



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI02) Paper 2G

Advanced Subsidiary

Unit 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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors

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

**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
1	1–2	<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>
2	3–5	<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>
3	6–8	<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
1	1–2	<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>
2	3–5	<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>
3	6–9	<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>
4	10–12	<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 attraction of the fascist movement in the years 1919-21.</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 suggests that fascism was attractive to those with nationalist sympathies ('experiencing a feeling of pride at having shaken off a certain sense of inferiority with regard to other Europeans')</li><li>• It indicates that fascism was attractive to anti-socialists as its only defence against revolution ('the Red tempest is about to be blown away'; 'will not be swept away by chaos')</li><li>• It provides evidence that fascism was attractive to those who believed liberalism had failed Italy ('liberal democracy has given ground on all fronts and its prestige is reduced to a minimum')</li><li>• It implies that young men are attracted to fascism by the squads ('those who have joined the <i>squadrisimo</i>').</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>• The writer is a student, nationalist and anti-socialist and therefore holds the political views of a young man who was attracted to fascism</li><li>• The writer joined the movement in 1919 and can therefore speak with authority about its attractions</li><li>• The source comes from a diary entry and is, therefore, likely to reflect the writer's true feelings.</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>• Many ex-servicemen were attracted to fascism because they believed that the government had not recognised their contribution to Italy's victory in the First World War and were angered by the 'mutilated victory'</li><li>• Fascism was attractive to many youths and students because the role of the squads contrasted sharply with the dull routine of their daily lives by offering colour, action and excitement</li><li>• The chaos of the Biennio Rosso attracted many anti-socialists to the fascist movement.</li></ul></li></ol>

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 Italy's performance in 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>• Germany was allied with Italy during the Second World War and Adolf Hitler is therefore in a position to know about Italy's performance in the war</li> <li>• Adolf Hitler is writing this source in the last days of the war and his opinion is very much coloured by the impending German defeat</li> <li>• The purpose of this source is to deflect blame from Adolf Hitler in particular and Germany in general. It is therefore bound to be negative about Italy's role.</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 Italy's weaknesses were responsible for the defeat of Germany ('The greatest service which Italy could have done to us was to have kept out of the conflict'; 'embarrassed us everywhere')</li> <li>• It provides evidence that Italy's military campaigns were a failure ('Although incapable of holding out in Abyssinia and Libya'; 'absolutely useless campaign in Greece')</li> <li>• It indicates that Italy undermined the alliance by acting without informing Germany ('without asking our advice and even without warning us).</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>• Shortages of weapons and raw materials meant that Italy did not honour the Pact of Steel in 1939 and delayed entering the war until summer 1940</li> <li>• Italy suffered heavy losses in her assault on France in 1940; her troops were poorly equipped and trained. France only signed an armistice with Italy because of her defeat by Germany</li> <li>• Italy's attack on Greece in 1941 failed and required German intervention, and in Africa she was defeated by Britain which led to the loss of her empire</li> <li>• In 1943, Italy was invaded and the South occupied by the allies and Mussolini was deposed. The RSI, under German occupation, continued in the war but was focused mainly on a civil war with partisans.</li> </ul> </li> </ol>



**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 General Franco's intentions to restore the monarchy in Spain.</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 that, as early as 1947, Franco intended to restore the monarchy ('Spain ... declares itself to be a kingdom')</li> <li>• It indicates that Franco would have the authority to select the monarch ('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')</li> <li>• It suggests that the existing line of succession was not secure ('exclude from the succession those... who lack the necessary capacity to govern or who, because of their actions, have forfeited their rights to succession').</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>• This is a legal document and enforceable by Franco</li> <li>• Although the law is declared in 1947, there is no mention of a date for the restoration of the monarchy</li> <li>• The Law had the apparent backing of the great majority of the Spanish population.</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>• The Law of Leadership Succession made Franco regent for life</li> <li>• The Law neutralised the threat from the monarchists who wanted to restore the monarchy as a means of reuniting Spain after the civil war</li> <li>• The decision as to when the monarchy would be restored was left up to Franco.</li> </ul> </li> </ol>

**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 the impact of Franco's cult of personality on young people in Spain.</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>• Florence Farmborough was an eyewitness to events in Spain between 1926 and 1938 and is in a position to recount her experiences</li> <li>• As a well-educated English woman, Florence can offer an informed outsider's view of events in Spain</li> <li>• As a supporter of Franco, Florence does not offer an impartial account</li> <li>• Florence's account is based on her experience in the Nationalist zone; she cannot offer a perspective on the Republican zone.</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 claims great enthusiasm for Franco on the part of the young ('The youth of Spain turn towards their Leader, Generalissimo Franco, as towards a shining light')</li> <li>• It provides evidence that young people are indoctrinated into supporting Franco ('Even the very small children are taught to play their role of loyal subject to National Spain')</li> <li>• It suggests that the indoctrination of the young was successful ('with sudden determination, he turned, resisting his mother's display of force, and saluted'; 'he had done his duty'.)</li> <li>• It implies that the cult was widely supported in the population ('This great faith in the <i>Caudillo</i> is to be found in all people').</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>• The cult of personality focused on the powerful status and personality of Franco</li> <li>• The cult of personality was developed using high profile imagery and icons of Franco; pamphlets were produced emphasising the importance of unifying Spain under his leadership</li> <li>• The cult encouraged a sense of worship and reverence among ordinary people in Spain. It was designed to consolidate long term support for the regime.</li> </ul> </li> </ol>

## 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 the extent to which the main reason for Italy's disappointing performance in the First World War was weak military leadership.</p> <p>Arguments and evidence that the main reason for Italy's disappointing performance in the First World War was weak military leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• General Cadorna's leadership at Caporetto was very poor; he allowed Italian troops to be surrounded and failed to station the reserves close enough to the main army to assist them</li><li>• During the course of the war Cadorna dismissed 217 officers, and during the Battle of Caporetto, he ordered the summary execution of officers whose units retreated. This indicates weakness within the officer class</li><li>• Poor military leadership was responsible for the harsh discipline in the Italian army which contributed to low morale and desertions e.g. 55,000 deserted between early 1917 and early 1918</li><li>• General Armando Diaz was a cautious leader and would not have won at Vittorio Veneto in 1918 without the support of the Allies and the absence of the German troops.</li></ul> <p>Arguments and evidence that Italy's disappointing performance in the First World War was caused by other reasons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Economic weaknesses: Italy had a poor economic base with limited resources and it was backward compared to the major powers in Europe</li><li>• Lack of commitment to the war: the support for neutralists in 1914-15 reflected the lack of enthusiasm for war and limited nationalism in the population at large</li><li>• Political opposition: the PSI and its membership opposed the war and there were acts of sabotage in the factories by left wing opponents of the war which undermined the war effort</li><li>• Geographical weaknesses: Italy's performance was affected by the terrain e.g. at Caporetto the Italian troops were trapped between two mountain ranges and the River Piave had flooded and could not be crossed.</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 whether the weakness of the political opposition was responsible for the establishment of a fascist dictatorship in the years 1922-26.</p> <p>Arguments and evidence that the weakness of the political opposition was responsible for the establishment of a fascist dictatorship in the years 1922-26 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Facta's government collapsed in October 1922 and Salandra could not gather sufficient support to form a government. The inability of the liberals to form a government led to Mussolini's appointment as prime minister</li> <li>• The decision by leading liberals, former nationalists and some Popolari members to join the PNF in a government bloc in the 1924 elections assisted the PNF in achieving the victory that gave them control of the Chamber</li> <li>• The decision by the opposition to withdraw in the Aventine Secession in 1924 prevented a vote of no confidence and maintained Mussolini in office during the Matteotti crisis</li> <li>• The absence of political opposition from the Chamber allowed Mussolini to pass the <i>Legge Fascistissime</i> in December 1925. This banned all opposition parties and permanently removed the opposition.</li> </ul> <p>Arguments and evidence that other factors were responsible for the establishment of a fascist dictatorship in the years 1922-26 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of violence: the threat implied by the blackshirts during the passing of the Acerbo Law, the murder of Matteotti and Mussolini's speech of January 1925 were all central to the building of the dictatorship</li> <li>• The use of legal means: the Laws of 24 December 1925 and 31 January 1926 subordinated all ministers of state, and the parliament to Mussolini who was accountable only to the king</li> <li>• The weakness of the king: Victor Emmanuel III appointed Mussolini as prime minister as a result of the threat of the March on Rome and his failure to dismiss him during the Matteotti crisis allowed Mussolini to create the dictatorship</li> <li>• The role of the PNF: pressure from the <i>ras</i> during the Matteotti crisis prompted Mussolini to declare his dictatorship in January 1925.</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 whether 1923-40 were years of improving relations between the fascist state and the Catholic Church continuously improved.</p> <p>Arguments and evidence that relations between the fascist state and the Catholic Church improved in the years 1923-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From the start there were excellent prospects for winning over the Church. Both the Catholic Church and the fascists were anti-Socialist and favoured an authoritarian system of government</li> <li>• In 1923 Mussolini began wooing the Church with concessions e.g. compulsory RE in schools, support for a Catholic university in Milan, banning contraceptives and providing financial aid for the Bank of Rome</li> <li>• In 1925 Mussolini and his wife Rachele attracted the favour of the church by going through a Catholic marriage service in Milan and had their three children baptised</li> <li>• In 1929 Mussolini and the papacy signed the Lateran Pacts which made Vatican City a sovereign state and recognised Rome as the capital of Italy. The Concordat settled church-state relations to the satisfaction of both parties</li> <li>• The church participated in ONB activities, urged Catholics to vote for Mussolini in the 1929 elections, gave fascist salutes and supported the invasion of Abyssinia in 1935.</li> </ul> <p>Arguments and evidence that the years 1923-40 were not years of improving relations between the fascist state and the Catholic Church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mussolini did not consider the Lateran Pacts to be an agreement between equals and on his first visit to the Vatican he made a point of declining to kiss the Pope's hand</li> <li>• In 1931 there was a quarrel over Catholic Action. The government closed down several branches. The Pope criticised the regime in a papal encyclical that it printed in the Vatican and foreign newspapers</li> <li>• In 1938 there was a quarrel over the issue of the anti-Semitic decrees. The Pope and priests criticised the government for infringing Christianity by forbidding marriages between Jews (who had converted) and Italians.</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
<b>6</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 the extent to which the reforms introduced by the Second Republic in the years 1931-33 were a complete failure.</p> <p>Arguments and evidence that the reforms introduced by the Second Republic in the years 1931-33 were a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The army reforms did not improve efficiency or loyalty to the Republic and encouraged young men, who could no longer become officers, to join the nationalist cause</li><li>• The agrarian decrees reforms including the Agrarian Reform Law 1932 were thwarted by landowners; landowners were alienated by the Agrarian Reform Law 1932 which the Republic could not afford to implement</li><li>• The reform of Church-State relations led to the implementation of petty revenges by local councils and alienated the clergy, many of whom had originally supported the establishment of the Republic</li><li>• The Catalan Statute offended Spanish nationalists and the army and increased grievances among the Basque population.</li></ul> <p>Arguments and evidence that the reforms introduced by the Second Republic in the years 1931-33 were not a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• All Spaniards were granted a wide range of political and civil rights including the votes for women, a right which women exercised in the 1933 election</li><li>• Workers in industry benefitted from reforms that enforced wage increases which in real terms meant that salaries increased by approximately 16 per cent for workers between 1931 and 1933</li><li>• The Catalan Statute settled a long standing grievance and encouraged most Catalans to give strong support to the Republic</li><li>• The educational reforms led to the construction of 7,000 new schools and increased the wages of teachers. The number of children in education increased from 20,000 in 1929 to 70,000 by 1932.</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 far life in the Republican zones differed from life in the Nationalist zones during the Civil War of 1936-39.</p> <p>Arguments and evidence that life in the Republican zones differed from life in the Nationalist zones during the Civil War of 1936-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Nationalists enforced traditional values in terms of the social roles of men and women while in the Republican areas they were not enforced. In some Republican areas, the civil war years were a time of true liberation</li> <li>• In Catalonia, under the Republicans, public services and industry were collectivised and run by democratically elected management committees; only 30% of industry was collectivised in Madrid and none in the Nationalist zone</li> <li>• Gender roles were enforced in the Nationalist zone with sex outside of marriage forbidden and divorce outlawed; in the Republican zones women were given equal rights with men in marriage and divorce</li> <li>• In the Republican zones some women achieved positions in the military e.g. Mika Etchebehere led a squadron of soldiers who formed part of the POUM militia and about 1,000 women fought in socialist militia groups</li> <li>• The Nationalists used political terror as a deliberate policy to remove political enemies and potential threats; over 200,000 people were killed whereas in the Republican zones terror was used initially but was not deliberate policy.</li> </ul> <p>Arguments and evidence that life in the Republican zones was similar to life in the Nationalist zones during the Civil War of 1936-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both the Republicans and the Nationalists supported political terror within their respective areas which resulted in the killing of thousands of Spaniards</li> <li>• Economic necessity meant that, by 1938, women worked in both the Republican and Nationalist zones</li> <li>• The attitudes of men towards women working remained conservative on both sides; even in the Republican zone working women were frequently confronted by hostility from male workers.</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 about whether economic weaknesses were the main reason for Franco's decision to maintain Spanish neutrality during the Second World War.</p> <p>Arguments and evidence that economic weaknesses were the main reason for Franco's decision to maintain Spanish neutrality during the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Spain had massive debts as a consequence of the civil war. The Republicans had sent gold reserves to the Soviet Union to pay for weapons and the nationalists had borrowed heavily</li> <li>• The civil war had disrupted industrial and agricultural production in Spain and half a million men and women had been killed, leaving Spain with a diminished workforce and unable to commit to another war</li> <li>• Spain was provided with oil by Britain and the US during the war. This was an essential import. Neutrality guaranteed that it would maintain its supply</li> <li>• Germany paid in gold for raw materials that Spain imported from Latin America on Germany's behalf. Staying out of the war allowed Spain to rebuild the economy rather than committing resources to war.</li> </ul> <p>Arguments and evidence that other factors were more important in explaining Franco's decision to maintain Spanish neutrality during the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Franco stated in October 1940 that he would enter the war on Germany's side if Spain received French territory in Morocco, but Hitler was unwilling to agree to this because Italy had claims on the area</li> <li>• Franco was unwilling to cut ties with the Allies because he was not certain of the outcome of the war. He sent volunteers against Russia to fight only on the Eastern Front to avoid antagonising the western Allies</li> <li>• Franco became convinced that Germany would lose the war after 1942. Consequently he distanced himself from Germany and withdrew the Blue Division of volunteers from Russia</li> <li>• It was politically convenient to maintain neutrality in Spain because conservative opinion was split. The Falangists supported Germany and Italy but the monarchists favoured Britain.</li> </ul> <p>Other relevant material must be credited.</p>



