

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 2G

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

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li><li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li><li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li></ul>

## Section A: indicative content

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

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the defeat of the Italian army at Caporetto in October 1917.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It provides evidence that the main reason for the defeat was that the Italian High Command had made mistakes in the positioning of its forces ('the faulty positioning of its armies')</li><li>It suggests that the Italian High Command had not considered the likely consequences of the transfer of German troops to the region ('Italian armies might be thrown into confusion by the ... That is precisely what happened')</li><li>It provides evidence that the Italian High Command failed to correctly deploy reserves or provide for a retreat ('Cadorna was unwilling to keep [reserves] near the front').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>Clemenceau would be well informed about the details of the Battle of Caporetto because of his position in the French government</li><li>Italy was France's ally; Clemenceau has no reason to exaggerate the events</li><li>The material in this extract suggests the purpose is primarily to record the disappointment in the failure of an ally.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>The revolution in Russia in February/March 1917 weakened their fighting strength on the Eastern Front which allowed Germany to transfer some troops to reinforce the Austrians fighting Italy</li><li>The Austrian and German troops caught the Italians by surprise by advancing from the south and outflanking them, which forced the Italians to retreat</li><li>Cadorna blamed the defeat on the cowardice of the Italian troops while the Italian government blamed Cadorna for poor leadership and sacked him</li><li>Italian troops suffered from poor pay and insufficient rations for which the government was blamed</li></ul></li></ol> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the Italian invasion of Abyssinia in 1935.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The speech is made by Mussolini who ordered the invasion of Abyssinia and is clearly designed to justify his actions</li> <li>• The speech is a radio broadcast to inform the Italian people and the wider world of Mussolini's reasons for invading Abyssinia</li> <li>• The purpose of the source is to rouse support for the invasion and play upon the emotions of the Italian people</li> <li>• Mussolini's reasoning is clearly driven by his ideological belief in the superiority of the Italian nation and her right of conquest.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of Mussolini's claim that Italy was forced into invading Abyssinia ('With Abyssinia we have been patient for forty years. Now, that's enough!')</li> <li>• It suggests that the Italian people supported the invasion of Abyssinia ('44 million Italians are marching with this army')</li> <li>• It suggests that Mussolini believed that the Allies had, for a long time, cheated Italy out of its rightful claims to an empire ('an attempt to rob them of their place in the sun', 'to us were left only the crumbs')</li> <li>• It indicates that Mussolini hoped Britain had some sympathy for Italy's claims ('I refuse to believe that Britain wants to defend an African country universally stamped as barbarous').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Italy had had ambitions to take over Abyssinia since the defeat at Adowa in 1896; an underdeveloped country it was an ideal target for Italian expansion, especially as it bordered on Italian Eritrea</li> <li>• Abyssinia was to be the basis for a new Roman empire which would enable Italy to claim great power status like Britain and France</li> <li>• Britain and France were preoccupied with German expansion; Mussolini believed he would not be opposed after joining the Stresa Front in March 1935</li> <li>• Thirty Italian troops were killed in a skirmish with the Abyssinians at Wal-Wal in December 1934. Mussolini did not want to wait for the outcome of a League investigation and used the event as a pretext for war.</li> </ul> </li> </ol> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the weakness of the Second Republic in the years 1931-33</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of widespread economic weaknesses ('The poverty was tragic. Everywhere was economic, mental and physical depression')</li><li>• It indicates that there was significant political opposition to the Republic from both the right wing and the left wing ('The male working population was almost entirely anarchist', 'almost the entire female population was firmly attached to Church politics')</li><li>• It suggests that the Republic was on the verge of collapse ('rumblings of the political earthquake to come')</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• Charlotte Haldane had visited Spain in 1933 and has a personal insight into the situation in Spain at that time</li><li>• Charlotte Haldane was sympathetic to the left but was still able to see the weaknesses in the left-wing</li><li>• Charlotte Haldane wrote her account in 1949 and was therefore able to apply hindsight to her assessment of the Second Republic.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• There had been high degrees of support for the Second Republic when it first came to power in 1931 with 400 elected deputies supporting the Republic and only 50 official opponents</li><li>• Catholic hostility was fuelled by the new constitution and the anti-clerical stance of the Republic. This impacted on support for the Republic because of the strong influence of Catholicism in Spain</li><li>• The international economic crisis had led to high unemployment in Spain which was exacerbated by her poor rural economy and weak industrial infrastructure.</li></ul></li></ol> <p>Other relevant material must be credited</p>



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

Question	Indicative content
<p><b>2b</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into Spanish support for the Axis Powers in the early years of the Second World War</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Franco was responsible for decision-making in Spain and his words represent the official position on the question of support for the Axis</li> <li>• This is an official letter from Franco to Hitler and gives unequivocal statement of the Spanish view on entry to the war</li> <li>• The purpose of the source is to avoid a breakdown of the relationship with the Axis Powers without giving the support requested.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests that Franco favours the Axis Powers over the Allies and particularly Britain ('the fact that Spain is situated on both shores of the Gibraltar Strait forces her to the utmost enmity toward England')</li> <li>• It indicates that Germany has been slow to provide the necessary resources that would enable Spain to enter the war on the Axis side ('Germany has not fulfilled her offers of effective support until very recently')</li> <li>• It provides evidence that Spain is unable to enter the war because of economic exhaustion ('at a time when the people of Spain are suffering the greatest starvation, it is certainly not possible for me to ask further sacrifices of them').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Mussolini and Hitler had provided support for Franco during the Spanish Civil War and expected that he would join the Second World War on the Axis side</li> <li>• The Spanish and British conflict over Gibraltar did encourage closer relations between Spanish and the Axis Powers than with the Allies</li> <li>• Franco had made demands for food supplies and the acquisition of land in North Africa which was unacceptable to Hitler and Mussolini</li> <li>• Franco placed Spain's need for peace and the need for economic recovery above any loyalty to the Axis Powers which ultimately led to the decision to maintain a course of wartime neutrality.</li> </ul> </li> </ol> <p>Other relevant material must be credited</p>

## Section B: indicative content

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the hostility of the Catholic Church was the greatest problem facing Giolitti's government in the years 1911-14.</p> <p>Arguments and evidence that the hostility of the Catholic Church was the most significant problem facing Giolitti's government in the years 1911-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Catholic Church was a powerful international institution that held a great influence over the Italian population including those in the north where greater numbers had the right to vote compared to the south</li><li>• Giolitti refused to give any concessions to the Pope on the 'Roman Question'</li><li>• The Catholic Church opposed Giolitti's attempts to court popularity with the Socialists</li><li>• Radical liberals resigned from Giolitti's government in 1914 in protest against the influence of Catholics in his government after the Gentiloni Pact.</li></ul> <p>Arguments and evidence that there were other problems that were more significant threats than the Catholic Church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Relations with the Church actually improved over the period - the forging of the Gentiloni Pact with Giolitti in 1913 led to support from Catholic deputies in the Chamber</li><li>• Giolitti found that the politics of <i>Trasformismo</i> were increasingly difficult to maintain after the extension of the franchise in 1912</li><li>• The growth of nationalist opposition to liberalism and Giolitti's government attracted many leading writers and poets and gained influence inside parliament and among the elite</li><li>• The growth of socialist opposition to liberalism after the extension of the franchise in 1912 and the threat of revolution from the radical maximalist wing of the PSI</li><li>• The social and economic problems including rural poverty and a widening north-south divide.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the post-war economic crisis was responsible for the growth in support for fascism in Italy in the years 1919-22.</p> <p>Arguments and evidence that the post-war economic crisis was responsible for the growth in support for fascism in Italy in the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• High levels of unemployment fuelled by the demobilised soldiers returning to the jobs market; some of these displaced young men found an outlet for their discontent in the fascist squads</li> <li>• Inflation and the collapse of the lira led to the loss of middle class savings and a consequent drop in support for liberalism; urban middle classes and professional white-collar workers gave strong support to the fascists</li> <li>• The collapse of businesses leading to a banking crisis and the closure of banks encouraged small business owners to turn to fascism</li> <li>• Economic discontent in the rural areas resulted in land seizures and occupations by the peasantry which alarmed landowners and wealthier peasants who turned to fascism for protection against socialist agitation.</li> </ul> <p>Arguments and evidence that other factors were responsible for the growth in support for fascism in Italy in the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of the 'Mutilated Victory' on returning soldiers and their attraction to the fascist movement</li> <li>• The introduction of PR led to the election of a parliament that could not cooperate in 1919 and encouraged a rejection of democracy and support for the more radical politics offered by the fascist movement</li> <li>• Fear of a Bolshevik-style revolution in the Biennio Rosso led to middle class sympathy for the fascist squads that attacked socialists while the liberals seemed powerless, and broke the strike of July 1921</li> <li>• The success of Mussolini's leadership of the fascist movement and its transformation into a political party with a programme which appealed in part to the traditional Italian elite.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Fascist economic policy was a failure in the years 1925-40.</p> <p>Arguments and evidence that Fascist economic policy was a failure in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Battle for the Lira caused deflation and damaged Italy's exports</li> <li>• The Battle for Grain had a detrimental impact on the production of olives, citrus fruits and wine in the south because of the removal of the trees and the vineyards to clear land for growing crops</li> <li>• Land reclamation did not increase the amount of land available to farm, especially in the south and was mostly a propaganda exercise</li> <li>• Wage cuts and increased taxes and tariffs as well as higher prices for bread led to a decline in the purchasing power of the masses and a consequent reduction in the quality of the diet as foodstuffs became too expensive to buy.</li> </ul> <p>Arguments and evidence that Fascist economic policy was not a failure in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Battle for Grain increased the output of wheat significantly and reduced dependence on imports</li> <li>• Establishment of the IMI and the IRI jobs protected the banks and industry and public works schemes in roads, land reclamation and hydro-electric power protected Italians from the worst effects of the world economic crisis</li> <li>• Draining the marshes reduced malaria and improved public health and provided employment during the depression</li> <li>• Italy's industrial development had made considerable progress by 1939 compared to 1922.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<p><b>6</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which divisions in the Republican movement were responsible for the Nationalist victory in the Spanish Civil War in 1939.</p> <p>Arguments and evidence that the divisions in the Republican movement were responsible for the Nationalist victory in the Spanish Civil War in 1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Republicans were divided from the very beginning over their hopes for a future Spain – the anarchists and POUM wanted immediate revolution whilst the Communist Party and some of the PSOE wanted to defend the Republic</li> <li>• Divisions in the Republican leadership - Largo Caballero's opposition to the communists military strategy led to his dismissal and his replacement Negrin intensified divisions by outlawing the Trotskyite party POUM</li> <li>• The division between the socialist and communists promoted from May 1937 by the Comintern led to a civil war among the Republican forces</li> <li>• According to George Orwell, repression of various workers' groups was a key factor in the defeat of the Republicans because they did not want to fight for a repressive government.</li> </ul> <p>Arguments and evidence that other factors were responsible for the Nationalist victory in the Spanish Civil War in 1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unity among the Nationalists – Franco was able to resolve the tensions among the Falange, Carlists and monarchists</li> <li>• Franco's army had a clear command structure and was better disciplined and trained than the Popular Army</li> <li>• Nationalist morale was boosted by successes whilst the Republicans did not have any major victories and were focused on a defensive war</li> <li>• German and Italian intervention on the Nationalist side provided them with military hardware that gave them an advantage compared to the poor quality equipment provided to the Republicans by the Russians.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate is it to say that Franco's control of Spain relied on the use of repression in the years 1939-56.</p> <p>Arguments and evidence that Franco's control of Spain relied on the use of repression in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1939 Law of Political Responsibilities criminalised radical political activities going back to 1934 and allowed the New State to settle old scores from the civil war era</li> <li>• Suspected radicals were arrested by the police and handed over to military courts controlled by the Falange. The courts had wide-ranging powers to imprison, exile or sentence suspects to death on the basis of very little evidence</li> <li>• Spanish society was purified of those with 'foreign' values including urban workers, poor peasants, campaigners for regional rights, liberated women and middle class supporters of the old Republic</li> <li>• Arrests and executions created an atmosphere of fear in which people were afraid to speak out against the regime and therefore were driven into conformity thus ensuring Franco's control.</li> </ul> <p>Arguments and evidence that Franco's control of Spain relied on factors other than the use of repression in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Franco consolidated the power of the right-wing by passing the Law of Leadership Succession in 1947 which won over the Carlists and appointing members of the Falange to key positions which ensure their support</li> <li>• The 1938 Clerical laws gave the Catholic Church a considerable degree of independence in Spain and ensured the support of the Church for the regime</li> <li>• The use of propaganda included control of the press and films highlighting the threat of socialism encouraged loyalty and support</li> <li>• The cult of Personality promoted Franco's achievements and presented him as a national 'messiah' who was indispensable to a stable future for Spain.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on extent to which the economic boom of the 1960s improved the lives of the Spanish people in the years 1960-75</p> <p>Arguments and evidence that the economic boom of the 1960s improved the lives of the Spanish people in the years 1960-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• New and relatively well-paid jobs in industry and tourism encouraged agricultural workers to leave the countryside and work in the cities and resorts, and the number of women in employment doubled</li> <li>• Improvements in the standard of living led to better diets and more leisure time</li> <li>• Increased investment in education led to a decline in illiteracy and an expansion of university education with significant increases in the female student population</li> <li>• The improvements in social welfare were funded by the increased government income from the boom, leading to a decline in infant mortality and an increase in life expectancy</li> <li>• Young people were able to afford consumer durables such as radios and record players, motor scooters and frequent cinema visits.</li> </ul> <p>Arguments and evidence that the economic boom of the 1960s did not improve the lives of the Spanish people in the years 1960-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Tourist locations benefitted disproportionately from improvements to the infrastructure; there was limited investment in inland areas where nearly fifty per cent of the population lived</li> <li>• A lack of affordable housing in the cities meant that a large number of workers lived in poor condition demonstrating a poverty that the economic 'miracle' could not eradicate</li> <li>• The social class divide between rich and poor continued with the richest 1% of the population owning a fifth of the country's wealth.</li> </ul> <p>Other relevant material must be credited.</p>