



Mark Scheme (Results)

Summer 2019

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: 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
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 the impact of Mussolini on others.</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 Mussolini had personal charisma ('He is most impressive, quite modest and natural') • It implies that Mussolini projected an image of authority ('everyone (women too) got up as if he were the King.') • It provides evidence that Mussolini was effective in winning the support of Italian people ('It is certain that he inspires fanatical devotion in his followers.') 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"> • Clementine Churchill is an outsider to Italy and should be able to give an impartial view on Mussolini • The source is a private letter and Clementine Churchill can be candid in the views she expresses; as she is used to moving in exalted circles, Clementine would be unlikely to be dazzled by celebrity itself • Clementine Churchill met Mussolini and is able to give an informed view of the impression Mussolini made on her. 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 image of Mussolini was promoted in the press, which was censored so that Italian people did not have access to other views • The Cult of Il Duce promoted Mussolini as a man of culture, a genius and the saviour of Italy • Mussolini's charisma helped to galvanise much domestic support.

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 reasons for the growth of the <i>Fasci di Combattimento</i> in the early 1920s.</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"> • Antonio Gramsci was a leading left-wing activist and was able to witness the growth of the <i>Fasci di Combattimento</i> first hand • As a socialist, Gramsci would be hostile to the <i>Fasci di Combattimento</i> because of its opposition to socialism and its collaboration with capitalists • The purpose of the source, a weekly newspaper, was to draw attention to the dangers of fascism. 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 suggests that the growth of the <i>Fasci di Combattimento</i> was a consequence of the First World War ('born in the aftermath of the war', 'filled ... various ex-soldiers' associations') • It provides evidence that its growth was aided by capitalists and landowners ('gained the support of the capitalists', 'rural landowners were feeling the need to create a group') • It suggests that the <i>Fasci di Combattimento</i> relied on the support of the authorities to grow ('financial support of the capitalists and the protection of the civil and military authorities'). 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 original <i>Fasci di Combattimento</i> was a mixed collection of students and ex-soldiers and those discontented with the outcome of the war and the mutilated victory • In March 1919 Mussolini called together representatives of 20 ex-soldiers' leagues to form a national organisation, the <i>Fasci di Combattimento</i> • The original programme of the <i>Fasci di Combattimento</i> was similar to the socialist programme, the growth in support for the <i>Fasci</i> really came after the movement moved towards the right wing • The establishment of the <i>squadrismo</i> had the support of wealthy landowners who were happy to allow them to use violence against the socialist land leagues.

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 conditions in the countryside in Spain in the early 1930s.</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 provides evidence of significant unemployment in the countryside ('huge reserves of unemployed labour', 'For the rest of the year they are unemployed.') • It provides evidence that the countryside is neglected by the landowners ('decay and stagnation', 'ancestral houses of the absentee landowners are falling into ruins') • It suggests that landowners use unemployment as a deliberate ploy to keep wages down ('keeps down wages to starvation point by means of huge reserves of unemployed labour.') • It implies there was significant poverty in the countryside ('They would starve without the credit given by the shops.'). 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"> • As a Briton who had lived in Spain, Gerald Brenan offers an outsider's view on conditions in Spain • Gerald Brenan witnessed conditions first hand and is a specialist in Spanish culture and civilisation and is therefore able to offer an informed view on conditions in the countryside • The purpose of the source is to provide an examination of the conditions before the outbreak of the civil war; Brenan would be expected to provide an accurate portrayal. 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"> • In the south of Spain farming was carried out on vast estates, <i>latifundia</i>, which were owned by rich merchants and businessmen who were only interested in making a profit from their investment • Most labourers were only employed during the seasons of sowing and harvesting and were unemployed for the rest of the year • Poverty in the countryside had been exacerbated by the effects of the depression, which drove down the price of crops and caused agricultural exports to fall by 75 per cent • The Agrarian Reform Law, 1932, was passed to address the problems of poverty and land distribution in the countryside.

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 consequences of Calvo Sotelo's assassination in 1936.</p> <p>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:</p> <ul style="list-style-type: none"> • Arturo Barea was an eyewitness to events in the summer of 1936 and is able to convey the tension felt after the assassination of Calvo Sotelo accurately • Arturo Barea was a socialist and is therefore likely to represent the views of the left wing in his account • The source is written after the end of the civil war and the author has had time to reflect on the events • The tone and language of the source conveys the confusion that was experienced at the start of the civil war and the contradictory reports being made. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It suggests that the right wing regarded the assassination as an opportunity to seize power ('Gil Robles made a speech in Sotelo's memory, which was officially described as a declaration of war.') • It suggests that people expected civil war ('People began to flee from Madrid and from Spain.') • It claims that the government believed it could maintain control ('it continued "to have the situation well in hand".'). <p>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:</p> <ul style="list-style-type: none"> • Calvo Sotelo's assassination was not ordered by the left-wing government but it was blamed on the actions of its police force • Within hours of the assassination, secret messages were dispatched by the right wing ordering the coup that would lead to the outbreak of civil war • The coup began in Morocco on 17 July 1936, four days after Calvo Sotelo's assassination. It was orchestrated by General Mola together with Gil Robles, who claimed it was necessary to save Spain from destruction.

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 accurate is it to say that Italy had become a 'Great Power' by 1914.</p> <p>Arguments and evidence that Italy had become a 'Great Power' by 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Italy could claim to be a 'Great Power' after the successful invasion of Libya in 1911, which extended its authority within the Mediterranean and allowed it to claim to have an empire • By 1914 Italy had acquired the following territories: Eritrea, a protectorate in Somaliland, Libya, the Dodecanese Islands off the coast of Turkey and a concession in Tientsin in China • Italy's status as a 'Great Power' was demonstrated by its membership of the Triple Alliance • The rapid industrialisation of the north of Italy allowed it to claim to be a great industrial nation; Italy was a leader in the development of hydro-electric power. <p>Arguments and evidence that Italy had not become a 'Great Power' by 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Italy's claim to be a 'Great Power' was undermined by its inability to reclaim Istria and the South Tyrol from Austria; membership of the Triple Alliance prevented it recovering the <i>irredente</i> lands • The British navy continued to dominate in the Mediterranean and Italy was very vulnerable to its power • Italy's economy was significantly less developed than the other European countries that held 'Great Power' status, e.g. Italy's steel production in 1910 was only 0.7 million tonnes compared to Germany's 13.7 million tonnes • Italy's conquest of Libya was limited; it was forced to keep 50,000 troops in Libya and only the coastal area was really under control. <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 about the extent to which church-state relations in Italy declined in the 1930s.</p> <p>Arguments and evidence that church-state relations in Italy declined in the 1930s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The high point of church-state relations in Italy was the signing of the Lateran Treaties in 1929. The relationship declined from this point in the 1930s • In 1931 there was a dispute between the church and state over the role of Catholic Action. The papal encyclical accused the PNF of pagan worship • In 1937–38 the church openly condemned Mussolini's racial policy, which, the papacy claimed, broke the Lateran pacts because the anti-Semitic laws forbade marriages between Catholics and converted Jews • Some members of the clergy were always uneasy about the relationship between the church and fascism; as early as 1930, 300 priests signed an open letter condemning the regime as incompatible with Catholicism. <p>Arguments and evidence that church-state relations in Italy did not decline in the 1930s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The dispute over Catholic Action was a temporary pause in otherwise good relations; a compromise was reached in September 1931 which allowed Catholic Action to provide religious and non-sporting activities • In February 1932 Mussolini and Pope Pius XI confirmed the strength of church-state relations by issuing a statement on their mutual views about society, gender and foreign policy • Catholic support for the fascist regime was confirmed in a plebiscite in 1934 • The strength of church-state relations in the 1930s was demonstrated by the church's support for Mussolini's foreign policy ventures in Abyssinia and Spain as campaigns against heathenism and communism. <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 whether the impact of the Spanish Civil War was the main reason for Mussolini's decision to remain neutral in 1939.</p> <p>Arguments and evidence that the impact of the Spanish Civil War was the main reason for Mussolini's decision to remain neutral in 1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mussolini exhausted his military might by committing 50,000 soldiers, 200 bombers, 400 fighter planes and 150 tanks. He did not have the time or resources to commit to another conflict so soon afterwards • The Spanish Civil War did not strengthen Mussolini's position in the Mediterranean. Although the nationalist side won in the Spanish Civil War, Franco did not commit to a fascist alliance as Mussolini had hoped • Intervention in the Spanish Civil War cost Italy 14 billion lire and greatly disrupted Italian trade, which weakened her economy and meant she could not prepare for another war in 1939. <p>Arguments and evidence that there were other, more important, reasons for Mussolini's decision to remain neutral in 1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mussolini remained neutral in 1939 because the quest for autarky had failed and this meant the economy was not fit to fight a war • The invasion of Albania in 1939 revealed the weakness of the Italian army and demonstrated that Italy was not yet ready for a major conflict • Ciano had reservations about signing the Pact of Steel. He insisted that Italy would not be ready till 1943. He regarded Germany's announcement of her intention to attack Poland in August 1939 as a betrayal of the agreement • The announcement of the Nazi-Soviet Pact in August 1939 broke the Anti-Comintern Pact. Italy had not been consulted and Ciano advised Mussolini against joining the war. <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 is it to say that the fall of Madrid was the most significant event in the Nationalist struggle for victory in the Civil War in the years 1936–39.</p> <p>Arguments and evidence that the fall of Madrid was the most significant event in the Nationalist struggle for victory in the Civil War in the years 1936–39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Madrid was the capital, the centre of government and an industrial centre. Its loss was a decisive moment in the war • The Nationalists were aware of the symbolic importance of taking control of the traditional seat of government; when it did not fall immediately into Nationalist hands they put it under a sustained siege • The lack of opposition to Franco when his forces entered Madrid indicated that the Republican side was no longer in a position to continue fighting • Once he had taken Madrid, Franco announced that the war was over. <p>Arguments and evidence that there were other, more significant events in the Nationalist struggle for victory in the Civil War in the years 1936–39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Franco's campaigns from July 1937–March 1938 resulted in Nationalist control of the entire north-east of Spain, which placed much of Spain's industry in Nationalist hands • The outbreak of civil war within the Republican side between the communists, Trotskyists and anarchists in 1937 significantly weakened the Republicans and facilitated a Nationalist victory • The withdrawal of Soviet assistance to the Republican side from as early as July 1937 significantly weakened it in comparison to the Nationalists; lack of resources contributed greatly to the Republican defeat • The fall of Barcelona to the Nationalists in January 1939 was highly significant because it was the home of Negrín's government. Negrín and Azaña went into exile and Azaña resigned. <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 the education of children in Spain changed in the years 1938–56.</p> <p>Arguments and evidence that the education of children in Spain changed in the years 1938–56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Catholic Church controlled education in the whole of Spain after Franco's victory in 1939. Previously children under the Republican government had been educated in a secular system • Franco abolished co-education in schools across the whole of Spain when he took control. Boys and girls were educated separately and taught only by male and female teachers respectively • The focus of the curriculum was to restore traditional gender roles with an emphasis on domestic roles for girls and sports and vocational studies for boys, which was a change from education provided in the Republican zone • Franco made attendance at school compulsory for all children from the ages of six to 13 years and the number of girls educated rose throughout the period. <p>Arguments and evidence that the education of children in Spain did not change in the years 1938–56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Franco employed a separate schools policy before and after his victory in 1939 • The key function of the schools throughout the period was to promote literacy and the regime's ideology • There continued to be a lack of classroom spaces for children in public schools, especially at secondary level, as compulsory education continued to be imposed only at primary level • Children continued to be taken out of school in rural areas as soon as they could be economically productive, limiting the state's control over their lives. <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 how accurate is it to say that the Spanish population benefited from the growth of tourism in the years 1960–75.</p> <p>Arguments and evidence that the Spanish population benefited from the growth of tourism in the years 1960–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tourism led to a significant growth in the economy; by 1965, 14 million tourists contributed \$1 billion to the economy and by 1975, 30 million tourists spent \$3.5 billion in Spain • The tourist industry benefited those who lived in poorer areas, especially in the south, that were rejuvenated by tourism and into which considerable foreign money was brought • The growth of tourism created jobs in many sectors of the Spanish economy, including the construction industry and service industries • The growth of tourism led to increased economic independence for women; the number of women in the workforce grew from 16 per cent in 1950 to 30 per cent by 1974 • The growth of tourism led to the introduction of more liberal ideas and behaviours that were brought into Spain by holidaymakers. <p>Arguments and evidence that the Spanish population did not benefit from the growth of tourism in the years 1960–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of jobs in tourist resorts led to thousands of young people leaving their villages, which impacted on the demographics in those regions • Areas that were outside of the tourist regions were starved of investment, e.g. only 12 per cent of investment in roads was allocated to inland Spain where 48 per cent of the population lived • The majority of the population did not live in the tourist areas and did not benefit from the influx of foreign money; average incomes in rural areas remained low and poverty was widespread. <p>Other relevant material must be credited.</p>