist programme laid out
	10 September	Treaty of St Germain signed after Orlando and Sonnino have walked out
		D'Annunzio and 2000 troops occupy Fiume
	November	First post-war election Nitti replaces Orlando as Prime Minister
1920	June	Giolitti replaces Nitti as Prime Minister Rise of Fascist violence
		D'Annunzio eventually forced out of Fiume after government pressure
1921	January	Socialist movement splits in two
	August	Mussolini signs the Pact of Pacification between the Fascists and the Socialist trade unions
		Mussolini allowed to enter names onto Giolitti's election list in a National Bloc
		Election – Mussolini one of 35 Fascists to be elected as a Deputy
	October	Fascist Party, the PNF (Partito Nazionale Fascista) created
		Pact of Pacification dropped after protest from the Ras
		New, narrower programme introduced
1922	February	Facta becomes Prime Minister of Italy
	May	Balbo leads c.50,000 men in an occupation of Ferrara
	July	Socialist attempt at a national strike fails
	24 October	Upwards of 40,000 Fascist supporters attend a rally in Naples
	28 October	'The March on Rome'. Facta asks King Victor Emmanuel III for Martial Law in Rome. The King at first agrees and then changes his mind. Facta resigns and is replaced by Salandra
	29 October	Salandra offers Mussolini four places in the cabinet. Mussolini refuses. Salandra tells the King that he cannot form a government without the Fascists
	30 October	The King asks Mussolini to form a government
	31 October	70,000 Fascists march through Rome

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	November	Mussolini makes a veiled, threatening speech to the Chamber of Deputies demanding full powers to rule alone
		Mussolini is given emergency powers by 196 votes to 16
		Fascist <i>squadristi</i> use violence in Parma and Turin to subdue possible socialist opposition
	December	Fascist Grand Council established
1923		Throughout 1923, Mussolini makes consolidatory offers to the Catholic Church
	January	The Fascist Militia (the MSVN) and the Cheka secret police created
	February	Nationalists merge with Fascists
	June	Mussolini takes personal control over the press in Italy
	July	Italy invades Corfu Don Sturzo resigns as leader of the Popolari
	October	Don Sturzo is exiled from Italy Acerbo Law passed by 235 votes to 139
1924	April	General Election – the Fascist group (including some liberals and Popolari) wins 66% of the vote
	30 May	Matteotti makes a speech to the Chamber of Deputies criticising Fascist violence
	10 June	Matteotti is bundled into a car and his body is found later buried in a shallow grave
	July	About 150 deputies walk out to form the Aventine Secession
	28 December	Angelo Rossi publishes a memorandum accusing Mussolini of involvement in the murder of Matteotti
	31 December	33 Ras demand action from Mussolini to seize total control of Italy for the Fascists
		Fascist supporters riot in Florence
1925	3 January	Mussolini makes a speech to the chamber accepting responsibility for Fascist violence but not for Matteotti's murder
	December	Press Law passed forcing all journalists to be on an official Fascist register Law on the Power of the Head of Government passed
		Legge Fascistisme passed

3. Mussolini and the Fascist state, 1922–43

Date	Month	Domestic	Foreign
1922	October	March on Rome; Mussolini appointed Prime Minister	
	December	Creation of Grand Council of Fascism	
1923	January	Fascist militia formed from <i>squadristi</i>	Corfu Incident

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	November	Electoral law passed	
1924	6 April	Elections under the Acerbo Law; Fascists majority	Yugoslavia cedes Fiume to Italy
	7 June	Murder of Matteotti; Aventine succession	
1925	January	Mussolini takes responsibility for the violence of his government; declares intention rule by dictatorship	Locarno Treaties
	May	<i>Dopolovaro</i> created	
	October	Vidoni Pact bans free trade unions	
	December	Legge Fascistissime gives Mussolini executive powers; opposition parties banned; Battle for Grain announced; Film Institute set up	
1926		ONB Youth Organisation set up	Treaty of friendship with Albania
	July	Ministry of Corporations established; Rocco's Labour Relations Law abolishes the right to strike	
1927		Battle for Births launched; Battle for the Lira started: lira re-valued to 90 lira to the pound; Charter of Labour published	Treaty of friendship with Hungary
1928		Libro Unico introduced into schools; 'Mussolini Law' outlined policy for land reclamation; limited sickness insurance introduced for employees	Kellogg–Briand Pact
1929		Lateran Pact signed with Roman Catholic Church; onset of the Depression.	
1930		National Council of Corporations set up	
1931		Teachers' Associations merged into a Fascist Association; Oath of Loyalty made compulsory for teachers; quarrel with Church over Catholic Action: Papal Encyclical published criticising the regime; IMI (Istituto Mobilitare Italiano) introduced to support the banks; PNF membership expanded	
1933	January	IRI (Institute for Industrial Recovery) established; employment of women regulated by a quota system; unemployment reaches 2 million; party membership made compulsory for all new teachers	Hitler comes to power

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		and professors	
1934		Teachers to wear Fascist uniforms for official occasions; Family Allowances introduced	Italian troops sent to Austrian border to prevent threatened <i>Anschluss</i>
1935		Military education introduced into schools	March: Stresa Front October: Invasion of Ethiopia
1936		Devaluation of the lira	Rome-Berlin Axis Start of Spanish Civil War
1937		ONB merged with Young Fascists to form GIL	Italy joins Anti-Comintern Pact
1938		Anti-Semitic legislation introduced	March: <i>Anschluss</i> September: Munich Conference
1939		Chamber of Fasces and Corporations set up; Bottai's Fascist School Charter introduced	March: Nazis seize Czechoslovakia April: Italy invades Albania May: Pact of Steel with Germany September: Second World War begins with Italy 'non-belligerent'
1940			June: Italy enters the war September: Italy attacks Egypt October: Italy attacks Greece November: Naval defeat at Taranto
1941			April: Italian empire in East Africa falls
1943	26 July September	Mussolini dismissed by king Civil war begins in German-occupied northern Italy	July: Allied invasion of Sicily 3 September: Italy signs armistice with Allies 12 September: Mussolini rescued from Italian prison by German troops
1945	28April	Execution of Mussolini	End of war in Italy

Teaching Activities

1. The rise of Mussolini

The purpose of this activity is to offer students experience in planning and constructing effective essays. They will need to analyse the content of three items – **Points, Explanations** and **Links to the question** – and reorganise them into coherent essay paragraphs. They can then also select and bring together a range of paragraphs to construct a coherent essay, adding their own introduction and conclusion if they wish. The exercise can offer information, revision and essay practice, depending on the stage of study at which it is used, and can also serve as a model for dealing with other questions. Above all, it can demonstrate to students the elements required for high-level responses – a range of supported and developed statements with clear links to the question, coherently structured and organised.

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Student materials

Why was no one able to stop Mussolini becoming a dictator between 1922 and 1925?

Your task is straightforward. Below you have nine paragraphs that have been jumbled up. You must write up each paragraph in its completed form. To do this, you must take a point (in red), add to it the correct explanation (in blue) and finish it off with the correct link to the question (in green). This should give you nine fully developed paragraphs that you could use in an essay of this sort.

Points

After Mussolini's speech to the Chamber of Deputies in November 1922 after the March on Rome, many leading liberals, including Giolitti, Orlando and Salandra, voted to give him emergency powers to govern.

Many democratic politicians hoped that they could convince the King to sack Mussolini.

Once the Fascists came to power, the Popolari became divided.

Other political parties, such as the Socialists and Liberals, also became divided as to how to treat the Fascists.

Mussolini took many steps to appease the Catholic Church in Italy.

Mussolini used the Acerbo Law to remove parliamentary opposition.

The reaction of some parties to the Matteotti crisis and the creation of the Aventine Secession was a gamble which failed and gave Mussolini a further chance to tighten his control over Italy.

The *squadristi* - as the Militia - were increased in number and became high profile around public buildings and at public occasions and elections.

Mussolini paid a lot of attention to his relationship with the press. Denis Mack Smith described Mussolini as 'the best popular journalist of the period'.

Explanations

After the murder of Matteotti, socialist, communist and some Popolari deputies walked out of the Chamber and formed their own 'parliament', the Aventine Secession. The hope was to convince the King to sack Mussolini and use the Secession as the true parliament.

The Socialists, split between the Maximalists and the Minimalists, struggled to agree as to how to react to Fascist actions. Likewise, the Liberals also split into little factions, each pursuing its own agenda.

The King, probably through his fear of forced abdication and replacement by his cousin the Duke of Aosta, refused to sack Mussolini after the Matteotti crisis or support the Aventine Secession. When Mussolini passed his dictatorial laws in December 1925, again, the King did nothing.

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The Acerbo Law stated that the party that won an election, as long as they won over 25% of the vote, would gain 66% of the seats in the Chamber.

Mussolini welcomed journalists into his office and checked stories on him for accuracy so that he could ensure that the news was what he wanted the people to hear. In June 1923 he also obtained legal control of the press in Italy, which allowed him to have much tighter control over what was printed.

Many politicians from the political centre wanted a new start in Italy, to sweep away the corruption of the old-style *trasformismo* system of government and the continually changing coalitions, and instead give the Fascists the power to provide Italy with a more effective defence against socialism.

The Militia increased grassroots Fascist support as it reassured many people that there was an effective force against socialism. On key votes in the Chamber of Deputies, such as that for the Acerbo Law, the Militia were used as an intimidatory force, walking round the chamber with threatening menace. Anti-Fascist newspaper offices, such as those of the socialist paper *Avanti!* were also attacked by the Militia. The 1924 election saw massive outbreaks of Fascist violence and intimidation.

In 1923, Mussolini introduced several measures that he hoped would win support from the Church. These included compulsory religious education in schools and universities; banning the distribution and promotion of birth control; and a state grant to improve church salaries.

Despite being partners with the Fascists in the 1922 coalition government, the Popolari were split over cooperating with the Fascists and the split came to a head at their 1923 party conference where it generated much publicity. Mussolini sacked the Popolari from the coalition (which removed them from his cabinet), knowing that with the Acerbo Law he would not need them anyway. When Don Sturzo was sacked a year later by the Pope, the Popolari ceased to be any form of opposition to Mussolini.

Links to the question

The King's support was a vital element for any democratic challenge to Mussolini. Once the Acerbo Law was passed, the only way for Mussolini to have been removed legally would have been through the King. Without his support, Mussolini's opponents had nowhere else to turn.

The break-up of opposition parties and then the unwillingness of democratic parties to work together meant that political opposition to the Fascists was limited. With Mussolini's manipulation of the political system through the Acerbo Law, the only way that democratic parties could have fought Mussolini would have been if they were united. Without this unity, Mussolini could pick them off one at a time.

The creation of the Aventine Secession played into Mussolini's hands. The deputies had walked out of the Chamber and thus Mussolini was able to claim that they were undemocratic and permanently exclude them, cutting down even more the number of deputies against him in the Chamber. Once again, Mussolini had weakened the position of his democratic opposition.

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The Church, and the Pope in particular, warmed to Mussolini the longer he stayed in power. With the 1923 measures, Mussolini bought Church support and the Pope began to distance himself from the Popolari. In July 1923, the Pope ordered the leader of the party, Don Sturzo, to resign and then leave the country, thus removing a principal political opponent of the Fascists.

By giving Mussolini emergency powers so early after the March on Rome, the politicians allowed Mussolini the chance to consolidate his position within the political arena.

Mussolini's control over the press meant that his mistakes, such as the July 1923 Corfu crisis, could be reported as victories or not reported at all. With the Matteotti crisis, Mussolini was able to control what the people read. This made it difficult for the people to become aware of the true facts on Mussolini's rule.

2. Mussolini's domestic policy

The following tasks allow you to develop your knowledge, and assist analysis of Mussolini's domestic policy. They can also be used as templates for you to use when preparing answers to your own questions and those on past papers.

Task 1

How far would you agree that the Italian population did not benefit from Mussolini's economic policies?

(a) Draw up the table below in your notes and research the areas of economic policy listed.

Policy	Details	Benefits	Disadvantages
Depression and employment			
Trade (including the Battle for the Lira)			
Agricultural policy (Battles for Grain and Land)			
Development of industry			
Corporate state			
Welfare state			
Standard of living			
OND and leisure facilities			

(b) Compare your results with a partner and use your discussion as a basis for reaching a judgement as to the extent to which Italians received few or no economic benefits.

(c) Try writing up your answer under timed conditions.

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Task 2

How far would you agree that Mussolini's relationship with the Catholic Church was of great benefit to the Fascist state?

(a) Copy the table below and research the aspects of Church/state relationship listed. The sections on the Lateran Treaties and Concordat will need development to show how the relationship progressed into the 1930s.

Relationship	Details	Benefits	Disadvantages
Shared ideology			
Early relationship			
Reaction to the Matteotti crisis			
Lateran Treaty			
Financial Convention			
Concordat (Church/state relations)			

(b) Compare your results with a partner and use your discussion as a basis for reaching a judgement as to the extent to which the Fascist state benefited from the relationship.

(c) Try writing up your answer under timed conditions.

Resources

M. Blinkhorn, *Mussolini and Fascist Italy* (Lancaster Pamphlets, Routledge, 2006))

R.J.B. Bosworth, *Mussolini's Italy: Life Under the Dictatorship, 1915-1945* (Penguin, 2006)

C.J. Lowe and F. Marzari, *Italian Foreign Policy 1870-1940* (Routledge, 2001)

A. Lyttelton, *Liberal and Fascist Italy: 1900-1945* (Short Oxford History of Italy) (OUP, 2002)

P. Morgan, *The Fall of Mussolini: Italy, the Italians, and the Second World War* (OUP, 2007)

Websites

It is often difficult to find specific websites for History topics that are detailed enough, accurate, and which do not disappear from the web overnight! It is probably best to search for a variety of keywords connected to the topic and to sieve through the results up to a least page 5. Remember that you need to be careful when using websites to try to determine accuracy and any bias that might be found on the site. If possible try to find the 'Home' or 'About us' information to find out who is producing the site. This is particularly important when trying to find information about controversial topics or ideas; websites covering Nazi Germany, Fascism and the Holocaust should be investigated carefully before accepting the information is accurate.

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Usually the first website that appears on a list is Wikipedia. Your teachers will probably already have warned you to use Wikipedia with caution. Wikipedia can be useful and will often give you links to other information. Treat it in the same way that historians use other sources of information – check that the information is accurate by cross-referencing with other sites or books. The editing history of a Wikipedia entry can also be very helpful in understanding how the entry has been created.

Here are a few general history websites designed to be used by students that might lead you to information for your topic:

The History Learning Site - www.historylearningsite.co.uk/

SchoolHistory - www.schoolhistory.co.uk/

Spartacus Educational - www.spartacus.schoolnet.co.uk/

Sempringham publishing - www.history-ontheweb.co.uk/

BBC History - www.bbc.co.uk/history/

If you try the following links you may find some information specifically useful for studying Italy 1896–1943:

www.thecorner.org/hists/total/f-italy.htm

www.britishempire.co.uk/boniface/humanities/history/year13/mussolini.ppt