



Pearson

Mark scheme

Summer 2018

Pearson Edexcel
GCE History (8HI0/2G)
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

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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.

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
3	6–8	<ul style="list-style-type: none"> • 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6–9	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	10–12	<ul style="list-style-type: none"> • 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. • 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. • 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.

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
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Section A: indicative content

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

Question	Indicative content
1a	<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 opposition to the Italian invasion of Libya in 1911.</p> <ol style="list-style-type: none"> 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"> • It implies that the government had misled the Italian people about the nature of the war ('this will not be really a war at all', 'a few shots... and ... all will then be over.') • It suggests that the socialists did not believe that Italy was capable of winning the war ('glorifying the ability of Italy's military forces and ridiculously under-estimating the Turkish forces') • It implies that the socialists were not deceived by the government's attempt to downplay the dangers of the war ('direct and indirect dangers of the situation.') 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"> • <i>Avanti</i> represented the views of the Socialist Party that opposed the war against Libya • The article is an immediate response to the outbreak of the war and is not affected by knowledge of actual events in the conduct of the war • The article shows how the socialists used the press to rally more opposition to the war. 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"> • The PSI was growing rapidly during this period and the views in <i>Avanti</i> represented those of the party members • Giolitti's intention to use the invasion of Libya to reduce opposition, and to unite the country in support of the government, failed • Mussolini, then a member of the PSI, campaigned for a general strike to demonstrate opposition to the war.

Question	Indicative content
1b	<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 role of the <i>Opera Nazionale Dopolavoro</i> in fascist Italy in the 1930s.</p> <ol style="list-style-type: none"> 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"> • Starace was the director of the OND and was thus in an excellent position to outline its intended role • The tone of the source is a clear indication of Starace's belief in, and enthusiasm for, the role of the OND in the fascist state • Starace's article was published during the 1930s and clearly had a propagandistic purpose to praise the work of the OND. 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"> • It claims that the OND has replaced the unhealthy activities that prevailed before its establishment ('it dissuades workers from wasting time in the pub') • It claims that OND activities were popular with the public ('now wait with anticipation for Saturday to come', 'the joy of feeling better and stronger') • It implies that the OND plays an important role in improving the population ('come back with discipline to their work'). 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"> • Between 1927 and 1943 the OND provided a wide range of sporting activities, trips and cultural events • The OND was the largest fascist organisation; 80 per cent of salaried employees and 40 per cent of the working class were members • The purpose of the OND was to win over the people to fascism • Many workers joined the OND without showing any commitment to the ideology of the fascist regime.

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

Question	Indicative content
2a	<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 threats to the Republic in Spain in the summer of 1936.</p> <ol style="list-style-type: none"> 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"> • It suggests that a revolt was imminent ('Twice a week we got word that the revolt was scheduled') • It implies that Azaña was weak and had lost control ('Azaña had lost touch with the people') • It claims that Franco and other generals had been pushed into rebelling against the regime ('The only effect of transferring them is to make them think they are regarded as traitors and to force them to act quickly!') • It implies that the government response to the threat of revolt was inadequate ('my husband Ignacio would go to the War Ministry. He would beg his immediate superior, the War Minister, to act'). 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"> • Constanca de la Mora was married to a high ranking official member of the Republican government and so is in a good position to comment on the situation in the summer of 1936 • Constanca de la Mora was a republican and her comments reflect her insights on the weaknesses of the Republican government in 1936 • Constanca de la Mora's account was published in 1939 after the Nationalist victory and with hindsight justifies the concerns raised about the threats to the Republic at that time. 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"> • There was widespread economic disruption and daily street fighting in the early summer of 1936, indicating that political control was breaking down • Azaña had transferred anti-Republican generals, including Franco, to regions far away from the centre of power to diffuse the tension • The Nationalist generals became convinced that a military coup was the only way to prevent Spain dissolving into chaos • The assassinations of José Castillo and José Calvo Sotelo were evidence of the collapse of political order and provided the spark for the coup.

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

Question	Indicative content
2b	<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 importance of the International Brigades in the Spanish Civil War.</p> <ol style="list-style-type: none"> 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"> • The article was written by a British trade unionist who was actively involved in recruiting forces for Republican Spain • The purpose of the source is clearly to inspire other Britons to join the International Brigades and fight against the Nationalists • The tone of the source is very positive in terms of the contribution that the International Brigades were making towards the war • Paynter's enthusiasm for the cause leaves him open to the accusation that he exaggerated the importance of the contribution made by the International Brigades. 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"> • It implies that International Brigades had made a significant contribution to the Republican successes ('contributed much toward producing the present favourable position for the Government forces') • It indicates that the International Brigades had a propagandistic role in encouraging others to come and fight for Republican Spain ('At the same time we shall inspire the people of Britain into decisive action') • It implies that the International Brigades and the Spanish Republican Army were not yet cooperating effectively in their efforts to defeat the Nationalists ('Even closer relationships must be developed'). 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"> • The International Brigades were a huge boost to morale on the Republican side but there were tensions between them that caused problems; British and Irish volunteers did not cooperate well • Around 35,000 people joined the International Brigades from all over the world, although there were never more than 16,000 present in Spain at any one time • The International Brigades did not play an important role in the outcome of the Civil War. They were often poorly equipped and trained.

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Section B: indicative content

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

Question	Indicative content
3	<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 far the weakness of King Victor Emmanuel III was responsible for the Mussolini's appointment as prime minister in October 1922.</p> <p>Arguments and evidence that the weakness of King Victor Emmanuel III was responsible for Mussolini's appointment as prime minister in October 1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Victor Emmanuel refused to authorise the use of martial law against the March on Rome. He had agreed initially but changed his mind two hours later and refused to sign the order • Victor Emmanuel feared that a civil war would break out and he would be replaced by his pro-fascist cousin, the Duke of Aosta, if he did not support Mussolini • Victor Emmanuel believed that the army might not obey his orders to put down the March on Rome by force, and this would compel him to abdicate • Victor Emmanuel was reluctant to use force against the fascists and believed he would have more control over Mussolini and the PNF if they were part of the government. <p>Arguments and evidence that other factors were responsible for the appointment of Mussolini as prime minister in October 1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The fascists had attracted much support in 1921-22 and their success in crushing the socialist general strike encouraged many to believe that they were the only party capable of government • The liberals were weak and divided; the Bonomi government collapsed in February, Facta could not control the situation and many liberals were more concerned to keep Giolitti out of office • Mussolini was involved in negotiations with key liberal politicians and had convinced them that a fascist-led government would act constitutionally • The ras put pressure on Mussolini to March on Rome by threatening to march without him. The seizure of control in key provinces allowed the fascists to claim that Mussolini swept to power as the result of a revolution. <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 accurate it is to say that economic interest groups were the most significant influence on Mussolini's exercise of power in the years 1925-40.</p> <p>Arguments and evidence that economic interest groups were the most significant influence on Mussolini's exercise of power in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • From the very beginning Mussolini had to placate important business interests such as Fiat and Pirelli by pursuing economic policies that favoured the expansion of their businesses • Trade union policy was adapted in favour of big business and only fascist unions were recognised in the Palazzo Vidoni Pact of 1925 • Fascist syndicalists achieved some rights of representation in the Palazzo Vidoni Pact, which included compulsory arbitration in disputes about workers' pay and conditions • During the Depression the government pursued policies that favoured big business such as cutting workers' wages whilst using the banking system to prevent businesses from collapsing. <p>Arguments and evidence that economic interest groups were not the most significant influence and/or other groups were a more significant influence on Mussolini's exercise of power in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Fascist policies for dealing with the depression including the establishment of the IRI led to increasing state control of businesses; by 1939 the government controlled 20 percent of industry • Conservative elites held influential positions in central government and also retained political influence as <i>podestàs</i> in municipal governments. Their influence was crucial in ensuring acceptance of Mussolini's dictatorship • Career civil servants held the vital position of <i>prefect</i> in the provinces. They had the task of organising the police, ensuring censorship of the press and suppressing local anti-fascist activity • The merger of the Nationalists with the PNF gave the Nationalists influence over fascist policy including education and foreign policy. <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 about how accurate it is to say that the main consequence of Italy's military failure in the Second World War was the fall of Mussolini in 1943.</p> <p>Arguments and evidence that the main consequence of Italy's military failure in the Second World War was the fall of Mussolini in 1943 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As a result of a series of defeats, Mussolini lost the support of the conservative elite. By 1942, industrialists, military leaders, the police and the Vatican considered deposing Mussolini and removing Italy from the war • Italy's failures in the Second World War resulted in leading fascists Grandi and Ciano opening up discussions with the king to replace Mussolini with a constitutional monarchy that would seek peace with the Allies • The loss of Mussolini's authority as a result of his failure to achieve military success became clear in July 1943 when the Grand Fascist Council voted by 19 to 7 votes to remove him. The king dismissed him the next day • Mussolini's fall in 1943 brought an end to the fascist dictatorship of Italy that had controlled Italy since 1922. <p>Arguments and evidence that there were other more important consequences from Italy's military failure in the Second World War than the fall of Mussolini in 1943 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mussolini's fall in 1943 did not mark the end of his rule. After his rescue by Nazi Germany he was installed as dictator of the Salò Republic until April 1945 • Italy lost all of its pre-war Empire, Abyssinia and Ethiopia, as a result of her military failure in the Second World War • Italy's military failure in the Second World War revealed the weaknesses of its economic and military systems and confirmed that two decades of fascist rule had failed to establish it as a Great Power • As a result of Italy's military failure in the Second World War, it was occupied and divided into the Kingdom in the South under Allied control and the Salò Republic in the north under Nazi control. <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
6	<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 Catholic Church played the most significant role in controlling the Spanish population in the years 1938-56.</p> <p>Arguments and evidence that the Catholic Church played the most significant role in controlling the Spanish population in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Church gained control over young people through the Clerical Laws of 1938, which gave the Church a monopoly over primary education and allowed them to run youth groups • The Church promoted Franco's conservative ideas about marriage and family life in which men governed the family and women accepted their traditional role as child bearers and homemakers • The Church played an important role in persuading the majority of the population that Franco's New State was God's gift to Spain and thus deserved their support • The 1953 Concordat prohibited any other religion to be practised in public in Spain and integrated Church Laws into the state's Civil Code. <p>Arguments and evidence that other features played a more significant role than the Catholic Church in controlling the Spanish population in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The cult of personality that presented Franco as a godlike figure and essential to securing Spain's future helped him to consolidate his position and control the population • The use of censorship and propaganda ensured that Franco could manipulate the news and information reaching the people, which reduced criticism and encouraged loyalty to the regime • The use of political repression and terror removed opponents and controlled the population through fear. <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 it is to say that Franco's policies resulted in Spain's exclusion from the international community in the years 1939-56.</p> <p>Arguments and evidence that that Franco's policies resulted in Spain's exclusion from the international community in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Franco was branded as a fascist at the Potsdam Conference and, as his policies conflicted with the liberal principles and human rights agenda of the UN, Spain was excluded from the United Nations in 1945 • Franco's repressive policies and his association with fascism meant Spain was not offered anything from the Marshall Aid fund established by the USA for the rebuilding of Europe after the Second World War • After 1945 Franco was the most prominent authoritarian leader in Western Europe and opposition to his political values and his methods of ruling meant Spain was cut off from the economies of Europe • The West European members of the North Atlantic Treaty Organization (NATO) vetoed efforts to include Spain. <p>Arguments and evidence that that Franco's policies did not result in Spain's exclusion from the international community in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Although officially neutral in the Second World War, Franco sent the Blue Division to support the Axis Powers, and was also successful in persuading the Allies to end the oil embargo imposed on Spain • The USA came to believe that Spain could be a useful ally against Communism in the Cold War and between 1939 and 1957 granted Spain \$625 million in loans • The USA and Spain signed the Pact of Madrid in 1953, which provided for the establishment of four military bases on Spanish territory • Spain was allowed to join the United Nations in 1955. <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 how accurate it is to say that Franco's regime faced significant opposition in the years 1956-75.</p> <p>Arguments and evidence that Franco's regime faced significant opposition in the years 1956-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the 1960s and early 1970s there was a wave of industrial protests and strike action by factory workers seeking higher pay and improved economic conditions. Over one million workers were involved in the 1968 strike • The government responded to strikes with a wave of repression suggesting that they saw the action as a significant threat; in June 1969 three strikers were killed by the police and in 1974 4,500 strikers were sacked • Student protests escalated from calls for democratic reform in the 1960s to support for radical Marxism in the 1970s and led to the government imposing martial law in Granada in 1971 • Support for student protests by young members of the clergy suggested that the relationship between the Catholic Church and the regime was collapsing. Radical priests were detained in prisons on the northern border • In the late 1960s and early 1970s, ETA orchestrated a number of assassinations of government officials and politicians. ETA activists used their trials to publicly criticise Franco's regime. <p>Arguments and evidence that Franco's regime did not face significant opposition in the years 1956-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Strikes by workers were not serious opposition, they concerned pay and conditions and did not challenge the political order • The system of repression was so effective that it was able to deal with any opposition and prevent it from undermining the government's control • There was tacit approval for Franco's regime by the majority of the Spanish population in the 1960s and 1970s, bolstered by the economic miracle that improved their standards of living. <p>Other relevant material must be credited.</p>