



# Mark scheme (Results)

## Summer 2022

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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## 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
1	1–4	<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>
2	5–10	<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>
3	11–16	<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>
4	17–20	<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
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 Mussolini's attitude to the Catholic Church in 1921.</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 claims that fascism was not against the Church ('Fascism neither practises nor preaches anti-clericalism')</li> <li>• It claims that the Catholic Church was an important link to the past ('the Catholic Church represents the ideals and customs of the ancient Roman Empire')</li> <li>• It implies that support for the Catholic Church would develop patriotism and nationalist feelings ('a source of pride for us Italians', 'four hundred million people who look towards Rome from all parts of the earth')</li> <li>• It suggests that Mussolini was prepared to do a deal with the Church to gain its support ('if the Vatican were definitely to give up its dreams of claiming land in Italy...Italy should offer the Vatican all material help').</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 speech made by Mussolini to the Italian parliament and reliably reflects his views on the Church in 1921</li> <li>• The content and tone of the speech is conciliatory to the Church</li> <li>• The purpose of this source is to gain the support of Catholics for the fascist movement.</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>• Fascism had promoted anti-Catholicism in 1919 and had failed to win any seats in the elections that year</li> <li>• 90% of the Italian population was Catholic and many of them supported the PPI; hence Mussolini needed to present a positive attitude towards the Church in order to increase support</li> <li>• Mussolini announced the New Programme in November 1921. It represented a shift to the right and made no mention of the anti-clericalism that had been present in the 1919 Manifesto.</li> </ul> </li> </ol>

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 Mussolini's response to the Depression in Italy.</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>• Salvemini was an anti-fascist and had been targeted as an enemy of the fascist state. The content and tone of the source is highly critical of the handling of the Depression</li> <li>• Salvemini provides the perspective of an outsider having fled Italy in 1925 and not being present in Italy during the Depression</li> <li>• Salvemini wrote and published this book in America where he was free to express his opinions on Mussolini's response to the Depression.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that the ban on emigration was lifted to alleviate unemployment ('to restoring the right to emigrate')</li> <li>• It provides evidence that Mussolini established a programme for funding relief work for the unemployed ('Employers and employees were compelled to contribute to the unemployment fund.')</li> <li>• It suggests that a significant programme of public works was established to help the unemployed ('Mussolini announced an avalanche of public works.')</li> <li>• It implies that Mussolini's measures for reducing unemployment were fraudulent ('figures for women were no longer to be included', 'reducing the number of unemployed – at least in the statistics.')</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Mussolini had presented the Depression as a crisis of capitalism which did not affect Italy but had to change his policy when unemployment rose in 1930</li> <li>• Industrialists paid a proportion of their profits to the Agencies for Welfare Activities. Funds were distributed nationwide to relieve the plight of the unemployed</li> <li>• The state intervened to support the banks and buy shares in companies that were in danger of collapse and introduced public works schemes for the unemployed, e.g. building motorways and hydro-electric power plants.</li> </ul> </li> </ol>

### 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 the reasons for the removal of the monarchy in Spain in 1931.</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 the king had lost the support of his people ('I no longer have the love of my people')</li> <li>• It claims that the monarchy was removed to prevent civil war ('I am determined to avoid any course which might plunge my countrymen into a civil war')</li> <li>• It implies that the removal would be temporary ('the indifference of the people will not be final', 'I renounce none of my rights', 'While the nation decides the fate of the monarchy, I ... leave Spain.').</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 Manifesto is an official statement by Alphonso XIII and accurately reflects his views</li> <li>• The Manifesto is an immediate response to the elections of April 1931</li> <li>• The purpose of the source is to emphasise the reasonable nature of the king in comparison to the dangers of the opposition.</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>• Alphonso XIII did not possess the political talent or personal qualities necessary to rule effectively</li> <li>• The military dictatorship backed by the monarchy was massively unpopular by 1931</li> <li>• Republican and Socialist parties made massive gains in the local elections in April 1931</li> <li>• Alphonso XIII fled Spain rather than use the army to restore order in Spain.</li> </ul> </li> </ol>



### 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 effectiveness of land reform introduced by Azaña's government in the years 1931-33.</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"> <li>• Posadas was an eyewitness to the events and visited the farm frequently to study the progress made</li> <li>• Posadas did not receive any land and can therefore give an outside view of the reform</li> <li>• The language and tone of the source suggests a broad approval for the reform</li> <li>• The content of the source shows that Posadas was aware of the shortcomings of the reform.</li> </ul> <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"> <li>• It suggests that the intention to develop socialism in the countryside was achieved ('An estate called La Reina, owned by the Duke of Medinaceli, was handed over to the inhabitants', 'work the land collectively.')</li> <li>• It suggests that the Law failed to eradicate class antagonism ('complaints that the foreman wasn't working like the rest of the men', 'everyone wanted to be a boss')</li> <li>• It suggests that the land reform was successful in improving the lives of agricultural workers ('a lot better off than they had been before the 1932 Law').</li> </ul> <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"> <li>• The Agrarian Reform Law of 1932 was intended to redistribute land to meet the needs of peasants and tenant farmers by providing sufficient land to make a living</li> <li>• The Agrarian Reform Law provided that any estate of more than 23 hectares could be taken over and used for resettlement</li> <li>• The Law had limited impact. No more than 45,000 hectares of land were redistributed and less than 10 per cent of the peasant families judged to be in need were resettled</li> <li>• Landowners and wealthier members of the farming community were alienated by 'communist' policies and turned to the right-wing for support.</li> </ul>

## 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 whether the rise of socialism was a significant threat to Giolitti's government in the years c1911-14.</p> <p>Arguments and evidence that the rise of socialism was a significant threat to Giolitti's government in the years c1911-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Socialist ideas, which challenged liberalism, were growing in popularity and the newly-created PSI, with its national newspaper, <i>Avanti</i>, was able to develop mass appeal. In 1909 the PSI won nearly 20 per cent of the vote</li> <li>• The PSI did not favour <i>trasformismo</i>, which undermined Giolitti's system of governing because its members refused to be assimilated into coalitions</li> <li>• The extension of the franchise in 1912 significantly increased the number of working-class voters who gave their support to the PSI. The PSI became the single largest party after the 1913 election</li> <li>• 'Red Week' was marked by violence by striking workers and the police who were called in to crush the strike. Middle classes feared revolution.</li> </ul> <p>Arguments and evidence that the rise of socialism was not a significant threat to Giolitti's government in the years c1911-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Giolitti's social reforms and increases in wages helped to tame the working classes and mute the calls for revolution</li> <li>• The revolutionary zeal of the PSI was greatly exaggerated. Turati favoured working within the parliamentary system</li> <li>• The socialist parties only achieved 22.8 per cent of the votes in the 1913 elections and their membership never exceeded 50,000 members</li> <li>• The left-wing was divided. The moderates had already expelled enthusiastic revolutionaries from the PSI in 1908 and, in 1912, the moderates themselves were expelled. By 1913 there were 3 socialist parties.</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 about how successful the indoctrination of Italian youth was in the years 1925-40.</p> <p>Arguments and evidence that the indoctrination of Italian youth was successful in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By 1929, 60 per cent of Italian youths had joined the ONB. The decision to run the ONB through schools meant that it was hard to avoid. The ONB was the principal instrument for indoctrinating the young</li> <li>• Teachers were obliged to join the relevant fascist organisation and many became ONB leaders. They played an important role in indoctrinating children in school and during leisure hours</li> <li>• The school curriculum was changed to mould children into their roles in the fascist state. A single textbook for each subject outlined fascist ideas to be taught to children</li> <li>• All Italians born between 1910 and 1930 were exposed to Fascist propaganda during their formative years and this strengthened the regime, even if they were not ultimately converts to Fascism.</li> </ul> <p>Arguments and evidence that the indoctrination of Italian youth was not successful in the years 1925-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Forty per cent of children avoided the ONB. Poorer children, girls and those living in the south who left school early were able to escape the influence of fascist propaganda enforced in school and by the ONB</li> <li>• The ONB had to be made compulsory in the late 1930s, suggesting that there were limits to the appeal of fascism and indicating that indoctrination was not wholly successful</li> <li>• The Lateran Treaty ensured the continued existence of the Catholic Action youth group. It imparted Catholic ideas that clashed with fascist ideology</li> <li>• Indoctrination of older youth in the universities was limited. Staff were more difficult to dismiss and many were reluctant to take the oath. Many students joined the GUF for its material benefits rather than for fascism.</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 about the extent to which relations with Britain and France affected Mussolini's decision to invade Abyssinia in 1935.</p> <p>Arguments and evidence that relations with Britain and France affected Mussolini's decision to invade Abyssinia in 1935 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mussolini believed that Britain and France needed him to curb German aggression and this would make them sympathetic to Italian expansion in Africa</li> <li>• Britain and France had condemned Hitler for announcing rearmament in March 1935 but had not taken any military action, which encouraged Mussolini to believe that they lacked the will to oppose his invasion</li> <li>• Britain and France had allowed Mussolini to insert the words 'in Europe' into the Stresa agreement, which he claimed meant they did not oppose his expansion in Africa.</li> </ul> <p>Arguments and evidence that the effect of relations with Britain and France was limited and/or there were other factors that were more important in affecting Mussolini's decision to invade Abyssinia in 1935 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Regardless of relations with Britain and France, it had been a long-standing Italian ambition to avenge the defeat at Adowa in 1896</li> <li>• Mussolini had ambitions to recreate the Roman Empire and colonisation of African territory was central to that</li> <li>• The invasion of Abyssinia would support the policy of autarky and provide raw materials for the Italian economy and lands for Italian peasants</li> <li>• Mussolini wanted to assert the power of Italy in the face of a rapidly strengthening Nazi Germany and dissuade Hitler from carrying out the Anschluß with Austria</li> <li>• Mussolini used the death of 30 Italian soldiers at Wal Wal in December 1934 as the reason to launch the invasion of Abyssinia.</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
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 the extent to which the lives of women differed in the Nationalist and Republican zones during the Spanish Civil War.</p> <p>Arguments and evidence that the lives of women differed in the Nationalist and Republican zones during the Spanish Civil War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some women in the Republican zone joined the communist and anarchist militias and fought on the front lines, e.g. Mika Etchebéhère fought with the POUM militia. Women in the Nationalist zone did not fight in the war</li> <li>• Women in the Republican zones joined women's organisations that played an active role in closing brothels, whereas the women's organisations in the Nationalist zone focused on running orphanages and distributing food</li> <li>• The ideal of sexual equality was promoted in the Republican zone, e.g. the marriage code, whereas in the Nationalist zone women were pressurised to conform to their allotted role in the home.</li> </ul> <p>Arguments and evidence that the lives of women did not differ in the Nationalist and Republican zones during the Spanish Civil War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some women played key political roles in both the Republican and Nationalist zones, e.g. Dolores Ibárruri's speeches rallied Republican support and María del Pilar Primo de Rivera actively recruited for the Falangist women's group, the <i>Sección Femenina</i></li> <li>• Traditional ideas about the role of women prevailed in both zones, e.g. propaganda posters depicted women as weak and vulnerable</li> <li>• Economic needs meant that women worked outside the home in both Nationalist and Republican zones</li> <li>• Prostitution continued in both Nationalist and Republican zones.</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 about how successful Franco's economic policy was in the years 1938-56.</p> <p>Arguments and evidence that Franco's economic policy was successful in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Corporatism was successful in enforcing Francoism. It controlled workers by replacing independent trade unions and it won support from Falangists who saw it as an important step towards creating a fascist state</li> <li>• Autarky was successful in winning political support from the <i>Falange</i> and ideologically successful in promoting Spanish independence and nationalism among the wider population</li> <li>• Autarky helped to provide employment in the early 1940s, which helped with the recovery from the devastation of the civil war. Unemployment fell from 500,000 in 1940 to 150,000 in 1944.</li> </ul> <p>Arguments and evidence that Franco's economic policy was not successful in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Wages did not keep pace with inflation. In the 1940s, wages rose by 30 percent whilst prices rose by 600 percent. Corporatism was responsible for a decline in living standards</li> <li>• Agricultural production remained at 1936 levels throughout the period. Essential fertilisers could not be imported under autarky. Food rationing was ineffective and the 1940s were known as the 'hunger years'</li> <li>• The production of synthetic materials was a failure. Production was expensive and the quality of the goods was poor</li> <li>• Industry and agriculture were neglected in the years 1939-45 while 50 per cent of government spending was devoted to the military</li> <li>• Autarky resulted in the rapid decline in foreign investment and prevented Franco's Spain from benefiting from the strengthening of European economies after 1945.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the influence of the Church in Spain declined in the years 1956-78.</p> <p>Arguments and evidence that the influence of the Church in Spain declined in the years 1956-78 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The influence of the Church began to decline when Spain opened its doors to tourism in the 1960s. Many young women took jobs as hotel maids and tour guides and were increasingly exposed to western ideas and modes of dress</li> <li>• The development of the consumer economy challenged Catholic ideas. Advertising promoted youth fashions, pop music and smoking. American films challenged the teaching of the Church and led to a decline in influence</li> <li>• In 1967, the Religious Freedom Act accepted other religious practices and legalised civil marriages</li> <li>• The 1978 Constitution stated that there was no longer an official state religion in Spain.</li> </ul> <p>Arguments and evidence that the influence of the Church in Spain did not decline in the years 1956-78 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From 1956-78, Catholicism was the state religion and the political hierarchy was Catholic and the Church retained a strong influence in education and over the school curriculum</li> <li>• The Church retained a strong influence over sexuality. The sale of pornography and contraception was banned and abortion and homosexuality remained illegal throughout the period</li> <li>• The Catholic moral code was reinforced in the media and remained influential. In 1973, 86 per cent of women who described themselves as Catholic said that they used no form of contraception</li> <li>• Radical Catholic priests preached local nationalism and, in 1974, the Church published an influential document calling for the democratisation of Spain.</li> </ul> <p>Other relevant material must be credited.</p>