



Pearson

Mark scheme

Pearson Edexcel
GCE History (9HI0/2G)
Advanced

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

Target: A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<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 utility 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 but with limited justification.
4	13–16	<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, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing 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 secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: A01: 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	1–3	<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	4–7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative content

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

Question	Indicative content
1	<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 sources to consider how far the historian could make use of them to shed light on the reasons for Italy's entry into the First World War on the side of the Triple Entente in 1915.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • This is an official, legal document in which the terms agreed for Italy's entry to the war are outlined • This was a secret agreement and the Italian population would not be aware of its contents until after the war • The purpose of the treaty was to ensure Italy's entry to the war on the side of the Triple Entente. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Italy's entry into the First World War on the side of the Triple Entente in 1915:</p> <ul style="list-style-type: none"> • It suggests that the acquisition of land on the northern borders and the Adriatic was an important incentive in joining the Triple Entente ('Italy shall obtain the Trentino and the Cisalpine Tyrol...Dalmatia') • It indicates that Italy expected to make colonial gains ('Italy may claim some reasonable gain') • It provides evidence that Italy needed financial assistance to join the war ('a loan of at least £50 million'). <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Italy had joined the Triple Alliance in 1882 but it was not the natural ally of Austria who held lands Italy considered to be <i>terra irredenta</i> • Prime Minister Antonio Salandra and Foreign Minister Sidney Sonnino held secret negotiations with both sides to see what price Italy could secure for its active support • Italy was dependent on supplies of coal from Britain and would find it hard to fight without them • The Triple Entente made a more attractive offer to Italy than the Triple Alliance leading to the decision to enter the war on the side of the Entente. <p>Source 2</p> <p>The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • Salandra was responsible for negotiating the terms on which Italy entered the war and is therefore a well-informed source of information • This was a public announcement to explain why Italy was entering the war on the side of the Triple Entente

Question	Indicative content
	<ul style="list-style-type: none"> • The purpose of the announcement was to encourage support and inspire nationalism among the Italian population • The tone of the announcement indicates the propagandist nature of the source. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Italy's entry into the First World War on the side of the Triple Entente in 1915:</p> <ul style="list-style-type: none"> • It claims that the main reason for joining the Triple Entente was Austrian aggression ('the aggression of Austria against Serbia') • It implies that Germany and Austria did not offer enough to Italy for her to meet her obligations under the Triple Alliance ('concessions Austria offered us in no way met the objectives of Italian policy') • It claims that the Italian population supported the declaration of war ('ready to shed their blood for the nation'). <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Triple Alliance was a defensive treaty meaning that Italy was not obliged to enter the war in 1914 • Public opinion was divided over Italy's entry into the war; the socialists and Giolittian Liberals were opposed whilst some Catholics and some members of the military, e.g. Cadorna, favoured the Triple Alliance • Parliament and the public had been kept completely in the dark about Italy's negotiations with the Entente until this announcement • Salandra used the question of entry to the war to increase his political support at Giolitti's expense. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The two sources together indicate the importance of territorial gains in Italy's decision to enter the war • The sources are contrasting in nature. Source 1 is a secret agreement whilst Source 2 is a public announcement • The two sources have contrasting purposes. Source 1 is an official agreement whilst Source 2 is a propaganda speech designed to harness support for the war.

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

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to shed light on the control of the Spanish people during Franco's regime in the years 1938–56.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • This is an official document outlining the law governing labour in Franco's regime • The purpose of this document was to ensure state control of labour and economic life in Spain • The date of this fundamental law indicates its importance to the regime, issued as it was at the very beginning of the regime. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of the Spanish people during Franco's regime in the years 1938–56:</p> <ul style="list-style-type: none"> • It provides evidence of the regime's determination to control the working class ('Work ... is an obligation that all must contribute') • It indicates that the regime intends to impose its conservative views and control the lives of women ('Married women will be freed from the work and the factory.') • It implies that the Church will have a key role in controlling the lives of the population ('enforce the recognition of the religious holidays and attendance at such ceremonies as the national leaders ... may command.') • It suggests that harsh punishments will be imposed on those who defy the state ('acts that in any way disturb normal production or attempt to do so, will be considered as crimes of treason'). <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • The workers were obliged to join syndicates that set wages and working conditions and organised social activities so that the lives of workers were organised and controlled by the state • Workers gained considerable job security which bound them to the regime • Women's rights were curbed by forbidding certain areas of employment, criminalising women who had extramarital affairs and promoting marriage and motherhood as the appropriate role for women • A terror regime was established to remove those who had supported the republic. It included the use of special tribunals, concentration camps and prisons. Terror also encouraged obedience from the wider population. <p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • The writer of this article for a Catholic magazine which was not subject to censorship was highly likely to adopt a supportive attitude to Franco's

Question	Indicative content
	<p>regime</p> <ul style="list-style-type: none"> • The article has a propagandistic purpose to promote the conservative views of the Church and the regime towards people's pastimes and social lives • The tone of the source is highly critical of freedoms of expression in popular culture. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of the Spanish people during Franco's regime in the years 1938–56:</p> <ul style="list-style-type: none"> • It provides evidence of the role that the Catholic Church had in controlling popular culture in Spain ('these problems have led the Church to intervene') • It suggests that access to uncensored material is dangerous to the Spanish people ('swallow the fatal and corrupting poison.') • It implies that the Spanish people have been accessing material that the Church and state deemed unsuitable ('many incautious Christians', 'More than once') • It suggests that the control of popular culture has not been as effective as the state had intended ('powerful and dominating influence', 'powerful incentive to uncontrollable passions.'). <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Catholic Church was extremely influential and set the moral tone for Francoist Spain. In 1953 Franco signed a Concordat with the Catholic Church which legitimised the regime in the eyes of many Spaniards • The Press Law of April 1938 established strict control of the press and gave censors broad powers to prevent the publication of books and magazines that were deemed unsuitable by the regime • The Church controlled the lives of young people through the schools and in this capacity promoted support for the regime. However, school was only compulsory to the age of 13 which limited the extent of control. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources provide support for the ambition to control the Spanish people in both their working and their social lives • There is a contrast in the extent of control over the lives of the people implied by the sources with Source 1 suggesting all-embracing control whilst Source 2 implies that the people have accessed forbidden materials • Both sources are intended for a Spanish audience.

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 the suggestion that, in the years 1925–40, the indoctrination of the population was so successful in fascist Italy that there was barely any need for the use of terror.</p> <p>Arguments and evidence that, in the years 1925–40, the indoctrination of the population was so successful in fascist Italy that there was barely any need for the use of terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The OND was the most popular fascist organisation. By 1939 it had more than four million members including 40 per cent of the working class. Popular organisations reduced opposition to fascism • The ONB was an effective organisation for the indoctrination of youth. By 1929, 60 per cent of youth in the north of Italy belong to the ONB • Censorship controlled the content of newspapers and ensured that only positive stories about fascism were presented in the press • The Cult of Il Duce was highly successful in winning support for Mussolini through its promotion in radio broadcasts, newsreels and posters. It even convinced foreign statesmen of Mussolini's greatness, e.g. Churchill • Mass rallies, mobile cinema vans and communal radio broadcasts were used to reach a wide audience and to ensure the indoctrination of people even in the remoter areas of Italy, and limited opposition to fascism • The use of terror was very limited. Three quarters of those summoned before a special tribunal were acquitted and the average sentence was five years. <p>Arguments and evidence that, in the years 1925–40, the indoctrination of the population in fascist Italy was not successful enough to remove the need to use of terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Indoctrination was incomplete; the Vatican press was not censored, 30–40 per cent of young people did not join the ONB and illegal strikes and demonstrations suggests a need for terror to prevent greater opposition • The terror system relied on a large number of police informants among the Italian population who reported on their colleagues and neighbours. Knowledge of this encouraged conformity • The failure of indoctrination meant that opposition continued to exist and the OVRA carried out 20,000 actions each week with hundreds of arrests and detentions, which suggests there was significant opposition • Special Tribunals were set up to deliver summary justice and 21,000 cases were heard in 1926–43. The purpose of the system was to instil fear into the population • Approximately 5000 people were imprisoned for political crimes and there were nine political executions. Such punishments acted as a deterrent. <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 suggestion that, in the years 1943–45, there were more similarities than differences between the Republic of Salò and the government in the south.</p> <p>Arguments and evidence that, in the years 1943–45, there were more similarities than differences between the Republic of Salò and the government in the south should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both the Republic of Salò and the government in the south were controlled by foreign powers; Nazi Germany had ultimate control in Salò and the Allies were in charge in the south • There was little support for either government from the Italian people; the Republican Fascist party had only 487 thousand members and in the south there was great resentment over US cooperation with the Mafia • Both the Republic of Salò and the government in the south had their own armed forces; Salò had four divisions and the government in the south had 22 divisions • In both the Republic of Salò and the government in the south, Italians resisted conscription to the armed forces. <p>Arguments and evidence that, in the years 1943–45, there were more differences than similarities between the Republic of Salò and the government in the south:</p> <ul style="list-style-type: none"> • The governments had very different natures; Salò was a Republic whilst the south had a constitutional monarchy • Control of the population was maintained by waves of terror in the Republic of Salò but there were no purges in the south • The Republic of Salò was very active in implementing the transportation of Jews to the death camps in eastern Europe but, as it was under Allied control, there were no transportations from the south • The anti-fascist war of liberation was fought exclusively in the north in the Republic of Salò and not in the south. <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
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 suggestion that the years 1931–36 were years of significant political change and social progress in Spain.</p> <p>Arguments and evidence that the years 1931–36 were years of significant political change and social progress in Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The monarchical system of government was replaced by a republic led by the left wing after the King fled Spain in April 1931 which was a significant political change from the previous military dictatorship • The new constitution introduced significant political changes such as universal suffrage including votes for women • The Catalan Statute of 1932 devolved political powers to that region and gave it autonomy in managing domestic policy • In 1933 a new right-wing government, led by Lerroxx, was elected which was anti-democratic whilst in February 1936 government swung back to the left with the election of the Popular Front • Significant agrarian reforms were introduced including an eight-hour day, overtime pay, protections for small tenant farmers and for local agricultural workers • Reforms were introduced to improve the working conditions of industrial workers including salary increases of up to 16 per cent, paid leave and freedom to strike. <p>Arguments and evidence that the years 1931–36 were not years of significant political change and social progress in Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Moderate and conservative Spaniards and many women were alarmed by the radical nature of the government from 1931 and began to support reactionary parties that wanted to limit political changes • The agricultural reforms brought only limited improvements whilst the government did not have enough money to carry out its programme of land redistribution • Lerroxx's right-wing government undid the reforms introduced in 1931–33. Worker's rights were restricted and wages fell whilst the land reforms were reversed and tenants evicted • In October 1934 Lerroxx's government brutally suppressed striking miners in the Asturias suggesting that there was little social progress for the working class. <p>Other relevant material must be credited.</p>

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 suggestion that the Law of Leadership Succession 1947 was the main reason for the accession of Juan Carlos as the head of state in 1975.</p> <p>Arguments and evidence that the Law of Leadership Succession 1947 was mainly responsible for the accession of Juan Carlos as the head of state in 1975 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Law of Leadership Succession gave Franco the right to decide who would become the next king and when it would happen. Thus the monarch was to be installed and not restored • The authority of the Law was strengthened by a referendum in which 95.1 per cent of the voters approved it as the means of selecting the next monarch • Juan Carlos was the grandson of Alphonso XIII and he was Franco's preferred candidate to be the future king when the Law was proclaimed in 1947, and he was the candidate announced by Franco in 1969 • Under the terms of the Law, Juan Carlos was approved by the Cortes as the monarch • Other factors were insufficient to bring Juan Carlos to the throne, e.g. censorship meant that the television campaign was not very successful. <p>Arguments and evidence that other, more important, factors were responsible for the accession of Juan Carlos as head of state in 1975 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Law of Leadership Succession did not state who the next monarch would be, which meant it was not certain that Juan Carlos would become King • Juan Carlos offered the prospect of leading Spain into a more democratic system of government, which was supported by reformers in the Spanish government • Juan Carlos had American support which was important as America was Spain's most influential foreign ally • Adolfo Suarez, a high profile journalist on Spanish television, used his influence and position to start a campaign to promote Juan Carlos • Juan Carlos refused the title of prince to the conservatives' alternative candidate, Borbón-Dampierre, and Borbón-Dampierre did not have the support of the cabinet in the crucial period 1973–75 • The majority of the Spanish people supported Juan Carlos' accession to the throne as he offered the best chance of a smooth transition of power. <p>Other relevant material must be credited.</p>