



Mark scheme

Sample assessment materials for
first teaching September 2015

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

Generic Level Descriptors

Section A: Questions 1a/2a

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the nature of fascist support in Italy in 1922.</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 sections of the rural population, including the lower middle class and former military personnel, supported fascism by 1922, apparently 'in impressive numbers' • It indicates that this rural support base was mobilised partly due to economic factors and partly due to the psychological impact of the First World War ('gains much of its moral strength from the war and from victory') • It suggests that fascism has kept alive the moral force created by the war implying that the war was the origin of Italian fascism; it also claims that fascism has incorporated the rural population into national life for the first time. 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"> • It was written by the fascist leader who, because of his position, could offer an informed view about the 1922 membership • Mussolini would have an obvious interest in presenting an 'optimistic' account of the extent of fascist membership and discussing their motives in idealistic terms • It was published in a fascist journal, so designed to serve as political propaganda for the movement. 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 impact of fascist <i>squadristo</i> in the early 1920s • The role played by the <i>biennio rosso</i> (two red years) in transforming the fortunes of the fascist movement in the early 1920s • Fascism's social base in the early 1920s including small farmers, peasants, the <i>agrari</i>, the urban lower middle class, students, industrialists and manual workers.

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 popular support for the Italian fascist regime in the 1930s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • It was written by a prominent political opponent so reinforces the claim that the regime was able to generate popular support for fascist rule • Togliatti's lecture was given in exile, which raises the issue of accuracy of the information presented • The lecture was delivered in 1935, so cannot shed light on the later 1930s • The content only focuses on the <i>Dopolavoro</i>, so potentially offers a restricted view of popular support. 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 <i>Dopolavoros</i> achieved a level of popular support for the regime because they offered Italian workers a range of activities, benefits and welfare assistance ('whole series of activities', 'The benefits... are many' and 'some form of welfare') • It provides evidence that the <i>Dopolavoros</i> were successful partly because they provided the Italian worker with small things to 'improve his lot', such as access to the radio which secured a level of compliance • It suggests broad appeal and hence a measure of success in generating a range of popular support ('fascism's broadest organisation'). 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"> • Mass membership of the <i>Dopolavoro</i>, e.g. four million in 1939 • The range of activities (e.g. sports, cinema, theatre companies, orchestras and libraries) and lack of overt political indoctrination meant that the <i>Dopolavoro</i> encouraged general acceptance of the Italian fascist regime • The focus on leisure and the informal class segregation associated with the <i>Dopolavoros</i> meant they could neither instil fascism's militaristic values nor foster a real sense of national community • Other methods used by the regime in an attempt to generate popular support, including control over education and the press, the fascist youth movement (ONB), and the cult of the <i>Duce</i>.

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 Asturias rising of 1934.</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 that the rising was undertaken by Asturian workers • It indicates the presence of important opposition to the Asturias rising, e.g. the government • It suggests that the resolve of the Asturian workers was strong enough to overcome the forces of counter-revolution. 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"> • It is a contemporary statement produced by participants in the rising • It was produced at a point when the government was taking countermeasures, so potentially a renewed rallying call to the Asturian workers • Propaganda nature of the source is evident from the use of emotional language to reinforce points ('evil plights', 'magnificent efforts', 'unbreakable will', 'forces of Fascism are powerless'). 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"> • Reasons for the rising, e.g. slump in the demand for coal led Asturian mine owners to cut wages and jobs • The extent of the rising – within a few days the rebels had taken control of most of the province • The Madrid government's military response.

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 Spanish neutrality in 1940–41.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The author participated in the meeting he is describing • As a senior translator and interpreter, the author was used to observing high level political conversations and negotiations • Given the author's official role, the account has the potential for anti-Franco bias ('evasive action', 'slyly watchful expression') • It is an account of just one meeting on the issue of Spanish entry into the war. 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 provides evidence that Spanish neutrality was based on economic ('short of food'), military ('needed modern armaments') and strategic considerations (if defeated, Britain would continue the war 'from Canada with American support') • It suggests that Franco was a shrewd negotiator who was unwilling to accept Hitler's optimistic assessment of the war at face value • It indicates Hitler's frustration that Franco would not accept German terms for Spain's entry into the war. 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"> • During this meeting, Franco made territorial demands that Hitler could not accept and so Spain stayed neutral • Initially, Spanish neutrality favoured Nazi Germany, e.g. Franco sent the Blue Division to fight against the Soviet Union in 1941 • At the same time, Franco concluded that the outcome of the war was uncertain and he did not cut his ties with the western allies.

Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far economic weakness was responsible for Italy's poor performance in the First World War.</p> <p>Arguments and evidence that economic weakness was responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The small size of Italy's industrial base in 1915 gave it a weak economic foundation on which to embark on a large-scale war • The massive cost of the war could not be borne – Italy spent 41 billion lire and the national debt increase five-fold between 1914 and 1919 • Inflation led to prices quadrupling between 1913 and 1918 which fuelled social discontent, e.g. bread riot in Turin in 1917 • Equipment shortages continued to affect the army because Italy relied on imported fuel and raw materials. <p>Arguments and evidence that other factors were responsible for Italy's poor performance in the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Harsh discipline in the Italian army contributed to low morale, e.g. 55,000 deserted between early 1917 and early 1918 • Poor military leadership led to poor performance, e.g. defeat at Caporetto, October 1917 • The Italian economy cannot be held responsible because the 'industrial mobilisation' system under General Alfredo Dallolio worked relatively well and food production was maintained at 95 per cent of the pre-war level • The negative impact of political and social divisions on the Italian war effort (e.g. interventionists against 'defeatists', soldiers against 'shirkers' and peasants against workers). <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 fascist Italy improved in the years 1929–39.</p> <p>Arguments and evidence that church-state relations improved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Lateran Pacts negotiated between the fascist regime and the Catholic Church in 1929 • After 1929 the Church generally provided valuable support for the regime, epitomised by the official slogan 'For Pope and Duce' • The Catholic hierarchy applauded Mussolini's military ventures in Abyssinia and Spain in the 1930s as campaigns against heathenism and communism • Catholic priests became involved in fascist initiatives such as the ONB and campaigns against the decadence of modern dancing, fashion and films. <p>Arguments and evidence that church-state relations did <i>not</i> improve should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The fascist government closed down Catholic Action in 1931 because the authorities viewed it as a sanctuary for Catholic anti-fascism; an uneasy church-state compromise regarding the activities of Catholic Action was negotiated later that year • The 1931 papal encyclical, which condemned the regime's 'pagan worship' of the state and declared fascism and Catholicism to be incompatible • Catholic criticism of the regime's growing racial intolerance and anti-Semitic laws in 1937–38 • Resurgence in Catholicism during the 1930s (e.g. Catholic schools, Catholic Action membership and Catholic student federation, FUCI) offered many Italians an alternative to the fascist vision of society and hampered Mussolini's drive to create a regimented fascist nation. <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 Mussolini's foreign policy was successful in the years 1935–39.</p> <p>Arguments and evidence that Mussolini's foreign policy was successful in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • War in Abyssinia, 1935–36, generated great popular support in Italy, enhanced Mussolini's reputation and appeared to initiate the new fascist 'Roman Empire' • Italian intervention in the Spanish Civil War backed the victorious Nationalists and established friendly relations with Franco's regime • Mussolini's presence at the 1938 Munich Conference confirmed Italy as one of the 'big four', with the <i>Duce</i> being courted by the other great powers • Italy's growing links with Nazi Germany (e.g. the 1936 Axis Agreement and the 1939 Pact of Steel) was an essential precondition of challenging British domination of the Mediterranean. <p>Arguments and evidence that Mussolini's foreign policy was <i>not</i> successful in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Italian intervention in Abyssinia and Spain was very costly in financial and military terms, e.g. the Abyssinian campaign cost 39 billion lire and over 200,000 Italian casualties, including 12,000 dead • Italy could not prevent Austria falling under German domination in 1938 • As Italy was the junior partner in the Axis, Germany took the initiative in foreign policy development in the late 1930s; the increasingly close relationship with Germany was not popular with ordinary Italians, the King or the Pope • Mussolini's increasingly anti-British stance (e.g. the Anti-Comintern Pact, role at Munich) was not popular with the Italian elite. <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 on how far foreign intervention was responsible for the defeat of the Republican forces in the Spanish Civil War (1936–39).</p> <p>Arguments and evidence that foreign intervention was responsible for the defeat of the Republican forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • German and Italian aircraft transported Franco's troops from Morocco to southern Spain in 1936 to assist the rebellion • Italian equipment boosted Nationalist morale after a series of Republican victories in 1937 • Foreign armaments delivered in 1939 enabled Franco to crush Catalonia • Italy and Germany provided a large amount of aid and arms and Western multinational companies provided Franco with vital resources such as oil. <p>Arguments and evidence that other factors were responsible for the defeat of the Republican forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The disunity of the Republicans and the cohesion of the Nationalists • The superiority of the Nationalist military structure and organisation • The negative impact of Britain's non-intervention stance on the Republican war effort • Drawbacks associated with Russian aid to the Republican side, e.g. cost and quality. <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 the extent to which Franco's control over Spanish society, in the years 1939–56, relied on propaganda.</p> <p>Arguments and evidence that Franco's control over Spanish society in these years relied on propaganda should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of a cult of personality portraying Franco as Spain's 'messiah' • The Catholic Church backed the Franco regime and used its considerable influence to persuade Spanish Catholics to accept Franco's actions • Extensive press censorship gave the government the power to control newspaper content • Government propaganda films celebrating Franco's achievements were screened before every feature film. <p>Arguments and evidence that Franco's control over Spanish society relied on other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The regime's use of terror resulted in thousands of executions and created a climate of fear • A corporatist economy helped to control the Spanish working class and won the loyalty of many Falangists • Economic autarky was also popular with the Falangists • Franco introduced legal measures to curtail the freedom of Spanish women. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Spanish economy changed in the years 1960–75.</p> <p>Arguments and evidence that the Spanish economy changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The free market policies of the technocrats opened up the Spanish economy • From 1960, Spain attracted large sums in foreign investment and loans which helped to modernise the Spanish economy • Emigration to north-west Europe lowered Spanish unemployment • Spain experienced a tourist boom and a consumer boom during this period. <p>Arguments and evidence that the Spanish economy did <i>not</i> change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic inequality persisted in Spanish society • House building failed to keep pace with demand in urban areas • Government investment tended to favour tourist areas rather than other parts of Spain • Spain's 'economic miracle' had little impact on low wages and poverty in the rural regions. <p>Other relevant material must be credited.</p>