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Pearson Edexcel
Level 3 GCE

Centre Number

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History

Advanced Subsidiary

Paper 2: Depth study

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Tuesday 23 May 2017 – Afternoon

Time: 1 hour 30 minutes

Paper Reference

8HI0/2G

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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SECTION A

Choose EITHER Option 2G.1 (Question 1) OR Option 2G.2 (Question 2),
for which you have been prepared.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the attraction of the fascist movement in the years 1919–21?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 2 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 2 for an enquiry into Italy's performance in the Second World War?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 1 = 20 marks)

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Choose EITHER Option 2G.1 (Question 1) OR Option 2G.2 (Question 2),
for which you have been prepared.

**Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment
of democracy**

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into General Franco's intentions to restore the monarchy in Spain?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 4 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 4 for an enquiry into the impact of Franco's cult of personality on young people in Spain?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 2 = 20 marks)



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SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

EITHER

- 3 To what extent was weak military leadership the main reason for Italy's disappointing performance in the First World War?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that the weakness of the political opposition was responsible for the establishment of a fascist dictatorship in the years 1922–26?

(Total for Question 4 = 20 marks)

OR

- 5 How accurate is it to say that 1923–40 were years of improving relations between the fascist state and the Catholic Church?

(Total for Question 5 = 20 marks)

Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

EITHER

- 6 How accurate is it to say that the reforms introduced by the Second Republic in the years 1931–33 were a complete failure?

(Total for Question 6 = 20 marks)

OR

- 7 How far did life in the Republican zones differ from life in the Nationalist zones during the Civil War of 1936–39?

(Total for Question 7 = 20 marks)

OR

- 8 How accurate is it to say that economic weaknesses were the main reason for Franco's decision to maintain Spanish neutrality during the Second World War?

(Total for Question 8 = 20 marks)

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TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



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Do not return this booklet with the question paper.

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Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Source for use with Question 1(a).

Source 1: From the diary of Mario Piazzesi, 24 November 1921. Piazzesi was a student with nationalist and anti-socialist sentiments. He joined the fascist *squadristo* in 1919 after coming into contact with former soldiers.

All of those who fought in the war have patiently put up with things. But Italy is now realising what it has achieved. It is experiencing a feeling of pride at having shaken off a certain sense of inferiority with regard to other Europeans. The vast majority of the nation now feels that the Red tempest* is about to be blown away. The old liberal democracy has given ground on all fronts and its prestige is reduced to a minimum. Those in authority are being drawn towards the Fascist movement. Like those who have joined the *squadristo*, those in authority realise that Fascism offers them the last hope that the powers and responsibilities entrusted to them will not be swept away by chaos. Their motives for their shift in allegiance towards Fascism are honest ones. These are the reasons why this movement is winning the support of the majority of the nation.

* Red tempest = left-wing threat

Source for use with Question 1(b).

Source 2: From the political testament of Adolf Hitler, *Führer of Germany*, written on 29 April 1945. Here Hitler is reflecting on the alliance between Germany and Italy in the Second World War.

It is clear that the Italian alliance rendered more service to the enemy than to us. The intervention of Italy will have only brought us minimal assistance in comparison with the numerous difficulties which it has created for us. The greatest service which Italy could have done to us was to have kept out of the conflict.

Our Italian ally has embarrassed us everywhere. Italy's entry into the war at once gave our opponents their first victories. Although incapable of holding out in Abyssinia and Libya, the Italians had the nerve, without asking our advice and even without warning us, to launch into an absolutely useless campaign in Greece. Their dishonourable setbacks aroused the ill-humour of certain Balkan states with regard to us. This led us, contrary to all plans, to intervene in the Balkans, which led to the catastrophic delay in unleashing the war against Russia. My attachment to the person of the *Duce* has not changed, but I regret not having listened to reason. This alliance imposed on me a 'brutal friendship'* with regard to Italy.

* brutal friendship – love-hate relationship

Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Source for use with Question 2(a).

Source 3: From *The Law of Leadership Succession*, June 1947. The articles here have been selected from a much longer document. This law came into force after 95 per cent of the population approved it in a referendum.

Article 1. Spain, as a political unit, is a Catholic, social, and representative state which, in accordance with its traditions, declares itself to be a kingdom.

Article 6. At any moment the Chief of State* may inform the Cortes of the name of the person he believes should succeed him, either as king or as regent, and according to the conditions laid down by this law. He may also instruct the Cortes to repeal any previous proposal of succession, even where this last proposal may have already been accepted by the Cortes. 5

Article 13. On the advice of the council of the kingdom, the Chief of State may instruct the Cortes to exclude from the succession those persons of royal blood who lack the necessary capacity to govern or who, because of their actions, have forfeited their rights to succession. 10

* Chief of State – General Francisco Franco

Source for use with Question 2(b).

Source 4: From Florence Farmborough, *Life and People in National Spain*, published 1938. Farmborough was an English woman who supported Franco. She worked as a university lecturer in Spain for 10 years from 1926, and as a radio broadcaster in the Nationalist zone during the civil war.

The youth of Spain turn towards their Leader, *Generalissimo* Franco, as towards a shining light; he is the beacon that guides them to their highest goal. This great faith in the *Caudillo* is to be found in all people from the highest to the lowest. Even the very small children are taught to play their role of loyal subject to National Spain. 15

That reminds me of an incident which I witnessed the other day. I saw a woman holding a small boy by the hand. Suddenly the child stopped, turned towards a shop-window, drew himself up to his full height, clicked his tiny heels together and, standing to attention, was about to raise his arm in the Falangist salute. His mother, unconscious of his action, grasped his hand and dragged him along with her. The little boy's face was a study in expressions of anger and disappointment. But, with sudden determination, he turned, resisting his mother's display of force, and saluted. His mother, unaware of his actions but sensing disobedience, seized him so vigorously that the child stumbled and nearly fell. However, he was calm now; he had done his duty. He had saluted a large portrait of *Generalissimo* Franco in the shop-window! 20 25

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