

Mark scheme

Sample assessment materials for  
first teaching September 2015

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

## 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• 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> <li>• 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> <li>• 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.</li> </ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on church-state relations in fascist Italy in the years 1929–39.</p> <p><b>Source 1</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• These are the recollections of Italy's political leader in the years 1929–39, and a participant in the negotiations with the Vatican leading to the 1929 agreement, so potentially offers an informed view on church-state relations</li> <li>• Mussolini's optimistic assessment of church-state relations may be coloured by his view that the Lateran Treaty was, first and foremost, a personal triumph but also a major achievement for his regime</li> <li>• As an extract from an autobiography, it could be viewed as an exercise in self-justification on Mussolini's part.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about church-state relations in the years 1929–39: <ul style="list-style-type: none"> <li>• It suggests that the 1929 Concordat had ended the divisive historical legacy of the 'Roman Question' and had thus brought about 'great rejoicing'</li> <li>• It indicates that Mussolini had played a central role in reconciling church and state – he 'ended all that' and his 'clear-cut, uncompromising views ... made an agreement easier'</li> <li>• It provides evidence that Mussolini was proud of the Lateran Treaty and regarded it as one of his 'greatest achievements'</li> <li>• It suggests that Mussolini needed to mobilise Catholic support to ensure the regime was secure: fathers and sons 'would not be in conflict'.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• The 1929 agreement was popular and regarded as a successful church-state compromise</li> <li>• Following the 1929 agreement, the Catholic Church generally supported the regime, epitomised by the official slogan 'For Pope and Duce'</li> <li>• The Catholic hierarchy backed Mussolini's military ventures in Abyssinia and Spain as campaigns against heathenism and communism</li> <li>• However, radical fascists regarded the 1929 agreement as an obstacle to the creation of a truly totalitarian fascist regime.</li> </ul> </li> </ol>

Question	Indicative content
	<p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The nature of the source as Catholic propaganda. As a papal encyclical, the document offers the official Catholic view of the condition of church-state relations</li> <li>• Restricted in the sense that it considers the position only in 1931 and focuses mainly on the issue of education</li> <li>• Mussolini's refusal to publish the encyclical in the Italian press suggests that relations had deteriorated since 1929.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about church-state relations in the years 1929–39: <ul style="list-style-type: none"> <li>• It suggests that fascism had set itself up as a form of 'religion' in opposition to Catholicism ('which rebels against the directions of higher religious authorities')</li> <li>• It indicates that fascism was attempting to completely control the education of the young and exclude Catholic influence ('the regime's effort to monopolise the young'), which made some form of church-state conflict inevitable</li> <li>• It provides evidence that the Vatican did not think fascism and Catholicism could coexist ('cannot be reconciled... with Catholic doctrine or with the natural rights of the family'; 'truly pagan worship of the state').</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Government closure of Catholic Action in 1931 and the uneasy compromise agreement that followed</li> <li>• Vatican criticism of the regime's growing anti-Semitism in the late 1930s</li> <li>• However, priests became involved in fascist initiatives such as the ONB and campaigns against the 'decadence' of modern living (particularly dancing, fashion and films).</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• The two documents differ over the extent to which Catholicism and fascism were compatible</li> <li>• Both documents suggest that the fascist regime placed particular emphasis on the role of the state</li> <li>• Both documents suggest that Catholicism and fascism had different views concerning the education of the young.</li> </ul>

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the importance of pro-Franco foreign intervention during the Spanish Civil War.</p> <p><b>Source 3</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• An eyewitness observer of the civil war and the impact of German and Italian intervention, so potentially offering genuine insights</li> <li>• The left-wing stance of the author may influence the way in which events are portrayed, e.g. the Republican forces were defeated only because of German and Italian intervention at Malaga</li> <li>• Extract considers only one event in the civil war – the fall of Malaga.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of pro-Franco foreign intervention during the Spanish Civil War: <ul style="list-style-type: none"> <li>• It provides evidence of the scale of German and Italian intervention, e.g. the use of submarines, ships, aircraft, tanks and troops</li> <li>• It indicates that, before this intervention, the Republican forces were more than holding their own against the Nationalists ('the initiative was definitely passing to the government side')</li> <li>• It suggests that German and Italian intervention was the critical factor in the fall of Malaga ('it was clear that if the Germans and the Italians did not invade, then the attack on Malaga would fail').</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Malaga was not an isolated example of foreign intervention since German and Italian support continued throughout the civil war</li> <li>• The scale of pro-Franco foreign intervention seen at Malaga continued throughout the civil war in terms of aid and military equipment</li> <li>• Republican forces could not rely on the same level of foreign support and this trend also continued throughout the civil war.</li> </ul> </li> </ol> <p><b>Source 4</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• Goering's former position as a Commander-in-Chief of the Luftwaffe would make him an informed source regarding German air support for Franco's forces</li> <li>• Goering's former role as Commander-in-Chief of the Luftwaffe might encourage him to exaggerate the role of the German air force</li> <li>• His role as a defendant at the Nuremberg Trials might lead to exaggeration (as an act of defiance) or obfuscation (to minimise his responsibility).</li> </ul> </li> </ol>

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of pro-Franco foreign intervention during the Spanish Civil War:</p> <ul style="list-style-type: none"> <li>• It provides evidence that Franco requested German assistance ('asked for support, particularly in the air')</li> <li>• It indicates that German air assistance was crucial in transporting Franco's troops to the mainland ('get his troops over to Spain')</li> <li>• It suggests that the German air force made a substantial commitment to Franco's cause ('large part of my transport fleet and a number of experimental fighter units, bombers and anti-aircraft guns').</li> </ul> <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"> <li>• Italian and German aircraft were crucial in transporting the Army of Africa to the Spanish mainland in order to support Mola's rebellion against the government</li> <li>• German air support gave Franco the important military advantage of controlling the Spanish skies from 1937</li> <li>• Germany also assisted the Nationalist cause by providing other valuable forms of military support, e.g. rifles, machine guns, bullets and grenades.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> <li>• They agree that pro-Franco foreign intervention had a substantial impact, e.g. the fall of Malaga, transporting Franco's troops to the Spanish mainland</li> <li>• They agree that the scale of the foreign intervention (in terms of the military resources provided) was extensive</li> <li>• These points of agreement are reinforced due to the contrasting positions of the authors (one pro-Republican and one pro-Nationalist).</li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far fascist ideology changed in the years 1919–21.</p> <p>Arguments and evidence about changes in fascist ideology in the years 1919–21 should be analysed and evaluated, drawing on evidence of change. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The fascist movement's initial programme, June 1919, had a distinctly republican-syndicalist flavour whereas the New Programme, November 1921, was much more right wing</li> <li>• The 1919 commitment to a republic with universal male and female suffrage had changed, by 1921, to an unspecified political structure and no mention of democratic government and basic freedoms</li> <li>• Confiscation of Church property in 1919, was dropped by 1921</li> <li>• Workers' participation in the management of industry in 1919 changed to the establishment of corporations to express national solidarity and raise production by 1921</li> <li>• Heavy taxation on capital and nationalisation of businesses in 1919 gave way to 'proportional' taxation and the privatisation of nationalised firms by 1921.</li> </ul> <p>Arguments and evidence about the continuity of fascist ideology in the years 1919–21 should be analysed and evaluated, drawing on evidence of continuity. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Enduring hostility to the Italian liberal state</li> <li>• Ongoing opposition to the Socialists' class war propaganda</li> <li>• Continued rejection of the 'mutilated peace'</li> <li>• The desire for Italy to play a bigger role on the international stage and become a more influential regional power.</li> </ul> <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 on how significant Italy's wartime economic problems were in bringing about the collapse of Mussolini's fascist regime in 1943.</p> <p>Arguments and evidence about the significance of Italy's wartime economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lack of raw materials and shortages of oil and coal crippled the war economy – industrial production fell 25 per cent in the years 1940–43, which adversely affected the supply of military equipment</li> <li>• Relative economic backwardness resulted in reliance on outdated or poor quality military resources (e.g. rifles, planes and submarines) which contributed to defeats and growing demoralisation</li> <li>• During the war, importing vital resources became even more difficult for Italy – Germany provided only very limited assistance</li> <li>• Germany was a net drain on the Italian economy during wartime as it took out more resources than it supplied</li> <li>• Agricultural production fell, taxation increased and food rationing was introduced, which contributed to growing popular disillusionment with the war and the regime, e.g. a wave of strikes in northern Italy in March 1943.</li> </ul> <p>Arguments and evidence about the significance of other factors in bring about the collapse of Mussolini's fascist regime in 1943 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mussolini's deficient leadership failed to coordinate military strategy, wasted resources (e.g. in Russia) and made little effort to cooperate with Germany – there was thus little direction from the top</li> <li>• Army leadership was hampered by promotion according to seniority, which meant that time-servers were preferred over more talented officers</li> <li>• Allied bombing raids on the northern industrial cities from 1942 led workers and industrialists to become increasingly disillusioned with the regime</li> <li>• The loss of elite support – elements in the fascist Party, army, Vatican and royal household began considering a post-Mussolini government, which culminated in the July 1943 coup.</li> </ul> <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 on the suggestion that the impact of Azana's anti-clerical policies was primarily responsible for the government's defeat in the November 1933 elections.</p> <p>Arguments and evidence that the primary responsibility of Azana's anti-clerical policies in bringing about the government's defeat in the November 1933 elections should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The inflammatory nature of Articles 26 and 27 in the Second Republic's constitution – these anti-clerical provisions alienated the clergy, thereby removing an important potential source of support for the new regime</li> <li>• Azana's anti-clerical initiatives ensured that a large number of middle- and upper-class Spaniards were opposed to the government</li> <li>• By 1933 these anti-clerical moves had also encouraged the formation of CEDA, which aimed to reverse all the government's anti-clerical measures</li> <li>• CEDA's success in the November 1933 elections suggests that the Azana government's stance on religion was unpopular.</li> </ul> <p>Arguments and evidence about the primary responsibility of other factors in bringing about the government's defeat in the November 1933 elections should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Azana's cost-cutting army reforms angered many officers</li> <li>• Agrarian reforms favouring agricultural labourers and tenant farmers were bitterly resisted by southern landowners whose resentment also helped to fuel the growth of CEDA</li> <li>• The Catalan Statute of 1932 was viewed by Spanish nationalists and the army as undermining the integrity and unity of the nation</li> <li>• The government's often brutal response to strikes and unrest seriously discredited Azana's government.</li> </ul> <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 on the suggestion that Franco thoroughly modernised Spain in the years 1956–75.</p> <p>The arguments and evidence that Franco thoroughly modernised Spain in the years 1956–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'economic miracle' of 1960–75 based partly on free market policies and foreign investment</li> <li>• The development of tourism, a consumer boom and a more urbanised/industrialised society</li> <li>• The expansion of education and improved social welfare provision</li> <li>• Liberalisation of the regime, e.g. greater religious freedom and freedom of association/press.</li> </ul> <p>The arguments and evidence that Franco did <i>not</i> thoroughly modernise Spain in the years 1956–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Limits to economic growth, e.g. the persistence of rural poverty</li> <li>• Patchy development of the infrastructure, e.g. the inland road network received limited government investment</li> <li>• The Catholic Church continued to exert a powerful hold over society and social policy</li> <li>• Limited political reform preserved the basis of Franco's power.</li> </ul> <p>Other relevant material must be credited.</p>