



Mark Scheme (Results)

October 2020

Pearson Edexcel GCE
In 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: 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	1-3	<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.

Level	Mark	Descriptor
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: 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	1-3	<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

Level	Mark	Descriptor
		<p>of the relationships between key features of the period.</p> <ul style="list-style-type: none">• 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 investigate the reasons for Mussolini's fall from power in July 1943.</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"> • Romano Mussolini was an eyewitness to Mussolini's reaction to his denunciation by the Grand Council of Fascism and can therefore offer a rare view of the event • As Mussolini's son, Romano offers a highly subjective view • Romano wrote his memoirs a considerably long time after the events described in 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 Mussolini's fall from power in July 1943:</p> <ul style="list-style-type: none"> • It claims that Mussolini fell from power because he was betrayed by the Council ('nineteen of the twenty-eight voters...had betrayed him') • It provides evidence that the leading conspirator was Dino Grandi ('Dino Grandi's resolution to dismiss my father', 'Grandi's initiative to hold the no-confidence vote') • It suggests that the king seized the opportunity to replace Mussolini ('The king, upon learning the results of the no-confidence vote, appointed General Badoglio as the new head of government.') • It implies that Mussolini was insufficiently ruthless in his reaction ('Can you imagine a Hitler or a Stalin or any other dictator saying, 'All right, you have withdrawn your confidence and I will step aside?'). <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>

Question	Indicative content
	<ul style="list-style-type: none"> • Dino Grandi and Galeazzo Ciano had been looking to remove Mussolini since late 1942 because the Allies would not offer an armistice while he remained the leader of Italy • Only the king had the power to dismiss Mussolini and Dino Grandi secured his support shortly before the Council met in July 1943 • Mussolini did not expect the king to act on the resolution and was surprised when he was arrested and transported to prison after his meeting, in which the king dismissed him. <p>Source 2</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"> • Mussolini's Italy was Britain's enemy in the Second World War and Churchill's account reflects this • Churchill had access to confidential documents, which enabled him to give a unique insight into events • Churchill's tone, which offers some praise for Mussolini's regime, indicates a degree of impartiality in 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 Mussolini's fall from power in July 1943:</p> <ul style="list-style-type: none"> • It suggests that Mussolini had lost the support of the Italian people by 1943 ('Without doubt, his regime was too costly, for the Italian people') • It claims that Mussolini had made a great mistake in joining the war on Germany's side ('fatal error of Mussolini was the declaration of war against France and Great Britain after the victories of Hitler in June 1940') • It implies that Mussolini would have remained in power if he had fought on the Allied side ('Mussolini would have been welcomed by the Allies.', 'chosen ... the right moment in which to declare war on Hitler'). <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"> • By July 1943, Italy had been defeated in Africa and Greece and it was clear that Mussolini was not the military genius that had been claimed in the propaganda • The Allies landed in Sicily on 9 July 1943 and this prompted moves by the Grand Council and the king to remove Mussolini • On 19 July, Hitler refused to supply extra troops to help Italy repel the

Question	Indicative content
	<p data-bbox="400 163 719 197">Allied invasion of Sicily.</p> <p data-bbox="304 271 536 304">Sources 1 and 2</p> <p data-bbox="304 349 1273 383">The following points could be made about the sources in combination:</p> <ul data-bbox="352 427 1406 752" style="list-style-type: none"><li data-bbox="352 427 1406 506">• Taken together, the two sources offer perspectives of Mussolini's fall from a close family member and from an enemy<li data-bbox="352 539 1406 618">• Both sources indicate that, by 1943, Mussolini was unable to defend himself and prevent his fall<li data-bbox="352 651 1406 752">• There is a contrast in the explanations offered; while Source 1 focuses on the internal divisions in Italy, Source 2 focuses on Mussolini's diplomatic mistakes.

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 investigate attitudes towards the position of women in Spain in the years 1936-39.</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 account of life in the Republican zone by an Englishwoman living in Barcelona who was able to offer the view of an informed outsider • Mary Low was a communist and therefore not an impartial observer • The content and tone of the source suggests that Mary Low was able to distinguish between the Republican's ideological position with regard to women and the reality of the position of women. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards the position of women in Spain in the years 1936-39:</p> <ul style="list-style-type: none"> • It provides evidence of the laws passed to give more freedom to women ('new marriage laws', 'women were equal to men ... could not allow sex discrimination') • It suggests that men were beginning to adopt new attitudes towards women (" Women were treated barbarously before.") • It claims that changes in behaviour towards women were harder to achieve ('I realised then how hard it was to bring about change') • It suggests that traditional attitudes towards women were ingrained ("I wasn't able to tell my husband (or my father) that I was coming here, he would have had a fit"). <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>

Question	Indicative content
	<ul style="list-style-type: none"> • Women in the Republican zone enjoyed unprecedented freedoms and played a significant role in the war effort, including some fighting on the front line • 50,000 members of the AMA (Anti-Fascist Women's Association) worked in traditional roles as nurses and organised crèches and orphanages • Freedoms were mainly enjoyed by younger, unmarried women; married women continued to carry out their traditional roles. <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 speech was made by the leader of the Women's Section of the <i>Falange</i> and gives the official position of the Nationalists on attitudes towards women • The speech made to Franco and the <i>Falange</i> is clearly propagandistic in its nature and purpose • The speech was made as the civil war is ending and reflects the attitudes of the Nationalist side to women throughout the war and towards the new Francoist state. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards the position of women in Spain in the years 1936-39:</p> <ul style="list-style-type: none"> • It suggests that the role of a woman was to serve a man ('make men's family life so agreeable', 'to take care of the house and to love manual tasks') • It suggests that women had a key role in the moral health of men ('they will not need to go to seek it in bars and casinos') • It provides evidence that women had a duty to raise children in the Falangist ideology ('when they have children, they can bring them up in the love of God and the Falangist way of being'). <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"> • Women in the Nationalist zone were under pressure to conform to their allotted roles and to focus on looking after their husbands and children • Divorce and sex outside of marriage were condemned by the state but

Question	Indicative content
	<p>brothels which served soldiers were established</p> <ul style="list-style-type: none">• Women were able to join all-female political groups like the <i>Sección Femenina</i>, which organised orphanages, and the distribution of food to the poor. <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">• The two sources offer different attitudes towards women in the different zones during the civil war• Both sources suggest that traditional attitudes towards women prevailed amongst men• Both sources indicate the importance of women during the civil war, with special women's sections being established by Republicans and Nationalists.

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 1911-14, the invasion of Libya played the most significant role in undermining Giolitti's control of the government.</p> <p>Arguments and evidence that, in the years 1911-14, the invasion of Libya played the most significant role in undermining Giolitti's control of the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The capture of Libya boosted the popularity of the Nationalists, who undermined Giolitti by claiming that they had forced him into the invasion and they were responsible for the victory • Giolitti was blamed for the loss of lives and the high cost of the war • The war weakened the moderate socialists, who were prepared to co-operate with Giolitti, and strengthened the radical socialists, who opposed both the war and Giolitti • Giolitti's decision to extend the franchise in 1912 in response to sacrifices made by conscripts in the war led to an increase in seats for the PSI and undermined the use of <i>Trasformismo</i> to control the government. <p>Arguments and evidence that, in the years 1911-14, the invasion of Libya did not undermine Giolitti's control and/or there were other more significant factors that undermined Giolitti's control of the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Giolitti was able to take credit for the victory over Libya and the acquisition of the first Italian colony, which gained him support and strengthened his control of the Chamber • The limited nature of Giolitti's social and economic reforms prevented socialists from supporting Giolitti's coalitions and enabled frequent challenges by the PSI in the Chamber, which weakened Giolitti's control • Giolitti's lenient treatment of strikers alarmed businessmen and the middle classes and encouraged a shift to the right in voting patterns that reduced Giolitti's support in the Chamber • The Gentiloni Pact made Giolitti dependent on the Catholic deputies, alienated Socialists and Radicals with the concessions to the Catholic Church and resulted in the withdrawal of Radicals from the coalition

- *Trasformismo* ceased to be applicable to the age of mass politics.

Other relevant material must be credited.

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 the methods used by Italian fascists to attract support for the movement completely changed during the years 1919-22.</p> <p>Arguments and evidence that the methods used by Italian fascists to attract support for the movement completely changed during the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1919, the fascist movement advocated a republican, anti-clerical and left-leaning programme to attract support. The New Programme of 1921 promoted a pro-monarchy, pro-Church and right-wing programme • In 1919, Mussolini sought support from the working class by supporting factory occupations; in summer 1922, he used the fascist squads to break up the general strike • In 1919, Mussolini and the fascists stood alone in the election; in the 1921 election, Mussolini agreed to join Giolitti's National Bloc in an attempt to boost votes and gain power in the Chamber • The fascists changed from a movement in 1919 to a formal political party in 1921 • In 1919, the squads were controlled by individual <i>ras</i> and were involved in uncoordinated local actions, whereas, in 1922, they were directed in more co-ordinated action to seize towns and to March on Rome. <p>Arguments and evidence that there was no/limited change in methods used by Italian fascists to attract support for the movement during the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the period the squads were used to launch violent attacks on the left-wing enemies of the fascist movement • The fascist squads co-operated with the army and the police throughout the period, which enabled them to attack the left-wing without fear of reprisals • The Fascists were always nationalists and, as such, opposed the internationalism of the Bolsheviks. Mussolini used the looming threat of Bolshevism as a means of attracting middle-class support • The Italian fascists consistently rejected the 'mutilated' peace and desired to make Italy a more influential international player

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| | <ul style="list-style-type: none">• Mussolini played a key role in using propaganda to promote the fascist movement throughout the period; he was the movement's spokesman and editor of the newspaper <i>il Popolari</i>. |
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Other relevant material must be credited.

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, in the years 1931-33, the Second Republic faced opposition primarily because of the army reforms.</p> <p>Arguments and evidence that, in the years 1931-33, the Second Republic faced opposition primarily because of the army reforms should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Azaña's measures to end over-manning in the army closed opportunities for promotion and were resented by junior officers • The decision to close the training academy at Saragossa caused resentment and was used by Franco in his farewell address to stir up opposition against Azaña • Young officers regarded the army as Spain's most powerful protector against internal and external enemies. The army reforms disillusioned them and encouraged them to embrace the nationalist opposition • The reform, which made military figures face civil rather than military law for civil offences, caused dismay and resentment towards the Second Republic • The Review of Promotions allowed the government to purge the supporters of Primo de Rivera. The right-wing press stirred up opposition by presenting this as a stage towards destroying the army. <p>Arguments and evidence that in the years 1931-33, there were other, more important, reasons why the Second Republic faced opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reform of the church angered the Catholic right, encouraged the development of the campaign to change the constitution by the Agrarian Minority and was presented by the right-wing press as 'satanic' • The agrarian reforms were profoundly unpopular with landowners, who regarded the Agrarian Reform Law (1932) as an infringement of property rights • The failure of the agrarian reforms to deliver effective change for the agricultural workers caused the growth of opposition from the FNTT and UGT and calls for a genuine redistribution of land • The Catalan Statute prompted opposition from nationalists, who saw it

as a threat to the very existence of Spain, and from the Basque region, which had not received similar autonomy

- The industrial reforms failed to win the support of the working class and alienated conservative forces, who believed the reforms would cause social revolution.

Other relevant material must be credited.

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 Spain's international relations improved considerably in the years 1956-75.</p> <p>Arguments and evidence that Spain's international relations improved considerably in the years 1956-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were improvements in Spain's relationship with the USA. The USA regarded Spain as important during the Cold War; it set up military bases in Spain in 1959 and Nixon made an official visit in 1970 • Despite rejection from the EEC, Spain was able to pursue closer economic links in the 1960s and was granted preferential access to EEC markets in 1970 • Spain forged a new relationship with eastern European countries in the 1960s. It established consuls in Warsaw Pact countries and significantly expanded its exports to Eastern Europe • Relations with the Soviet Union improved, and the Soviets supported Spain in the UN over the issue of Gibraltar • Spain established commercial relations with China and exchanged ambassadors. <p>Arguments and evidence that Spain's international relations did not improve considerably in the years 1956-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Spain's relationship with Great Britain did not improve considerably during this period; tensions over Gibraltar remained high and the problem was not resolved • Spain was forced to give up Spanish Morocco in 1956 and became embroiled in the decolonisation struggle in the Spanish Sahara. Spain finally retreated from the region in 1975 • Spain's application to join the EEC was rejected in 1962 and it remained outside the community for the whole period • The USA refused to support Spain over disputes in Morocco and steered clear of supporting Spain's position over Gibraltar. Spain was not successful in its claim for \$1 billion in US military aid in 1970 • Spain's political position as a dictatorship continued to limit its relations

with other countries throughout the period; in 1975, the execution of 5 members of ETA led to the withdrawal of EEC ambassadors from Madrid.

Other relevant material must be credited.

