



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI02) Paper 2G  
Advanced

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	<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:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <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 Mussolini's responsibility for the murder of Matteotti in 1924.</p> <p><b>Source 1</b></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"><li>• Margherita Grassini Sarfatti was Mussolini's mistress at the time of the murder and with him during the crisis</li><li>• Sarfatti later fell out with Mussolini and her account might have been expected to reflect her animosity towards him</li><li>• The purpose of the source is to provide an insider's account of Mussolini as leader of Italy.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Mussolini's responsibility for the murder of Matteotti in 1924:</p> <ul style="list-style-type: none"><li>• It provides evidence that Mussolini denied involvement in Matteotti's murder ('Mussolini swore to me he knew nothing of the plot against Matteotti')</li><li>• It implies that Mussolini had some involvement in the murder ('Mussolini seemed weak, repentant')</li><li>• It claims that Cesare Rossi bore the main responsibility for the murder ('I am personally convinced that he ordered that Matteotti be abducted and hidden').</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>• Matteotti disappeared after criticising the conduct of the 1924 election in parliament. He had suggested after his speech that his funeral oration could be prepared</li><li>• The car that Matteotti was bundled into belonged to a fascist Filipelli. Filipelli was a friend of Cesari Rossi, Mussolini's press secretary and, reputedly, the head of the Cheka</li><li>• The police investigation established that the assassins were Amerigo Dumni and other members of the Cheka in the pay of senior officials in the PNF and the Ministry of the Interior, including Rossi</li><li>• Mussolini was evasive when questioned about the murder, but clearly shaken and unprepared for the crisis. 'Hush money' was later paid to Dumni.</li></ul>

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:</li> <li>2. <ul style="list-style-type: none"> <li>• Mussolini was clearly in a position to know about any role that he may have played in the disappearance and murder of Matteotti</li> <li>• The speech is clearly designed to deny any personal involvement in the murder of Matteotti</li> <li>• The purpose of the source is propaganda, to harness the support of the Chamber and bring an end to the crisis.</li> </ul> </li> </ol> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Mussolini's responsibility for the murder of Matteotti in 1924:</p> <ul style="list-style-type: none"> <li>• It denies the existence of the Cheka that was said to have carried out the murder ('An Italian Cheka has never existed')</li> <li>• It implies that Mussolini would have carried out the murder more effectively if he had been responsible ('violence... must be precise and intelligent ... the acts of this so-called Cheka have always been ... very stupid')</li> <li>• It claims that reports of Mussolini's involvement were fabricated ('The most fantastic, most horrendous lies were widely published in all the papers! They invented lies')</li> <li>• It claims that Mussolini accepted general responsibility for the actions of the fascist movement ('I alone assume full political, moral and historical responsibility for all that has happened').</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>• The Matteotti crisis had provided the opportunity for Mussolini to tighten controls which may be seen as a motivation for Matteotti's removal</li> <li>• Mussolini made this speech after being put under pressure by thirty-three of the ras to put an end to the crisis and set up a fascist state</li> <li>• The speech marked the beginning of the fascist dictatorship; the murder of Matteotti had led to the withdrawal of the opposition from the Chamber and made the dictatorship easier to achieve.</li> </ul> <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>• Both sources can offer an insider's view on the murder of Matteotti</li> <li>• Both sources fall short of placing the full responsibility for the murder on Mussolini's shoulders</li> <li>• The dates of the sources offer a clear contrast; Source 2 was produced at the time of the crisis while Source 1 was written up later and may be affected by developments in the relationship between Mussolini and his mistress.</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 strength of the Republican side in the Spanish Civil War.</p> <p><b>Source 3</b></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"> <li>• The interview was given by a former Republican prime minister who had personal experience of developments in the Spanish Civil War</li> <li>• The republican credentials of the former prime minister mean that he is naturally inclined to emphasise the strengths of the Republicans in the war</li> <li>• The purpose of the source was to celebrate the recent victory and assure the public that the Republicans were strong and expecting to be victorious.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the strength of the Republican side in the Spanish Civil War:</p> <ul style="list-style-type: none"> <li>• It claims the superiority of the Republican forces ('the Republican army is stronger than the rebel army... and now the capture of Teruel* has proved it to the world')</li> <li>• It claims that the majority of Spanish people support the Republicans and that this has weakened the Nationalists ('Franco is now being defeated because he has aroused the spirit of independence in the Spanish people.')</li> <li>• It claims that the Republican Army is better staffed and equipped than the Nationalists ('War production has been organised. 10,000 officers are graduating from the Republican academies each year')</li> <li>• It claims that there is strong and effective government in the Republican zone ('The Republican Government has restored order in Republican Spain').</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>• The Republican army defeated the Nationalists in the Battle of Teruel in December 1937 and established a Republican foothold in the north east</li> <li>• The Republicans lost the town of Teruel in January 1938, following a counter-offensive by the Nationalists, which placed the whole of the north east in Nationalist hands</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The Republican army was smaller than the Nationalist army and better suited to street fighting than conventional warfare where the Nationalists excelled.</li> </ul> <p><b>Source 4</b></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"> <li>• The account was written by a British politician and offers an outsider's perspective on the Republican side during the civil war</li> <li>• Shinwell's visit to the Republican zone gave him a personal insight into the strength of the Republican side</li> <li>• Shinwell was clearly sympathetic to the Republicans and his criticisms suggest an honest appraisal of the situation he found</li> <li>• Shinwell was critical of the western powers that he believed should have intervened to prevent the Nationalist victory.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the strength of Republican side in the Spanish Civil War:</p> <ul style="list-style-type: none"> <li>• It provides evidence of Shinwell's personal experience of conditions in the Republican zone ('several of us were invited to visit Spain to see how things were going with the Republican Army')</li> <li>• It suggests that the Republicans were being defeated by the Nationalists ('The capital was suffering badly from war wounds. The university area had been almost destroyed by shell fire')</li> <li>• It suggests that the Republicans were militarily weak ('Ill-equipped, only partially trained, lacking in arms')</li> <li>• It indicates that the Republican side had been weakened by the attitude of the western powers ('The disaster came because the Great Powers of the West').</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>• The Nationalist side benefitted from aid provided by Nazi Germany and Fascist Italy whilst the western powers pursued non-intervention and so did not provide military or economic aid to the Republicans</li> <li>• The Republicans were supported by International Brigades who boosted morale but were too small in number and too poorly equipped to be effective against Franco</li> <li>• The Republican side was weakened by in-fighting between socialists, communist and anarchists.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources offer left-wing perspectives on strength of the Republican side in the Spanish Civil War</li> <li>• There is a clear contrast in the perceptions of the strengths of the Republican side; whilst Source 3 suggests that the Republicans were moving towards victory, Source 4 provides evidence of significant weaknesses undermining the Republican side</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="375 195 1341 287">• There is a clear contrast in the nature of the sources; whilst Source 3 was produced during a period of victory, Source 4 is able to take a wider perspective of the war and its outcome.</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 the extent to which economic problems outweighed political difficulties in Italy in the years 1911-14.</p> <p>Arguments and evidence that economic problems outweighed the political difficulties faced by Giolitti's government in Italy in the years 1911-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Systemic poverty and the north-south divide made Italy difficult to govern</li><li>• The policies implemented to increase the grain yields increased the number of landless labourers in Italy and led to increased discontent with Giolitti's government</li><li>• The removal of internal tariffs and the introduction of external free trade damaged the development of industry in the south. Southern elites were alienated from the government which did not protect their economic privileges</li><li>• Backward production processes and limited raw materials restricted Giolitti's achievements in foreign policy and hence the support he hoped to win for his government</li><li>• Giolitti's economic reforms did not benefit all workers in Italy and discontentment with living standards led members of the working classes to join unions and participate in strike action.</li></ul> <p>Arguments and evidence that political difficulties outweighed economic problems faced by Giolitti's government in Italy in the years 1911-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• There had been significant industrial development during Giolitti's time in office which benefitted northern Italy and enhanced his support. These developments suggest that economic problems were being solved</li><li>• The policy of trasformismo whereby MPs depended on, and accepted bribes from, small cliques rather than being answerable to voters made Giolitti dependent on southern elites for political support</li><li>• In 1911 only two per cent of the population had the right to vote. In 1912, Giolitti extended the vote to all men over thirty. This weakened trasformismo and hence Giolitti's support base</li><li>• The growth of the PSI destabilised politics. The PSI opposed the invasion of Libya and supported industrial unrest by workers. The extension of the franchise in 1912 increased their vote to twenty-two per cent</li><li>• The Liberals faced challenges from the Catholics. The Gentiloni Pact in the 1913 election made the Liberals dependent upon Catholic support, yet the Church still did not recognise the legitimacy of the government</li><li>• The Liberals faced challenges from the Nationalists. They drew support from disenchanted Liberals and took the credit for any achievements in Libya whilst leaving the blame for failures to the Liberals.</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 about the suggestion that Mussolini's attempt to make Italy a Great Power was undermined mainly by Italy's economic weakness in the years 1935-40.</p> <p>Arguments and evidence that economic weakness was the main factor undermining Mussolini's achievements in foreign policy in the years 1935-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Italy was short of raw materials. In the Abyssinian war, two-thirds of its coal was supplied from Germany, making Italy dependent on Germany and limiting its ability to pursue an independent foreign policy</li> <li>• Shortages of materials and weapons prevented Italy from achieving an outright victory in Abyssinia and the continuing guerrilla war further sapped at Italy's economic strength and undermined its claims to great power status</li> <li>• Economic weakness meant that Italy was unable to honour its alliance with Germany in 1939. In May, Ciano informed Hitler that Italy would not be ready for war for three years</li> <li>• Italy was technologically backward with no radar, limited radio and poor quality tanks and this limited its claims to great power status</li> <li>• Italy had virtually no coal supplies, little iron and no oil. By 1940 only twenty per cent of Italy's raw material needs were met by domestic production. The failure of autarky limited Italy's ability to expand.</li> </ul> <p>Arguments and evidence that other problems are more important than economic weakness in explaining Mussolini's limited achievements in foreign policy in the years 1935-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mussolini misjudged the attitude of the Western Allies and believed they would allow him to seize Abyssinia. Diplomatic blunders explain his limited achievements</li> <li>• The collapse of the Stresa Front encouraged Mussolini's decision to work with Nazi Germany. Hitler's ambitions in Europe undermined Mussolini. He had to accept the Anschluss</li> <li>• The poor quality of the Italian troops meant that progress in the Abyssinian war was slow. It took over six months to defeat their opponents who were armed with thirty-year-old rifles</li> <li>• In the Abyssinian War, Britain and France refused to apply sanctions to raw materials such as oil, coal and steel and the Suez Canal was open to Italian ships meaning Italy was still able to get essential resources</li> <li>• Mussolini supplied substantial materials to Franco's forces in the Spanish civil war including 200 Italian bombers, 400 fighter planes and 150 Italian tanks suggesting economic weaknesses were not significant.</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 about the suggestion that women enjoyed substantially greater freedoms during the Civil War than under Franco's dictatorship in the years 1938-56.</p> <p>Arguments and evidence that women enjoyed substantially greater freedoms during the Civil War than under Franco's dictatorship in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the civil war, in the Republican zone, some women played a leading role in the military; Mika Etchebehere led a battalion of POUM militia. Women did not play a military role in Franco's regime</li> <li>• During the civil war, in the Republican zone, special clinics for women were established and abortion was legalised. In 1938 Franco's regime enforced the Civil Code that outlawed abortion</li> <li>• During the civil war, in the Republican zone, some women played key political roles. Dolores Ibárruri played a key role boosting morale in speeches in Madrid. After the war Franco suppressed women's suffrage</li> <li>• During the civil war, in the Republican zone, women went to cafes and bars without having to be accompanied by men and engaged in paid work. After the war, women needed their husband's permission to work.</li> </ul> <p>Arguments and evidence that women did not enjoy substantially greater freedoms during the Civil War than under Franco's dictatorship in the years 1938-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the civil war, in the nationalist zone, women were expected to look after their fathers or husbands. In 1938 Franco's regime enforced the Civil Code that made women dependent on their fathers and husbands</li> <li>• During the civil war, in the nationalist zone, divorce and civil marriage were outlawed and sex outside of marriage was forbidden. After the war, this persisted with the enforcing of the Civil Code</li> <li>• In both zones during the civil war, women were involved in traditional tasks such as nursing and laundry. In Franco's regime, all single women had to do voluntary service to prepare for marriage and family</li> <li>• Men's attitude to women in the work place was conservative and often hostile in both zones during the civil war. After the civil war, patriarchal, conservative attitudes were reinforced by Franco's regime.</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 about the suggestion that the decline of the Falange was the main consequence of the economic crisis in Spain, in the years 1956-59.</p> <p>Arguments and evidence that the decline of the Falange was the main consequence of the economic crisis in Spain, in the years 1956-59, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Leading Falangist, Jose Arrese, called for strict autarky to cope with the economic crisis. Franco rejected his plan and used the crisis as an opportunity to reduce the Falange's influence in government</li> <li>• The Falange was regarded as out-of-touch and outdated as far as Spain's economic needs were concerned</li> <li>• Recovery from the economic crisis required improving relations with the western democracies. The Falange's economic policy was an obstacle to this and therefore the Falange had to be removed from power</li> <li>• In 1957, Franco used a cabinet reshuffle to demote leading members of the Falange from high-ranking positions in the economy to low-ranking ministerial positions.</li> </ul> <p>Arguments and evidence that there were other, more important, consequences of the economic crisis in Spain in the years 1956-59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Falange were already declining in popularity before the economic crisis and their influence would have been reduced regardless of the economic crisis</li> <li>• The economic crisis facilitated the rise of Opus Dei. Members were given high ranking positions in government including the Minister of Trade which gave them significant influence in the economy</li> <li>• The economic crisis gave rise to a new elite of technocrats. They were promoted to high office because their technical skills were needed to revive the economy</li> <li>• Economic policy was changed to focus on economic freedom and a reduction of government controls. Capitalism was restored and Spain became a free market economy</li> <li>• The economic crisis led to the migration of thousands of Spanish workers who sought work in the advanced economies in Europe</li> <li>• One economic response to the economic crisis was to promote tourism. By 1959 over four million tourists came to Spain bringing much needed foreign currency with them.</li> </ul> <p>Other relevant material must be credited.</p>

