



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In 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: 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the nature of fascism in Italy in the years 1919-21. Source 1 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: • The Programme was directly produced by the fascist leadership and clearly outlines its ideology in 1919 • The Programme became the fascists' manifesto for the November 1919 election, published in their own newspaper and is clearly propagandistic in nature • The content and tone of the Programme were socialist in character and were clearly directed to attracting the support of the working class. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of fascism in Italy in the years 1919-21: • It provides evidence that the fascists wanted to expand the electorate ('The minimum voting age to be lowered to eighteen years') • It provides evidence of an attempt to appeal to industrial and rural workers ('a state law establishing an eight-hour workday. A minimum wage law.', 'uncultivated lands will be given to a farmers' cooperative.') • It implies that fascism opposed existing trades union organisations ('Those existing workers' organisations... are not corrupted by dishonest beliefs') • It suggests that fascism was nationalistic and militaristic ('creation of a nation that is armed and designed to defend the nation's rights and interests.'). 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: • The fascists' programme was influenced by Mussolini's socialist background and by his experience in the First World War. Mussolini believed that war had the power to unite Italians • The fascists' programme was anti-capitalist, anti-clerical and anti-monarchist, all of which was designed to appeal to the working class and rural labourers • In 1919, the fascists' programme did not distinguish itself from the many other left-wing parties, and the fascists failed to win any seats in the 1919 election • In 1919, fascism won support from demobilised soldiers and students who had been too young to fight in the First World War.

Question	Indicative content
	Source 2 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: • Matteotti was a socialist and was bound to oppose fascism, which claimed to be socialist but with a nationalist flavour • Matteotti's speech was directed to highlighting the dangers of fascism at a time when it was gaining in popularity • Matteotti's speech was made to the Italian Parliament, which did not contain any fascist representatives at that time, and was likely to be well-received. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of fascism in Italy in the years 1919-21: • It provides evidence that fascism had developed into a violent movement ('fascists, armed with rifles and revolvers', 'They torture him') • It suggests fascism was an anti-socialist movement ('union leader comes downstairs. He opens the door. The fascists grab him.') • It claims that the fascist movement had won the support of the propertied classes ('The fascists are accompanied by the local landowners') • It implies that fascism was very active in northern Italy ('This is the system in northeast Italy.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In the wake of the 1919 electoral disaster, the fascists adopted a more right-wing programme at their 1920 national congress, removing anti-clerical and republican ideology, and taking a pro-business stance • The fascists used squads to attack socialist meetings and break industrial strikes and rural land seizures. This made fascism appealing to industrialists and landowners who feared a Bolshevik-style revolution • The growth of the squads was an integral part in the development of the nature of fascism. Many young Italian men saw fascism as a dynamic movement that could revitalise Italy. Sources 1 and 2 The following points could be made about the sources in combination: • While Source 1 emphasises the attempt to appeal to the working class, Source 2 suggests that fascism was more focused on winning the support of the propertied and middle classes • Both Sources indicate that the fascists opposed the socialist trades unions • Source 1 is focused more on ideology, whereas Source 2 is focused on fascism in action • Taken together, the two sources show how the nature of fascism had developed from a more left-wing movement in 1919 to a right-wing movement by 1921.

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the outbreak of Civil War in Spain in July 1936. Source 3 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: • Cockburn was a British reporter and published his account in Britain where it was not restricted by the censorship laws introduced across Spain by Franco in 1938 • Cockburn was a leading British Communist. The tone of the source demonstrates that he was very sympathetic to the left-wing Republican side in Spain • Cockburn had access to inside sources, which could enhance the accuracy of his reports ('from a man who was in the car at the time'), or reflect the left-wing perspective on the event • Cockburn's account was published two years after the events detailed, giving him some time gather accounts and to reflect upon them and their significance. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the outbreak of Civil War in Spain in July 1936: • It claims that the assassination of Castillo led to the outbreak of the Civil War ('That was the trigger for the Spanish Civil War.') • It implies that the assassination of Castillo was planned ('gunmen in a car drove slowly ... opened fire ... at the defenceless back of a man') • It claims that Castillo's men only intended to arrest Sotelo ('his men decided to arrest Calvo Sotelo') • It suggests that Sotelo's death was the result of an arrest that had gone wrong ('without thinking clearly, put a bullet through ... Sotelo's head.'). 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: • Castillo's murder by members of the <i>Falange</i> sparked the revenge attack on Sotelo. Members of the Assault Guard drew up a death list of prominent right-wingers, including Gil Robles whom they failed to find • Sotelo was a leading right-winger and, like many on the right-wing, favoured a coup to seize power and restore social order, in response to the growing anarchy under the Popular Front • Sotelo's assassination was not ordered by the Popular Front, but it was heavily implicated because of the involvement of government forces • The assassinations marked a dangerous escalation in Spain's political violence and brought the Second Republic to a greater level of crisis. Mola issued orders for the coup within hours of Sotelo's assassination.

Question	Indicative content
	Source 4 - 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: - General Franco was directly responsible for leading the Army of Africa to join the rebel cause. He was in an excellent position to represent the views of the rebel side - The content and tone of the source make clear that it was propagandistic in nature. The <i>Manifiesto</i> was his rallying cry to the troops - The <i>Manifiesto</i> was issued one day after the attempted coup was launched and gives an insight into the views of the rebels at the outbreak of the Civil War. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the outbreak of Civil War in Spain in July 1936: - It suggests that patriotism was a driving force in the outbreak of the Civil War ('whoever feels a sacred love for Spain', 'the Nation calls you to its defence.') - It suggests that anarchic conditions in Spain were the main reason for the Civil War ('situation in Spain is becoming more dangerous with every day that passes. Anarchy reigns in most of her villages and fields.') - It implies that the Popular Front government had failed to govern effectively ('Government-appointed authorities manage the revolts', 'The public authorities are not willing to enforce peace and justice.') - It claims that Spain had been infiltrated by Soviet agents who were determined to foment revolution ('Soviet agents who have exploited the revolutionary spirit of the masses.'). - 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: - After the Popular Front victory, poor peasants seized land from the aristocracy. Rather than stop it, Azaña's government legalised the land seizures - Strikes were organised in the cities by the UGT and CNT unions. These often turned violent as the strikers were confronted by the <i>Falange</i>. The government ban on the <i>Falange</i> only increased support for it - The rebellion was initiated by General Mola. He could count on the support of various right-wing groups. He dispatched Franco to Morocco to lead the Army of Africa - Although the coup failed, Franco organised the airlift of the Army of Africa to mainland Spain. In the last days of July 1936, 1,500 troops were airlifted to Spain and the failed coup was transformed into civil war. Sources 3 and 4 The following points could be made about the sources in combination: - Both sources emphasise the increasingly tense conditions and political atmosphere in Spain in July 1936 - Whilst Source 3 originates from an outsider observing the conditions in Spain, Source 4 comes from a leading figure in the coup and outbreak of the Civil War - Source 3 provides an account of the events with some benefit of hindsight, whereas Source 4 is a rallying cry to action at the outbreak of the Civil War.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the impact of the invasion of Libya was the main reason for the growing instability in Italy in the years 1912-14. Arguments and evidence that the impact of the invasion of Libya was the main reason for the growing instability in Italy in the years 1912-14 should be analysed and evaluated. Relevant points may include: • The Libyan War undermined Giolitti's government. The ANI claimed the credit for the successful invasion whilst Giolitti was blamed for the high costs and losses of life • The Libyan War ended the co-operation between the government and the PSI. Moderate socialists, who supported the war, were expelled and the revolutionary wing seized control and refused to work with Giolitti • As a consequence of the Libyan War, Giolitti's extension of the franchise in 1912 included all men who had completed military service as well as all men over 30. This significantly increased the potential voters for the PSI • In 1913, the PSI became the largest party in the Chamber of Deputies as a result of the expansion of the franchise in response to the Libyan War. Giolitti's system of <i>trasformismo</i> collapsed. Arguments and evidence that the impact of the invasion of Libya was not the main reason/ there were other, more important, reasons for the growing instability in Italy in the years 1912-14 should be analysed and evaluated. Relevant points may include: • The growth of the nationalists posed a great threat to stability. The ANI was anti-socialist, anti-liberal and called for an aggressive foreign policy. The ANI caused instability by refusing to work within <i>trasformismo</i> • The influence of the Church in society and politics caused instability. The 1913 Gentiloni Pact was supposed to provide support for Giolitti's government but instead contributed to its downfall over the divorce bill • The rapid growth of socialism caused instability in Italy. Although Giolitti's social measures did placate the working class, his compromises led many middle classes, landowners and industrialists to reject his government • Police action against striking workers was a cause of instability. In 1914, the PSI called a general strike after police in Ancona shot three protestors. Within a week, most of northern and central Italy was in chaos • The outbreak of the First World War in 1914 caused instability in Italy. The government split into interventionists and neutralists, and this led to the intervention crisis • The north-south divide was a long-standing cause of instability. Southerners resented paying taxes to aid industrial development in the north. Geographical barriers prevented the development of a unified state. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the Corporate State was an economic failure but a political success. Arguments and evidence that the Corporate State was an economic failure but a political success should be analysed and evaluated. Relevant points may include: • The development of the Corporate State was exceedingly slow. It was 1934 before 22 corporations existed. It developed into a vast bureaucracy that failed to deal with the key economic issues, e.g. the Depression • In spite of the Corporate State, unemployment rose, workers' wages fell, working hours increased and Italy's GNP fell. Furthermore, it was powerless to stop illegal strikes for food and jobs in the 1930s • The Corporate State was a corrupt organisation. Money intended for economic development ended up in private hands and enriched individuals at the expense of the state • Employers were won over to support the fascist state by assurances that they would not lose control of their businesses. The 1927 Labour Charter did not threaten private ownership of business • The Corporate State brought the workers under political control by excluding free trades unions from political influence. Fascist unions ensured obedience to the state. Even leisure was controlled in the OND • The establishment of the Corporate State enhanced Mussolini's domestic power and his claim to be a totalitarian dictator. After the 1934 law, there was no area of the state that the <i>Duce</i> and the party did not control. Arguments and evidence that the Corporate State was an economic success but a political failure should be analysed and evaluated. Relevant points may include: • The Corporate State was intended to establish a 'third way' that avoided the pitfalls of both capitalism and communism. Workers and management were represented in corporations and disputes were settled by negotiation • Strikes declined after 1926 as a result of the Rocco Law, which banned strike action. This was economically beneficial for employers • After approval by Mussolini, the corporations were able to regulate prices, which benefited workers whose wages were reduced • The Corporate State played a role in shielding the Italian economy from the worst effects of the Depression in the 1930s, and Italy appeared to have weathered the Depression well in comparison to other states • Politically, the Corporate State was glorified propaganda. The claim that corporatism was the ultimate form of democracy was a sham. The Chamber of Fasces and Corporations, instituted in 1939, was powerless. Other relevant material must be credited.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the impact of the Civil War was the most significant factor in the economic development of Spain in the years 1938-56. Arguments and evidence that the impact of the Civil War was the most significant factor in the economic development of Spain in the years 1938-56 should be analysed and evaluated. Relevant points may include: • The continuing fear of civil war led to the decision to maintain high military spending, which resulted in low levels of government expenditure on industrial reconstruction, agricultural development and public works • The Civil War had damaged or destroyed much of Spain's industrial capacity. By 1939, industrial output was 31 per cent lower than in 1936 and underinvestment meant that recovery was very slow • Spain's international isolation as a result of Franco's victory in the Civil War meant that Spain's balance of trade was negative for the 1940s, and its pre-civil war export value was not achieved until 1950 • Spain had a \$700 million war debt. Its gold reserves were held by the Soviet Union. Franco's decision to pay off the debt by exporting food and raw materials to Germany and Italy drained the Spanish economy • The Civil War had led to the deaths of over half a million men and women. A diminished labour force meant that the reconstruction and development of the economy was not achieved until well into the 1950s. Arguments and evidence that the impact of the Civil War was not the most significant factor/there were other, more significant, factors in the economic development of Spain in the years 1938-56 should be analysed and evaluated. Relevant points may include: • The Second World War had a significant impact on Spain's economic development. Unable to source imports for economic reconstruction, Spain's economy remained in a state of depression during the 1940s • The establishment of a corporate economic system was significant in extending controls over workers, controlling wages, regulating prices and setting production targets • The ideological influence of the <i>Falange</i> and the adoption of autarky was significant in economic development. It played a key role in restricting trade, including investment, and in developing a military economy • The establishment of an authoritarian political system was a significant factor in economic development. It led to further international isolation and loss of trade. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that relations between Spain and other countries in the years 1956-75 were completely different from relations between Spain and other countries in the years 1938-56. Arguments and evidence that relations between Spain and other countries in the years 1956-75 were completely different from relations between Spain and other countries in the years 1938-56 should be analysed and evaluated. Relevant points may include: • In the years 1939-56, Franco first attempted to keep Spain in a position of neutrality during the Second World War and later insulated from other countries whilst pursuing autarky. However, in 1956-75, Spain sought to develop relations with the USA, NATO and the EEC • In 1938-56, Spain was rejected by both the west and the Soviet bloc as a fascist state. However, in 1956-75, Spain was increasingly courted by the USA as a possible ally against communism. The Treaty of Madrid enabled the construction and maintenance of NATO military bases by the USA • Whilst Spain was excluded from US investment in the form of the Marshall Plan in 1948, in the 1960s, US investment, mostly military, dominated investment in the Spanish economy • In the years 1938-45, relations between Spain and the western European countries were mainly impacted by ideological considerations whereas, in the years 1956-75, relations were mainly affected by economic considerations, e.g. Italy feared Spanish competition in the citrus market. Arguments and evidence that relations between Spain and other countries in the years 1956-75 were very similar to relations between Spain and other countries in the years 1938-56 should be analysed and evaluated. Relevant points may include: • In both periods, in spite of some improvements, Spain was largely excluded from the international community: excluded from the Marshall Plan in 1948, refused entry to the UN in the 1940s, and excluded from NATO and the EEC until well after Franco's death • During the Second World War, the Western Powers sought to win Spain away from fascism and into the western sphere of influence. Similarly, during the Cold War, the West regarded Spain as a potentially useful ally against the Soviet bloc • Spain secured economic benefits from the west - in 1941-45, securing vital oil supplies; in 1953, gaining \$625 million in US loans; in 1957, stabilising finances through agreements with the IMF, the World Bank and the OECD and, in 1970, securing preferential access to some EEC markets • Both periods were characterised by improving relations with the USA. In 1953, the Treaty of Madrid ended Spain's isolation whilst, by 1970, relations had improved to the extent that President Nixon made an official diplomatic visit to Franco in Madrid • In both periods, relations between Spain and Britain were impacted by the issue of control of Gibraltar. Other relevant material must be credited.

