Mark Scheme (Results)

Summer 2023

Pearson Edexcel in
GCE History (8HI0/2G)
Advanced Subsidiary

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: Questions 1a/2a

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	**1–2**	• 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 if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis 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 or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	**6–8**	• 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

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	**1–2**	• 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. Concept of reliability may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**6–9**	• 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 weight 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, with some justification.
4	**10–12**	• 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. • 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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

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	**1–4**	• 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	**5–10**	• 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 question. • Mostly accurate and relevant knowledge is included, but it 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	**11–16**	• 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	**17–20**	• 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.

Section A: indicative content

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

Question	Indicative content
1a	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 the source to consider its value for an enquiry into the aims of fascist foreign policy. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It provides evidence that the aim of fascist foreign policy was to build an empire ('build the Empire') • It claims that Mussolini will need to use force to achieve his aims towards Abyssinia ('shifted from a diplomatic conflict to one which can be solved by force only') • It suggests that the aim is to avoid being seen as responsible for war ('always emphasise the purely defensive character of our operations') • It suggests that Mussolini could continue to develop good relations with the western powers ('be enough to declare to England and France that their interests would be recognised'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • Badoglio was the Chief of the General Staff of the Italian army and would have a clear understanding of fascist aims in foreign policy • This memorandum from the Chief of Staff to Mussolini was likely to reflect Mussolini's own views and state what Mussolini wanted to read • This memorandum was written shortly before Mussolini embarked on the invasion of Abyssinia and will have informed Mussolini's decision making. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • Mussolini wanted to create an empire to rival that of the Roman Empire and to claim great power status • Fascist foreign policy targeted Abyssinia in part to get revenge for the defeat at Adowa in 1896 • Mussolini believed that the western powers were so concerned about developments in German foreign policy that they would tolerate Italian expansion • Mussolini wanted to transform Italians into an aggressive people. He was willing to achieve his aims by war rather than by diplomacy.

Question	Indicative content
1b	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 source in relation to an enquiry into reactions to Matteotti's criticism of the fascist regime in 1924. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Emanuel Garrett was writing for a revolutionary left-wing journal and was naturally critical of Mussolini and the fascist regime and of the moderate socialists under Matteotti • The article was written in 1939 after Garrett had had time to reflect on the reactions to Matteotti's criticism of the fascist regime • The journal was published in the USA, free from Italian censorship, and enabling the writer to express his views candidly. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that Mussolini was angered by the criticism ('Mussolini interrupted, and growled ominously') • It provides evidence that Matteotti's friends approved of the criticism ('Matteotti's friends congratulated him') • It suggests that the fascists intended to punish Matteotti (''If the socialists knew what Mussolini was thinking, they would lay low.'') • It claims that Mussolini had Matteotti murdered ('The testimony of witnesses pointed the finger of responsibility directly at Mussolini.'). 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 the content. Relevant points may include: • It took two hours for Matteotti to finish his speech because of angry interruptions by fascist deputies • After the speech, rumours circulated that Matteotti had a large file on fascist party corruption and there were calls for the fascist government to be removed • Matteotti's murder was closely associated with Mussolini. The car belonged to Cesare Rossi, Mussolini's press secretary, and Dumini, reputedly hired by Mussolini as a hitman, was arrested as the leader of the kidnapping.

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

Question	Indicative content
2a	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 the source to consider its value for an enquiry into the significance of the 1978 Constitution. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It provides evidence that Spain was to be a democratic state ('Guarantee democratic co-existence within the Constitution', 'Establish an advanced democratic society') • It indicates that regional separatists would receive equal treatment with the rest of Spain ('Protect … their culture and traditions, languages') • It suggests that the authorities wanted to use the new Constitution to improve its foreign policy ('co-operate in the strengthening of peaceful relations and effective co-operation among all the peoples of the earth') • It expresses the aspiration that law will be an expression of the people's will ('expression of the will of the people', 'Spanish people authorise'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • The Constitution was an official legal document that clearly expressed the nature of the new system of government • The content of the Constitution makes it clear that there was to be a significant change from the Francoist system it was to replace • The Constitution had been approved by the Spanish people. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • The promulgation of the Constitution marked the culmination of the Spanish transition to democracy after the death of Franco • The Constitution repealed all the Fundamental Laws that had been passed under Franco • The Constitution devolved power to the regions, which were given their own governments, regional assemblies and supreme legal authorities.

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

Question	Indicative content
2b	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 source in relation to an enquiry into the reasons why Azaña fell from power in 1933. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • As a journalist who had interviewed many leading Spanish politicians, and who had witnessed events for himself, Knoblaugh would have developed a clear understanding of developments in Spain in the 1930s • As an American, Knoblaugh was an outsider to Spanish politics and could bring the perspective of an uninvolved outsider • Knoblaugh wrote this account after he had left Spain and was therefore free to express his views without any need to consider censorship • Knoblaugh published this account in 1937, after he had had time to reflect upon the events that led to Azaña's fall. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that Azaña's government had always struggled to rule effectively ('Azaña's government had a difficult time maintaining order.' 'Each day would see some new form of violence.') • It claims that Azaña fell because of the violence he used to restore order ('felt obliged to use strong measures to curb the disorders. One of these incidents caused Azaña's overthrow.') • It suggests that Azaña was opposed by both left and right ('extreme Left took up Casas Viejas as their war cry. … the outcome was the election of a reactionary government ... won the November 1933 elections'). 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 the content. Relevant points may include: • The Azaña government lost the support of the Church after the passing of the religious clauses in the 1931 Constitution and had to rely entirely on the left-wing for support • From the outset, Azaña's government was opposed by the anarchist CNT that regarded it as a middle-class government. Anarchists encouraged frequent strikes in the cities and in the countryside • The Casas Viejas massacre discredited Azaña's government; the working-class and landless peasants became bitter and disillusioned with the government • The Right used Casas Viejas to bring together right-wing forces into a single group. It won the 1933 election. Azaña was dismissed.

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, in the years 1919-21, the main reason for the weakness of the liberal government was the 'mutilated victory'. Arguments and evidence that, in the years 1919-21, the main reason for the weakness of the liberal government was the 'mutilated victory' should be analysed and evaluated. Relevant points may include: • The Italians expected a favourable settlement that reflected the sacrifices (600,000 dead and 1 million seriously wounded) made in the war. They were angry with the peace settlement and blamed the liberal government • Orlando failed in his demand for all the territory promised in the Treaty of London plus Fiume. The allies not only rejected the claim to Fiume but also denied some lands promised under the Treaty. Orlando resigned as premier • D'Annunzio and two thousand soldiers seized Fiume in September 1919 in disgust at the 'mutilated victory'. Giolitti's action to end the occupation in December 1920 was regarded as a national betrayal • Fascists used the 'mutilated victory' to criticise the liberal government and to recruit ex-soldiers to the movement. Arguments and evidence that there were other, more important reasons for the weakness of the liberal government in the years 1919-21 should be analysed and evaluated. Relevant points may include: • The liberal government was weakened by the post-war economic crisis, the banking crisis and the *Biennio Rosso*, 1919-20. The middle-classes feared revolution and blamed the liberals for lacking control • The liberal government was weakened by the consequences of the decision to extend the franchise and the introduction of PR. Universal male suffrage resulted in a massive increase in seats held by the PSI • The liberal government was weakened by the development of the Catholic PPI as a political party, which won 100 seats in 1919. It was hostile to the liberal regime and made the construction of coalitions difficult • The liberal government was weakened by the growth of fascism, which had attracted 200,000 members by the end of 1921, including urban middle-classes and professionals who would previously have supported the liberals. 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 extent to which the economy of Italy changed under the fascist regime in the years 1925-40. Arguments and evidence that the economy of Italy changed under the fascist regime in the years 1925-40 should be analysed and evaluated. Relevant points may include: • In 1925, industry was predominantly in private hands. The establishment of the Corporate State, the impact of the Depression and rearmament changed this. By 1939, 20 percent of industry was owned by the state • Entrepreneurial innovation changed. In 1925, the economy was organised on liberal, pro-business lines. By 1940, government intervention had created a lumbering bureaucracy, which stifled private initiatives • Agriculture changed. The 'Battle for Grain' led to a decline in animal husbandry and vine culture and to an increase in grain production • The management of the currency changed. The 'Battle for the Lira' in 1926 revalued the lira at 90 to the pound sterling. In 1936, the lira was devalued. Arguments and evidence that the economy of Italy did not change under the fascist regime in the years 1925-40 should be analysed and evaluated. Relevant points may include: • Throughout the period, the purpose of the fascist economy was to serve the political and foreign policy aims of the state, e.g. the suppression of trade unions; removal of tariffs on raw materials for armament industries • The problems of an imbalanced economy, with a more industrialised north and a poorer, rural south continued throughout the period • Throughout the period, export industries were neglected as Mussolini tried to establish an economy based upon autarky, with deflationary and protectionist policies, including wage cuts and high tariffs on imports • Throughout the period, the needs of workers were subordinated to the aims of the state. Workers' rights were removed under the Corporate State, wage cuts were imposed and prices were increased by high tariffs. Other relevant material must be credited.

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 Allied invasion of Italy in 1943 was the main cause of the collapse of fascism in Italy by 1946. Arguments and evidence that the Allied invasion of Italy in 1943 was the main cause of the collapse of fascism in Italy by 1946 should be analysed and evaluated. Relevant points may include: • Despite Mussolini's claims that Sicily was well-defended, in July-August 1943, the Allies drove the Axis' forces out in 38 days. Mussolini's inadequate military leadership was revealed, and plans were hatched to remove him • Mussolini blamed Italian generals and Hitler's war with the USSR for the Allied advance, but the majority of Italians blamed Mussolini. Many Italians, including leading fascists, wanted to abandon Germany and agree a peace • The Allies had made it clear from late 1943 that they would not agree a peace with Italy so long as Mussolini was in power. The invasion of Sicily encouraged fascists to act against Mussolini • The success of the invasion of Sicily led to the liberation of southern Italy and the occupation of Rome by June 1944. Conservatism replaced fascism in the south and former fascists deserted the party. Arguments and evidence that there were other, more important causes of the collapse of fascism in Italy by 1946 should be analysed and evaluated. Relevant points may include: • Opposition to fascism was growing before the invasion, e.g. widespread strikes in March 1943. Mussolini was blamed for military losses, military exemptions for leading PNF members and for sending workers to Germany • In July 1943, Mussolini was responsible for calling the meeting of the Grand Council of Fascism, during which he lost a vote of no confidence. He was deposed by the King. This was a key event in the collapse of fascism • Mussolini's government in Saló was unpopular and increasing numbers joined the anti-fascist war of liberation in the north. In May 1945, Mussolini was captured by partisans and executed. This ended fascism • The provisional government established in the south began the process of returning politics to 'normal', i.e. alliances of Catholics, socialists and liberals. The 1946 election returned an anti-fascist coalition government. Other relevant material must be credited.

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

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 whether the Nationalist position continued to improve during the course of the civil war, 1936-39. Arguments and evidence that the Nationalist position continued to improve during the course of the civil war, 1936-39 should be analysed and evaluated. Relevant points may include: • At the start of the war, divisions among the Nationalists had the potential to be a destabilising force. This improved after the death of Mola in June 1937 when Franco assumed complete control over the Nationalists • The geographical control of the Nationalists continued to improve. At the start, the Nationalists controlled extensive rural areas. By August 1936, Nationalists were also steadily advancing into the south-east and north-west • In 1936-37, the Nationalists advanced their position to take control of key industrial centres in the north. By the end of 1937, 62 per cent of Spanish territory was under Nationalist control • The Nationalists achieved a decisive victory at Ebro in 1938 and pushed onwards to capture Barcelona in January 1939 and Valencia and Madrid in March 1939. Franco declared victory with the fall of the capital city. Arguments and evidence that the Nationalist position did not continue to improve during in the course of the civil war, 1936-39 should be analysed and evaluated. Relevant points may include: • The Nationalists were the strongest side from the outset, e.g. the Nationalists commanded 600,000 infantry and 600 aircraft compared to the 450,000 infantry and 350 aircraft under Republican control • The Nationalists failed to take Madrid in their attack launched in 1936. They became locked in a lengthy siege at Madrid, which did not succeed until March 1939 • The Nationalist advance was beaten back on many occasions, e.g. at Jarama in February 1937; Nationalist-supporting Italian troops were defeated at Guadalajara in 1937; Nationalists retreated in the Aragon region in 1938. Other relevant material must be credited.

Question	Indicative content
7	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 on how significant Franco's personality cult was in controlling society in Spain in the years 1938-56. Arguments and evidence that Franco's personality cult was significant in controlling society in Spain in the years 1938-56 should be analysed and evaluated. Relevant points may include: • The image of Franco, usually in military uniform, was used to depict a powerful leader who had saved Spain from internal and external threats. The cult emphasised Franco's right to rule and the Spaniards' duty to obey • Franco was depicted as an individual rather than as a part of the collective government of ministers. His charismatic image was indispensable in securing long-term support for himself and his regime • In the 1940s and 1950s, support for the regime was achieved by portraying Franco as the hero who had saved Spain from the effects of the Second World War and the threat of communism during the Cold War • The cult of personality included compulsory collective participation in celebrations. These were used to impress on the population the permanence of the dictatorship, e.g. festivals to celebrate Franco's birthday. Arguments and evidence that Franco's personality cult was not significant/there were other, more significant, factors in controlling society in Spain in the years 1938-56 should be analysed and evaluated. Relevant points may include: • Society was controlled by the reintroduction of the 1889 Civil Code. This controlled everyday business and removed freedoms and equalities achieved during the Second Republic, e.g. subordination of women was reintroduced • Society was controlled through the use of repression. Thousands suffered execution, imprisonment and purging or were forced into exile. All aspects of regional identity were vigorously suppressed • Censorship played a key role in control. There was a long, and constantly changing, list of topics that were banned. All printed material was censored and performing arts were checked for their content • The influence of the Catholic Church was all-pervasive. Catholicism was the sole religion. The Church controlled education and family life. The Church supervised and enforced moral behaviour. Other relevant material must be credited.

Question	Indicative content
8	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 on whether the key features of Franco's economy in the years 1956-75 were different from the key features of Franco's economy in the years 1938-56. Arguments and evidence that the key features of Franco's economy in the years 1956-75 were different from the key features of Franco's economy in the years 1938-56 should be analysed and evaluated. Relevant points may include: • In the years 1938-56, the Falange influenced economic policy, which was based on corporatism and autarky whereas, in the years 1956-75, technocrats influenced economic policy, which was based on the free market • A lack of foreign investment was a key feature of the Spanish economy in the years 1938-56. After the abandonment of autarky, in the years 1956-75, foreign investment amounted to $7.6 billion and aided modernisation • There was very limited access to consumer goods in the period 1938-56 whereas, in the period 1956-75, there was a significant increase in consumerism, e.g. the number of households with fridges increased from 4 per cent to 66 per cent • In the years 1938-56, corporatism ensured control over Spanish workers, including wages. In the years 1956-75, the free market enabled workers to seek better paid jobs within Spain, as well as to emigrate in search of higher pay • In the years 1938-56, the Spanish economy was characterised by a lack of modernisation, and hence the use of obsolete machinery. In the years 1956-75, the Spanish economy underwent rapid modernisation. Arguments and evidence that the key features of Franco's economy in the years 1956-75 were similar to the key features of Franco's economy in the years 1938-56 should be analysed and evaluated. Relevant points may include: • Franco's authority in determining the economic policy pursued was essential in both periods. In the period 1938-56, he favoured the corporatism of the Falange, but the failure of their policies, led to Franco authorising the technocrats to implement the free market • Southern rural inland areas suffered low pay and limited development in both periods, whereas there was investment in the northern cities in both periods, and in southern tourist spots in the period 1956-75 • Spain's access to international markets was limited in both periods, e.g. in 1938-56, western powers were reluctant to trade with Spain because of its links to Nazi Germany and Fascist Italy, and in 1962, Spain was refused entry to the EEC and was not admitted until after Franco's death. Other relevant material must be credited.

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