



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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. Candidates must analyse the source to consider its value for an enquiry into the nature of the Corporate State in fascist Italy. - 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: - It provides evidence that the Corporate State was achieved by an agreement between the fascist state and business leaders ('Roberto Farinacci ...representatives of the General Confederation of Industry') - It suggests that the rights of workers will be subservient to those of business ('relationships between industrialists and workers must be negotiated by ... Confederation of Industry') - It suggests that the workers were brought under fascist control ('Confederation of Fascist Corporations ... sole representatives of the workers.', 'internal factory committees are abolished') - It suggests that the benefits of the capitalist system would be retained for private industry ('recognises the General Confederation of Industry and its associated organisations as the sole representatives of the industrialists.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The Pact was agreed in 1925 after Mussolini had secured control of the Italian state - The Pact was negotiated by leading fascist Farinacci and clearly outlines a key element of Mussolini's economic policy - The purpose of the agreement between the fascist state and the Confederation of Industry was clearly intended to secure the support of big business and to bring the workers under control. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Under the Palazzo Vidoni Pact, the <i>Confindustria</i> agreed to deal only with the fascist labour syndicates headed by Rossini. The socialist and Catholic labour unions were outlawed - The officials of the fascist labour syndicates were chosen by the fascist regime rather than by the workers, whilst the <i>Confindustria</i> would be free to manage itself - The Corporate State was promoted as a third way that would overcome the disadvantages of both capitalism and communism.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of the Libyan War of 1911-12 on Italy. 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: • As a socialist, Lenin was likely to be anti-capitalist and anti-imperialist and his article is naturally highly critical of the Italian invasion of Libya. The content and tone clearly demonstrate his opposition to the war • <i>Pravda</i> was the official newspaper of the Bolshevik Party and therefore only imparted the views of its party and was thus highly subjective • The article was published in the final days of the Italo-Libyan War when Lenin could reflect on its full impact. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the war had led to significant casualties and loss of life ('Italian casualties exceeded 20,000, including 17,429 sick, 600 missing and 1,405 killed.') • It provides evidence that the economic cost of the war had been great ('cost the Italians over 800 million lire. It resulted in terrible unemployment and industrial stagnation.') • It suggests that Italy's international reputation had been damaged ('Italians butchered about 3,000 Libyans. ...women and children massacred... Yet... the Italians are a civilised, constitutional nation.') • It indicates that Italy had made gains through the invasion ('Italy has 'won' the war. From now on, Libya will belong to Italy.'). 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: • The war resulted in 3,500 Italian deaths and required 50,000 troops to remain there after victory to maintain control • The war undermined Giolitti's government as he was blamed for the expense and the loss of life • The PSI was highly critical of the war. It moved further to the left, expelling moderates who supported the war from the party.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the use of censorship in Spain in the years 1938-56. - 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: - It suggests that by controlling its access to information, Franco's regime was able to control Spanish society ('Control the number and range of publications.', 'Intervene in choosing the managerial personnel.') - It indicates that all personnel involved in publishing activities would be regulated by the state ('Intervene in choosing the managerial personnel...Control the profession ... Supervise the activity of the press.') - It suggests that editors and journalists would need to exercise self-censorship ('director ... bears responsibility for it.', 'punishments for directors'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The Law was passed in 1938 and was applicable for the whole period - The Law was applied to the whole of Spain once Franco had achieved victory in the Civil War - The purpose of the Law was to make clear the responsibilities for publishers, editors and journalists in the restriction of information and in their wider responsibility to society. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Press Law meant that government authorisation was necessary for any kind of publication and that editors were to be appointed by the government - The government had the right to shut down any publication and sack its journalists without right of appeal - Censorship applied to news films as well as newspapers. Opinion was controlled by a propaganda machine that produced short films celebrating Franco's victory and reminding Spaniards of the horrors of the Red Terror.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the role of women in Spain during the Civil War. 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: • The manifesto was drawn up by the Catholic Union of Women of Seville who favoured the Nationalist side in the Civil War and reflected its view of the role of women • Although the Nationalists had taken control of Seville, the majority of the population were Republican and as such the manifesto did not reflect their views of the role of women • The content and tone of the manifesto make it clear that the authors are highly critical of the behaviour of women in Seville. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Republican women behave in such a way that they fail in their duty and were traitors to Spain ('You are traitors to your country, traitors to your faith') • It implies that the role of women was to be guided by the Church in fulfilling their duties ('Your place ... in church', 'humble style of the moral Christian') • It implies that Republican women failed in their role because they were of loose morals ('dedicating yourself to personal pleasures, to flirting and to falling into bad habits.') • It implies that the true role for a woman was in nursing the sick and wounded and raising children ('to easing the suffering of those people in the hospitals ... to educate your children'). 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: • In the Nationalist zone, women were expected to respect the Catholic Church, which instructed women to devote themselves to their husbands and children, to reproduce and to preserve the stability of the family • Unmarried women were targeted with moral guidance and all women in the Nationalist zone were subjected to a strict dress code • In the Nationalist zone, many women volunteered as nurses and social workers and others were involved in distributing food to the poor • In the Republican zone, equality for women was emphasised. About 1,000 women fought on the frontline. Many other women took up work in factories as well as working in traditional occupations such as nursing.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether Italy's wartime performance improved in the years 1915-18. Arguments and evidence that Italy's wartime performance improved in the years 1915-18 should be analysed and evaluated. Relevant points may include: • Italy's performance improved as its military leadership improved. Harsh discipline meted out by Cadorna affected the fighting performance of the troops. This improved when Cadorna was replaced by Diaz after Caporetto • In spite of persistent shortages of raw materials, the industrial war effort improved and output increased, e.g. the number of machine guns available rose from 613 in 1915 to 20,000 in 1918 • Casualty rates improved, indicating better military performance, e.g. from 520,000 casualties in 1917 to 143,000 in 1918 • Italy's military performance improved. In October 1917, Italy was resoundingly defeated in the Battle of Caporetto. In October 1918, Italy defeated Austria in the Battle of Vittorio Veneto. Arguments and evidence that Italy's wartime performance did not improve in the years 1915-18 should be analysed and evaluated. Relevant points may include: • Throughout the war, Italy's performance was undermined by shortages of equipment, resulting from limited access to fuel and raw materials • Low morale in the Italian army was a persistent feature during the war. Desertions were common and continued even after the change of leadership • Conditions on the home front worsened during the war and affected economic performance. Inflation rose rapidly and real wages fell by 25 per cent, which fuelled strikes and riots in industrial cities, e.g. Turin • Italy's military success remained weak and dependent on the allies. When fighting alone, Italy was defeated at Caporetto; the victory at Vittorio Veneto relied on British and French support. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether, in the years 1922-25, Mussolini's control over fascist organisations was limited. Arguments and evidence that, in the years 1922-25, Mussolini's control over fascist organisations was limited should be analysed and evaluated. Relevant points may include: • In autumn 1922, it was the <i>ras</i> who pushed for the March on Rome. Mussolini's participation was precipitated by his fear that, if the squads succeeded in seizing control, he could find himself side-lined • The 1924 electoral campaign was characterised by violence and intimidation by blackshirts, even though Mussolini had tried to suppress the violence to achieve a legitimate victory to secure his power • In 1924 Matteotti was kidnapped and murdered by members of a secret fascist <i>cheka</i>. Mussolini claimed that he had not ordered the death and had no knowledge of the <i>cheka</i>, possibly indicating his limited control • In December 1924, leading <i>ras</i> pressurised Mussolini to take control and defend the fascist revolution or be replaced as leader. Thus, he was obliged to announce the establishment of the dictatorship in January 1925. Arguments and evidence that, in the years 1922-25, Mussolini had secure control over fascist organisations should be analysed and evaluated. Relevant points may include: • In December 1922, Mussolini brought the <i>ras</i> under control by the establishment of the Fascist Grand Council. He centralised his control over the PNF by his sole right to appoint its members • In January 1923, Mussolini secured control over the <i>squadristi</i> through the creation of the MVSN. This formalised their role in the state and forced them to pledge allegiance to Italy and Mussolini. It ended the control of the <i>ras</i> • In 1923-24, Mussolini extended his control over the PNF by enabling the expansion in membership. The party doubled in size. The radical fascists were diluted by the influx of middle classes who supported Mussolini • When Mussolini announced the dictatorship in 1925, it was a personal dictatorship, not the dictatorship of the party. Mussolini forced any remaining squads to disband and ended the provincial power of the <i>ras</i>. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether Italy's international standing declined in the years 1935-40. Arguments and evidence that Italy's international standing declined in the years 1935-40 should be analysed and evaluated. Relevant points may include: • In 1935, in the Stresa Front, Mussolini appeared the equal of the British and French statesmen. The Abyssinian invasion and his developing relationship with Hitler led to a decline in Italy's international standing • In 1936 when Italy signed the Rome-Berlin Axis, Mussolini was regarded as the senior dictator in Europe. By 1939, in the Pact of Steel, Mussolini was regarded as the junior partner and Italy as militarily and economically weak • The 1938 Anschluß was evidence of the decline in Italy's international standing. In 1934, Mussolini had challenged Germany at the Brenner Pass. By 1938, Hitler did not even consult his partner before seizing Austria • The 1939 invasion of Albania was evidence of the Italy's international decline. Albania was already an Italian satellite, but Mussolini launched the invasion as compensation for the Anschluß and to appear dynamic. Arguments and evidence that Italy's international standing did not decline in the years 1935-40 should be analysed and evaluated. Relevant points may include: • Italy was regarded by the other European powers as a weak country throughout the period • The conquest of Abyssinia in 1935-36 enhanced Italy's reputation as an imperialist country • Italy's reputation as a militaristic state grew during this period. Intervention in the Spanish Civil War meant that Mussolini could claim Italy had played a significant role in Franco's victory and had spread fascism • Italy's international standing was boosted in 1938 when Mussolini played a prominent role in brokering the deal that gave the Sudetenland to Germany and averted a full-scale European war. Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement on whether the main consequence of the Asturias rising (October 1934) was a strengthening of the left in Spain. Arguments and evidence that the main consequence of the Asturias rising (October 1934) was a strengthening of the left in Spain should be analysed and evaluated. Relevant points may include: • The initial success of the rising boosted the left wing and suggested that it could succeed if the left-wing parties and unions worked together in future. The communists formed POUM to capitalise on this • Azaña's imprisonment for supporting the rising increased his personal prestige as the 'strong man' of the Republic. He was able to use his reputation to negotiate for unity with other left-wing leaders • The failure of the rising persuaded many on the left that they needed to re-engage with democracy and focus on gaining power through the electoral process. This led to the formation of the Popular Front. Arguments and evidence that the main consequence of the Asturias rising (October 1934) was not a strengthening of the left in Spain/ there were other, more important, consequences of the Asturias rising should be analysed and evaluated. Relevant points may include: • The rising weakened the left wing by splitting it further into radicals, who supported extreme tactics, and the moderates, who sought a constitutional route to power. The rising undermined the left's democratic legitimacy • The rising increased CEDA's role in government. Gil-Robles successfully argued for an increase in cabinet positions for CEDA and he was promoted to Minister of War. CEDA used its influence to call for a dictatorship • The rising, and the government response, further polarised politics in Spain. The right accused the left of attempting to overthrow a democratic government; the left claimed the right was planning a fascist dictatorship • The rising led to savage reprisals by the government. Whole villages were destroyed and torture and execution without trial were commonplace. Trade unionists were dismissed <i>en masse</i>, and thousands imprisoned • The right-wing press used the rising to radicalise the right and provoke fear in the middle classes by reporting stories of widespread rape and the murder of nuns and priests. Support for the right was strengthened. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on whether, during the Spanish Civil War, the use of political terror by the Nationalist side was similar to the use of political terror by the Republican side. Arguments and evidence that, during the Spanish Civil War, the use of political terror by the Nationalist side was similar to the use of political terror by the Republican side should be analysed and evaluated. Relevant points may include: • The political terror was similar on both sides in that they both targeted those they perceived as political enemies • A key feature of the political terror on both sides was similar in its cruel nature. The Republicans humiliated priests by castrating them before execution and the Nationalists sought to teach villagers a lesson by leaving the bodies of executed peasants unburied • A key feature was that political terror on both sides tended to strengthen the Nationalists. Red Terror led to the Catholic Church encouraging support for Franco, while the extensive use of White Terror forced republican supporters and sympathisers to conform to Franco's rule. Arguments and evidence that, during the Spanish Civil War, the use of political terror by the Nationalist side was different to the use of political terror by the Republican side should be analysed and evaluated. Relevant points may include: • The White Terror differed from the Red Terror in that White Terror was used throughout the conflict, whilst Red Terror was used much more at the beginning of the War as later the territory controlled by the Republicans shrank • White Terror became official policy of the Nationalist side and encouraged by Franco, who regarded it as a moral crusade. By contrast, Red Terror was the product of more random actions taken at a time when the Republican government did not have full control and was powerless to stop it. • Political terror was directed at different victims by the two sides. Whilst the Nationalists targeted socialists, anarchists, trade unionists and homosexuals, the Republicans targeted factory owners, landowners and priests • The numbers killed by each side differed. Nationalist White Terror resulted in the deaths of between 150,000 and 200,000, whilst the Republican Red Terror killed between 38,000 and 55,000. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on the significance of tourism in the development of social tensions in Spain in the years 1956-75. Arguments and evidence that tourism was significant in the development of social tensions in Spain in the years 1956-75 should be analysed and evaluated. Relevant points may include: • The influx of tourists exposed Spain to outside culture. Conservatives were shocked by scantily-clad tourists and sought restrictions, while younger Spaniards embraced new behaviours and developed democratic ideas • Tourism increased female employment by providing new opportunities in the resorts but undermined the Church's ideology that restricted women's rights. Women began to reject Catholic teaching on marriage and family • Tourism attracted large numbers of Spaniards away from poorer rural areas to seek employment in the major tourist resorts. This, together with greater investment in the resorts, increased tensions over wealth in the regions • Only thirty per cent of Spain's population lived in the lucrative and heavily invested tourist areas. In Madrid, 50,000 luxury flats built by speculators lay empty in this period, not used by tourists but too expensive for workers. Arguments and evidence that tourism was not significant/there were other, more significant, factors in the development of social tensions in Spain in the years 1956-75 should be analysed and evaluated. Relevant points may include: • The failure to provide good quality housing for Spaniards was a great driver of social tensions. Thousands lived in shanty towns outside the major urban areas. Inequality and disparity in living conditions led to social unrest • The growth in industry in this period led to the development of social tensions as skilled, and better paid, workers created a new social class while the low-paid agricultural class diminished in size • Consumerism led to the development of social tensions. While increasing numbers of Spaniards purchased consumer durables, those living in poverty in rural and southern Spain were excluded and resentments developed • The modernising influence of the cinema, and exposure to foreign-made films and advertisements, challenged the conservative ideology of the regime. Censorship was unable to stop the spread of modern ideas. Other relevant material must be credited.