



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/02)

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2022

Question Paper Log Number P69338A

Publications Code 9HI0_2G_2206_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

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.
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.

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"><li data-bbox="379 159 1406 259">• 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.<li data-bbox="379 271 1406 416">• 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.<li data-bbox="379 427 1406 560">• 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 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

Level	Mark	Descriptor
		substantiating the overall judgement. <ul style="list-style-type: none"><li data-bbox="379 197 1401 264">• 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 seriousness of the threat posed by the March on Rome in October 1922.</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 statement was written by Mussolini with the purpose of garnering support for the fascist cause from the general population • The language and tone of the statement are exaggerated and emphasise the propagandist nature of the source • The statement, with its belligerent language, was intended to threaten the government • The statement was written before the March on Rome and emphasises Mussolini's expectations. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the seriousness of the threat posed by the March on Rome in October 1922:</p> <ul style="list-style-type: none"> • It implies that the March could lead to violence ('time for determined battle', 'draws its sword', 'army of the blackshirts') • It claims that it is not threatening ('does not march against the police', 'Workers have nothing to fear', 'generous with unarmed opponents') • It indicates that the government is to be removed and replaced by a fascist government ('Fascism marches against a political class', 'Fascist Government') • It suggests that the fascists intend to establish an authoritarian government ('to impose order and discipline upon 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"> • Mussolini wanted to be appointed prime minister constitutionally rather than to take power by force • The <i>ras</i>, Balbo, De Vecchi, De Bono and Bianchi, all members of the Quadrumvirate, put pressure on Mussolini to march • Mussolini was worried that the King might declare martial law and order the army to suppress the fascists • The garrison in Rome had 28,000 well-trained and well-equipped soldiers who would be able to defeat the 30,000 lightly-armed fascists.

Question	Indicative content
	<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"> • Seldes wrote this in 1935, after he had had time to reflect on the March on Rome and its seriousness • The title of the book and the tone and content of the source indicate that Seldes opposed the fascist government, and it is likely that his expulsion from Italy impacted on his assessment of events • Seldes arrived in Italy after the March on Rome had taken place and so was not an eyewitness to the event • As an American, Seldes could offer an outsider's view on the event, and he is critical of both the fascists and the Italian government. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the seriousness of the threat posed by the March on Rome in October 1922:</p> <ul style="list-style-type: none"> • It suggests that there was little threat from the fascist squads ('praised the adventure as friendly', 'children playing', 'no more than 800 poorly- clothed and ill-fed Fascists in the neighbourhood of Rome') • It provides evidence that the threat alarmed the authorities in Rome ('city of Rome was alarmed and the army was put to work stringing barbed wire around some of the gates.') • It suggests that the government felt threatened and failed to act effectively ('Facta... did nothing but run around', 'King refused to sign the decree of martial law') • It provides evidence that the King feared that the March would be supported by his cousin and hence gave in to the threat ('Duke had 80,000 men ready', 'army had refused to fight ... He surrendered'). <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 King initially agreed to sign the decree for martial law but changed his mind on the morning of 28 October. This led to Facta's resignation • The Duke of Aosta took up residence near the PNF's HQ in Perugia, thus indicating that he could replace Victor Emmanuel if the King opposed the fascists • Several generals questioned whether the army would be prepared to fire upon the fascist squads • The fascist squads did not complete the March on Rome until after Mussolini had been appointed. <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, from different political points of view, both agree that the threat was limited • Both sources highlight the ambiguity in the position of the Italian army in relation to the March

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="347 165 1331 232">• Both sources agree that the liberal government was weak in the face of the fascist threat<li data-bbox="347 237 1410 344">• While Source 1 takes a propagandistic stance and emphasises the strength of the fascists, Source 2 is more rooted in the reality of limited numbers and poorly-equipped squads.

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 the significance of the results of the election of February 1936 in Spain.</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"> • The article from a socialist newspaper, naturally inclined to favour the Popular Front, gives a very positive view of the election result • The article written just two days after the election gives an immediate reaction to the election result • The content of the article contains exaggeration and is propagandistic • The purpose of the article is to ensure that the powers of government were given to the Popular Front. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the results of the election of February 1936 in Spain:</p> <ul style="list-style-type: none"> • It claims that the Popular Front had won a decisive and overwhelming victory in the election ('conclusive and overpowering consent', 'whole country is demanding') • It suggests that the Popular Front sought a smooth transition of power ('necessary to show great calm ...not allow anyone to provoke those who are against us') • It implies that the Popular Front will be able to use the election victory to implement a fully socialist programme ('Once the powers of government are in their hands ... no longer have to ask for anything.'). <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 Popular Front won 263 seats in the <i>Cortes</i> compared to the 156 seats won by the conservative parties • The newly formed Popular Front Government did not include any Marxists; most ministers were middle-class liberals • Largo Caballero used the victory to call for a Bolshevik-style revolution. <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"> • Bolin, as a right-wing journalist and a close confidant of Franco, is in a good position to give the view of the opposition to the Popular Front

Question	Indicative content
	<ul style="list-style-type: none"> • Bolin wrote this source decades after the event when he had had time to reflect upon the significance of the event • Bolin, as a former minister in Franco's government and writing this source during the Franco regime, gives a very negative view of the victory of the Popular Front in 1936 and downplays its right to govern. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the results of the election of February 1936 in Spain:</p> <ul style="list-style-type: none"> • It claims that the election result did not give the Popular Front the mandate to rule ('no democratic justification for the triumphant excesses', 'elections of 16 February had not shown conclusive results') • It provides evidence of the polarisation of politics in Spain ('4,570,000 votes for the Right, 4,356,000 for the Left ... Spain was splitting into two extremes') • It claims that the left-wing intended to use the election result to usher in a Marxist state ('first step towards the dictatorship of the proletariat', 'Red extremists') • It implies that the left-wing victory was responsible for unleashing a wave of violence ('Revolt broke out in a dozen towns, and outrages were committed daily'). <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"> • CEDA was the largest single party, with 101 seats compared to the 88 seats won by PSOE, but the combined results of the Popular Front gave it the victory • The Popular Front won 48 per cent of the votes compared to the 46 per cent won by the conservative right • The Popular Front was able to use the victory to restart its land reform programme, give Catalonia political and administrative freedom and replace President Zamora with Azaña • There was an increase of public disorder in the wake of the 1936 victory of the Popular Front, including a wave of strikes and violence on the streets between left-wing and right-wing opponents. <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"> • Sources 3 and 4, from the left and right-wing, offer contrasting perspectives on the significance of the 1936 election • Whilst Source 4 claims that the election result did not provide the mandate to rule, Source 3 claims that the result showed that the whole country was 'demanding' that the Popular Front should take control • Whilst Source 3 gives a positive view of what could be achieved by a Popular Front government, Source 4 claims that the outcome was wholly negative.

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 the 'battle for grain' was a success, but the 'battle for births' was a complete failure.</p> <p>Arguments and evidence that the 'battle for grain' was a success, but the 'battle for births' was a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 'battle for grain' led to the doubling of cereal production in the years 1922-39 • The 'battle for grain' led to some modernisation in Italian farming as the government provided grants for mechanisation • Italy became nearly self-sufficient in the production of cereals by 1940 and was able to reduce wheat imports by 75 per cent • The 'battle for births' did not achieve the target of 60 million by 1950. By 1940, the population had risen from 37 million to 45 million and to 47.5 million by 1950. This was mainly achieved by a falling death rate • Despite tax reductions and loans provided to encourage marriage and procreation in the 'battle for births', women continued to make up 33 per cent of the work force in the 1930s • Low living standards encouraged both later marriage and smaller families. Despite the 'battle for births', the birth rate declined in the period 1927-40. <p>Arguments and evidence that challenge the statement that the 'battle for grain' was a success, but the 'battle for births' was a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The successes of the 'battle for grain' were achieved by a reliance on imported fertilisers that could not be sustained once Italy went to war in 1940. Grain production declined steeply during the war • The achievements of the 'battle for grain' had negative consequences for other areas of food production, e.g. viticulture and animal husbandry declined, and Italy had to import meat and eggs • The 'battle for grain' led to higher prices for bread. Rising prices impacted negatively upon the affordability of food and contributed to a decline in the quality of the Italian diet • The success of the 'battle for births' was demonstrated in 1933 when 93 mothers, who had produced a total of 1300 children, were rewarded at a special ceremony. <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 the key features of Mussolini's government in the Republic of Salò (1943-45) were completely different from the key features of Mussolini's government in Italy in the years 1922-43.</p> <p>Arguments and evidence that the key features of Mussolini's government in the Republic of Salò (1943-45) were completely different from the key features of Mussolini's government in Italy in the years 1922-43 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A key feature of the government of Salò was that it was a republic with Mussolini as head of state, whereas his government in 1922-43 was a monarchical system of government, with King Victor Emmanuel III as head of state, and Mussolini as head of government • Mussolini's authority only extended over the north in the Republic of Salò whereas, in 1922-43, his government controlled the whole of Italy • Mussolini's authority over the Republic of Salò was limited by Hitler, who refused to allow him to establish an effective powerbase there, whereas, in 1922-43, Mussolini was able to exercise dictatorial power • The party of government, and its popularity, were different. In the Republic of Salò, the Republican Fascist Party (487,000 members) replaced the PNF (2.6 million members in 1939) • A key feature of Mussolini's government in 1922-43 was use of the Cult of <i>il Duce</i>. By 1943, Mussolini had lost his charisma and many Italians had completely lost faith in him • In the Republic of Salò, Mussolini established a government of radical fascists, whereas, in 1922-43, Mussolini's government had also included moderate conservatives. <p>Arguments and evidence that the key features of Mussolini's government in the Republic of Salò (1943-45) were similar to the key features of Mussolini's government in Italy in the years 1922-43 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both Mussolini's government in 1922-43 and the Republic of Salò were authoritarian regimes • Rome was established as the official capital and seat of government for both Mussolini's government in the years 1922-43 and the Republic of Salò, even though Mussolini had no direct authority over Rome from 1943 • Leading fascists held key positions in government under both regimes • Both governments relied on the use of fear and repression exercised through fascist police and militias • Both governments pursued anti-semitic policies. Mussolini introduced the anti-semitic decrees in 1938 and, in the 1943 Verona Manifesto, Jews were classed as enemies and subsequently rounded up and put into camps. <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 fall of Barcelona was more significant than the fall of Madrid to the outcome of the Spanish Civil War.</p> <p>Arguments and evidence that the fall of Barcelona was more significant than the fall of Madrid to the outcome of the Spanish Civil War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Barcelona was the centre of Catalan Republican separatism. Its fall was significant in enabling Franco to assert Nationalist authority. Catalan autonomy was rescinded and the Catalan language was banned • There was very little resistance by Republican troops against Franco's final assault on Barcelona. This was a clear sign that the outcome of the civil war would be a Nationalist victory • After the fall of Barcelona, many key republicans fled, e.g. President Azaña fled to France. This was a clear sign that the Popular Front government had collapsed and the Nationalists had secured the victory • The fall of Barcelona was of such significance that it prompted France and Great Britain to recognise Franco's government • The fall of Barcelona ended Republican control in the north-east and was an essential stage in the Nationalist advance south towards Madrid. A Nationalist victory was virtually inevitable after its fall. <p>Arguments and evidence that the fall of Madrid was more significant than the fall of Barcelona to the outcome of the Spanish Civil War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Madrid was the historic capital of Spain. When Franco's troops occupied it on 27 March 1939, it was widely seen as the decisive symbolic moment in determining the outcome of the civil war • Franco's final assaults on Madrid in March 1939 resulted in Republican troops either fleeing or surrendering. Prime Minister Negrín fled. This was a clear sign that a Nationalist victory had been achieved in the civil war • The significance that the Nationalists placed on taking Madrid in achieving victory in the civil war was made evident in the decision to place it under a sustained siege from October 1936 to March 1939 • Franco used the fall of Madrid to declare that the war was over and that victory had been achieved by the Nationalist forces. <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, in the years 1939-56, the main consequence of Franco's victory in the Spanish Civil War was the <i>Falange's</i> domination of the 'new state'.</p> <p>Arguments and evidence that, in the years 1939-56, the main consequence of Franco's victory in the Spanish Civil War was the <i>Falange's</i> domination of the 'new state' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The <i>Falange</i> was the only legal party in Spain after Franco's victory in the civil war • Ramón Serrano Suñer, the president of the <i>Falange</i> since 1936, played a key role in developing policy in the period 1938-42, particularly in the introduction of pro-natalist policies and restrictions on the rights of women • Members of the <i>Falange</i> held key roles in the cabinet, e.g. Serrano Suñer was Minister of the Interior and Foreign Minister and Alfonso Peña Boeuf became Minister of Public Works. • The <i>Falange</i> was the dominant force behind the adoption of the policy of economic self-sufficiency –autarky- which formed the basis of economic policy until the late 1950s • The <i>Falange</i> exerted huge influence over young people through its youth movement. Young people were taught military rules and discipline and the ideological principles of the party • The <i>Falange</i> played a key role in the massive expansion in the policy of terror and repression. Its fervent anti-communist beliefs drove the purge of teachers, civil servants and any suspected of republican sympathies. <p>Arguments and evidence that, in the years 1939-56, there were other, more important, consequences of Franco's victory in the Spanish Civil War than the domination of the <i>Falange</i> of the 'new state' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The authority of the <i>Falange</i> was limited. It was not able to exert authority over Franco and had to compete with the military and traditional élites. The merger with the Carlists weakened it as a political force • A key consequence of Franco's victory in the civil war was that he was able to establish himself as dictator, remove political rights and fashion a leadership cult • The influence of the Catholic Church in Spain was restored and strengthened. The 1938 Clerical Laws gave it control over education and allowed the establishment of rival youth groups to that of the <i>Falange</i> • Franco agreed that the monarchy would be restored in order to reduce the threat of the monarchists after the civil war. The Law of Leadership Succession 1947 provided for restoration at a time determined by Franco • Franco's victory had consequences for Spain's international position. Initially, both the west and the Axis powers sought an alliance with Spain but ultimately Franco decided on neutrality in order to focus on recovery. <p>Other relevant material must be credited.</p>

