Mark Scheme (Results)

Summer 2024

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 relationship between the fascist state and the Catholic Church in the years 1925-40. 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 the fascist state agreed that the Catholic Church should exercise complete freedom of religion ('the free exercise of her spiritual power… complete authority in religious matters.') • It indicates that the Church would have significant influence over young people in the fascist state ('Only textbooks approved by the Catholic Church shall be used for religious teaching.') • It indicates that the fascist state could vet the choice of leading clergymen ('The Papacy shall inform the Italian Government of the person chosen before proceeding to the nomination of an Archbishop or Bishop') • It suggests that the Concordat was a significant limitation to the fascist dictatorship ('Catholic Action … independent of any political party… responsibility for the spread and exercise of Catholic principles.'). 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 Concordat was an official agreement signed by the Pope and Mussolini and was legally binding • The purpose of the Concordat was to establish the nature of the relationship between the fascist state and the Catholic Church • The date of the signing of the Concordat was seven years after Mussolini's appointment as prime minister and three years after negotiations had begun, indicating that it had been difficult to reach an agreement. 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: • Since ninety per cent of the Italian population was nominally Catholic, the Church could wield significant political power. Mussolini started wooing the Church in 1921, and began introducing Church-friendly policies from 1922 • The Concordat was part of a triple agreement, including the Conciliation Treaty, which made the Vatican an independent state, and the Financial Convention, which gave financial compensation to the Church • During the 1930s, the Church demonstrated support for the fascist state, e.g. supporting fascists in the 1929 plebiscite; priests took part in ONB activities; the clergy gave fascist salutes and praised fascism • The Concordat did not end Church-state tensions, e.g. the row over the youth programme of Catholic Action (1931).

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 the seriousness of the post-war crisis in Italy in the years 1919-22. 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 former colonel in the Italian army, Palamenghi's views are likely to reflect many of those of the military and demobilised soldiers in the post-war period • The content and tone of the diary make it clear that Bruno Palamenghi was critical of the post-war liberal governments, opposed to the rising tide of socialism and sympathetic to Mussolini and the fascists • Palamenghi was an eyewitness to events that had clearly made a significant impression upon him ('pains me to have to remember') and was in an excellent position to comment on the post-war crisis • Palamenghi wrote this diary entry several years after the events, when he had had time to reflect upon the post-war crisis and its consequences. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence of significant economic problems ('continuous strikes - the occupations of factories, workshops and land were daily occurrences.') • It claims that Italians across the country were threatened with significant violence ('gangs in Piedmont, pickpockets in Rome, *mafiosi* in Sicily spread terror in every town... freely carried out brutalities of every kind.') • It claims that the problems were the fault of the government ('All this happened because of the weakness of the governments at that time.') • It claims that Italy was on the verge of a Bolshevik-style revolution ('would have become worse than the chaos in communist Russia', 'Italy would have fallen prey to communism'). 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: • In September 1920, a wage dispute escalated into a mass 'factory occupation' in the northern cities involving some 400,000 workers, who flew the red flag. In total, in 1920, two million workers took part in strikes • In the countryside, influenced by rural trade unions, peasants seized unoccupied land. Landowners, threatened by the rising tide of socialism in the countryside, were angered by the weak government response • Liberal politicians were criticised for agreeing to the peace treaty that resulted in a 'mutilated victory' and for expelling D'Annunzio from Fiume • In 1919, the PSI won 32 per cent of the vote and became the largest party after the extension of the franchise and the introduction of PR. This fuelled claims that Italy was on the verge of a Bolshevik revolution.

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 economic problems in Spain in the years after the Civil War. 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 indicates that poverty was a serious economic problem ('standard of living … far worse than anything known within living memory.') • It indicates that economic problems included unemployment, inflation and famine • It suggests that seasonal employment was a major reason for poverty ('Only a handful of men are kept on the payroll all year. The rest are taken on for short periods') • It claims that the government ignored the economic problems of the poorest people ('cannot be mentioned in the Press and which the wealthy ignore.'). 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: • Gerald Brenan lived in Spain both before and after the Civil War and was in an excellent position to assess the economic problems in the aftermath of the Civil War • As a specialist in Spanish affairs, Brenan was able to offer an informed opinion about the economic problems in Spain in this period • The content and tone of the source are impartial, with Brenan criticising both Franco and the Republicans ('A bad mark for the Franco regime? …in fairness … Republican, refused to deal with this problem.'). 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: • After the Civil War, Franco's government provided only limited investment in agriculture, public works and industrial reconstruction, meaning there was little help for the ordinary Spaniard • From 1938-56, wages remained low and failed to keep pace with inflation. The standard of living did not reach the 1936 level until 1952 • Although unemployment fell, there was massive under-employment in rural Spain • The years 1939-44 were known as the 'years of hunger' in which an estimated 200,000 people died in the famine. A decade after the end of the civil war, cereal production was only a quarter of the 1935 level.

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 reaction of Franco's government to opposition to its regime in the 1960s and 1970s. 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: • The article was published in a British newspaper, which was likely to be suspicious of Franco's government that was regarded as anti-democratic. The Times was therefore likely to criticise Franco's handling of opposition • The language of the article makes it clear that the writer did not sympathise with the Basque opponents to Franco's regime ('ETA extremists') • The article was published at the time of the Burgos trial when there was heightened interest in opposition to Franco's regime and the reaction of his government. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the regime reacted in different ways according to the perceived threat ('far greater severity against the Basques than against separatism in Catalonia.') • It provides evidence that Franco's regime used propaganda to undermine the opposition ('Official propaganda has tried to reduce sympathy … portraying them as the agents of international communism.') • It provides evidence that the regime used the legal system to deal with the opposition ('Burgos trial from a military court to a civil court, and to abolish the death penalty.', 'Ministry of Justice condemned the bishops.') • It claims that the regime used torture against its opponents ('gruesome allegations of torture.', 'It is said that some priests have been tortured by the state.'). 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 regime treated opposition harshly. In 1969, three strikers were killed by police in Granada, and in 1974, almost 4,500 strikers were sacked for taking part in illegal strikes • In 1969, Franco's government set up a so-called 'Concordat jail' in Zamora for members of the clergy who opposed his regime. In subsequent years, radical priests were incarcerated there • The government arrested over 3,000 members of ETA between 1968 and 1970. Military trials were held in Burgos • After the assassination of Carrero Blanco in December 1973, Franco's government embarked on a wave of repression.

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 whether, in the years 1911-14, the threat to Giolitti's government posed by the Catholics was different from the threat to Giolitti's government posed by the nationalists. Arguments and evidence that, in the years 1911-14, the threat to Giolitti's government posed by the Catholics was different from the threat to Giolitti's government posed by the nationalists should be analysed and evaluated. Relevant points may include: • The threat posed by the nationalists differed from that of the Catholics because the nationalists were fiercely anti-liberal and aimed to overthrow liberalism, whilst the Catholics were prepared to co-operate with Giolitti and the liberals in return for concessions • The political influence differed. The nationalists organised themselves into a political movement, the ANI, with the aim to destroy liberalism but won no seats in 1913, whereas the Catholics agreed the Gentiloni Pact and claimed that 228 liberals elected in 1913 depended on Catholic support • Catholic support for the invasion of Libya bolstered Giolitti, but the nationalists used the war to boost support for an aggressive foreign policy and claim the glory for the success of the war, whilst blaming Giolitti for the high costs in materials and lives • Whilst the ANI's criticisms had made Giolitti's government unpopular, it was the Catholic influence over Giolitti that was the greater threat. It lost him the support of radical liberals and forced him to resign in March 1914. Arguments and evidence that, in the years 1911-14, the threat to Giolitti's government posed by the Catholics was similar to the threat to Giolitti's government posed by the nationalists should be analysed and evaluated. Relevant points may include: • Both nationalists and Catholics could claim cross-class appeal and held sway over the popular vote, which impacted on Giolitti's ability to operate the system of *trasformismo* • Both the nationalists and the Catholics were anti-socialist, and hence both opposed Giolitti's attempts to absorb socialism into the system of *trasformismo*. This weakened Giolitti's control over the government • The invasion of Libya brought the Catholics and nationalists into temporary alliance, supporting government policy, but this undermined Giolitti's attempts to woo the moderate socialists and facilitated the rise of radical socialism, which significantly threatened Giolitti's control. 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 Mussolini's relationship with the PNF changed in the years 1922-43. Arguments and evidence that Mussolini's relationship with the PNF changed in the years 1922-43 should be analysed and evaluated. Relevant points may include: • In October 1922, PNF leaders pressurised Mussolini into the March on Rome. The creation of the Grand Council of Fascism in December, enabled Mussolini to control its membership and agenda and the PNF leaders • In 1922, the PNF squads had been controlled by local ras. From early 1923, the squads were brought into the MVSN. Members took an oath of loyalty to Mussolini, who now had full control over the activism of the PNF • Mussolini appointed Turati (1925) and Giuriati (1930) to oversee purges of radical members from the PNF. Mussolini was able to turn the PNF from a radical party into a compliant bureaucracy, which would not challenge him • In the early years, Mussolini favoured conservatives over fascists in his government. By the late 1930s, with focus on a social revolution, he promoted radical fascists, e.g. Farinacci • Mussolini's control of the leading PNF members in the Grand Council of Fascism crumbled during the Second World War. In 1943, Dino Grandi's resolution in the Council to depose Mussolini was passed by 19 votes to 7. Arguments and evidence that Mussolini's relationship with the PNF did not change in the years 1922-43 should be analysed and evaluated. Relevant points may include: • Mussolini was the acknowledged head of the PNF in 1922. This position was formalised by the Party Statute in 1926. All appointments were to be made by Mussolini and not by local officials • Mussolini used the organisations of the PNF to intimidate opponents throughout the period, e.g. the use of the blackshirts during the passing of the Acerbo Law in 1923; the use of the OVRA against political opponents • Throughout the period, Mussolini deprived the PNF of a role in policymaking. He used the PNF to turn Italians into loyal fascists. Mussolini relied on the PNF to channel the regime's propaganda to the people. 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 how successful Mussolini was in his attempt to build an Italian Empire in the years 1935-40. Arguments and evidence that Mussolini was successful in his attempt to build an Italian Empire in the years 1935-40 should be analysed and evaluated. Relevant points may include: • Mussolini surprised international opinion by conquering Abyssinia, a country with a land mass greater than Germany and France combined, in six months. Experts had claimed it would take two years to achieve • Mussolini succeeded in avenging the humiliation of Adowa, uniting the Italian people in a nationalist cause and consolidating the Italian Empire in East Africa • The conquest of Abyssinia was a personal triumph for Mussolini. In 1938, parliament conferred on him the title of First Marshal of the Empire, making him equal to the King as head of the military • In 1939, Albania was successfully conquered and annexed to Italy as a separate kingdom in personal union with the Italian crown, which extended the Italian Empire into the Balkan region. Arguments and evidence that Mussolini was not successful in his attempt to build an Italian Empire in the years 1935-40 should be analysed and evaluated. Relevant points may include: • The conquest of Abyssinia came at a high human cost; of the 600,000 troops sent to Abyssinia, nearly 12,000 died and 200,000 were wounded, injured or fell sick • The conquest of Abyssinia cost over eight times the estimated cost. In total, 39 billion lire were spent to gain Abyssinia. By 1940, the empire had cost 46 billion lire to maintain, which was 21 per cent of state spending • The empire did not yield the expected economic advantages. By 1939, only two per cent of Italian trade was with its colonies. The Italian people paid a high price for empire, with inflation and the devaluation of the lira • The sanctions imposed on Italy because of its invasion of Abyssinia pushed Italy into Germany's orbit, with disastrous consequences for Italy in the years 1940-45. 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 on whether the formation of the Popular Front Government (February 1936) was the most significant factor leading to the outbreak of civil war in July 1936. Arguments and evidence that the formation of the Popular Front Government (February 1936) was the most significant factor leading to the outbreak of civil war in July 1936 should be analysed and evaluated. Relevant points may include: • The Popular Front parties won 48 per cent of the vote in February 1936 while the right won 46 per cent. The result indicated a political division that set left and right on a collision course that would lead to civil war • In the 1936 election, CEDA was the largest party with 101 deputies. It would not willingly accept the Popular Front coalition and its actions from this point sought the removal of the Popular Front government • The right wing was alarmed by the Popular Front's actions, including the resumption of land reform, legalisation of land seizures by peasants and the granting of political and administrative autonomy to Catalonia • The military was offended by the release of prisoners from the Asturias Rising. Azaña reduced Franco's authority by despatching him to the Canary Islands, but this was insufficient to remove Franco as a potential threat. Arguments and evidence that there were other, more significant factors leading to the outbreak of civil war in July 1936 should be analysed and evaluated. Relevant points may include: • Widespread unrest indicated that Spain was disintegrating into civil war, e.g. strike action in the cities led by UGT and CNT turned violent when union members attacked the *Falange* • General Mola began plotting a coup to remove the government and take control. He engineered an alliance with leading members of CEDA, traditional Carlists and the radical *Falange* • Two assassinations provided the trigger to launch the coup. In retaliation for the assassination of José Castillo, left-wing policemen assassinated Calvo Sotelo. The government was blamed and Mola issued orders for the coup • Although the initial coup failed, German intervention to airlift Franco and the Army of Africa to mainland Spain transformed the situation from a stillborn coup to a full-blown civil war in the last days of July 1936. 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 whether non-intervention was the main reason why the Republican side was defeated in the Spanish Civil War (1936-39). Arguments and evidence that non-intervention was the main reason why the Republican side was defeated in the Spanish Civil War (1936-39) should be analysed and evaluated. Relevant points may include: • The French government proposed a Non-Intervention Pact. Twenty-seven countries, including Britain, France, Germany, Italy and the USA, committed themselves to not sending aid to either side • The Republicans had expected military aid from the Popular Front Government in France, but this did not materialise as a result of the Non-Intervention Pact • While the western democracies abided by the Non-Intervention Pact, Germany and Italy ignored it and sent vast amounts of military aid to the Nationalists, which tipped the balance of the war in their favour • The impact of the Non-Intervention Pact was to force the Republicans to rely on outdated weapons supplied 'voluntarily' from the Soviet Union, and untrained and badly-equipped volunteers in the International Brigades. Arguments and evidence that there were other, more important reasons why the Republican side was defeated in the Spanish Civil War (1936-39) should be analysed and evaluated. Relevant points may include: • Despite the Non-Intervention Pact, the Soviet Union did send some excellent equipment to the Republicans. The T26 tanks and *Polikarpov* I-15 and I-16 were superior to anything supplied to the Nationalists by Germany and Italy • Poor military tactics and organisation explains the Republican defeat. Guerrilla tactics were ineffective in what became a conventional war. Unlike the Nationalists, the Republicans failed to control supplies and manpower • The Republicans controlled the cities and had limited access to foodstuffs, unlike the Nationalists who controlled the major agricultural regions of Spain. Lack of food contributed to lowering morale in Barcelona and Madrid • The Republicans lacked a leader of Franco's calibre. While Franco quickly took control of the Nationalists' factions, the Republican side disintegrated with an internal civil war fought between POUM and government forces. 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 about how successful the transition to democracy was in Spain in the years 1975-78 Arguments and evidence that transition to democracy in Spain was successful in the years 1975-78 should be analysed and evaluated. Relevant points may include: • The choice of Juan Carlos as Franco's successor was successful. He was a conservative-oriented royal but believed that Spain needed significant political reform. He was effective in leading Spain to a democratic future • The choice of Adolfo Suarez as prime minister was effective in ensuring that the conservative backlash was limited. Suarez was a conservative figure who supported the transition to democracy as inevitable • The Political Reform Law, 1976, was successful in building the framework for democracy. It provided for multiple political parties, trades unions, and amnesties for political prisoners. The left wing was reconciled to the state • On 15 June 1977, 18 million voters, almost 80 per cent of the electorate, participated in a free democratic election. On 31 October, the newly-elected *Cortes* ratified the new Constitution that enshrined democracy in law • The Constitution granted key social rights to the Spanish people, autonomous political rights to the provinces, full electoral voting rights and ended the death penalty. It reduced the power of the army and the Church. Arguments and evidence that transition to democracy in Spain was not successful in the years 1975-78 should be analysed and evaluated. Relevant points may include: • Conservatives were concerned that Juan Carlos was too radical and would undo the authoritarian system constructed by Franco. They attempted to seize control of the succession by proposing Alfonso de Borbón y Dampierre • Socialist leaders criticised the new government. Leading socialist, Alfonso Guerra in Seville, claimed that Suarez's UDC was not a centre coalition but a successor of Francoism and was manipulating the election • There were flashpoints of violence after the election, especially in Catalonia and the Basque province. Mistrust of conservative politicians continued and the Army was dissatisfied with the new regime. Other relevant material must be credited.

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