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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In History (8HI0) Paper 2G

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Summer 2019

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the fourth year of the reformed AS Level Paper 2G which covers the options: The rise and fall of fascism in Italy, c1911-46 (2G.1), and Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy (2G.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts – cause, consequence, change/continuity, similarity/difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very few that were wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

8H10_2G_Q01_a

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about impact of Mussolini on others. There were some well-focused responses that drew out inferences about Clementine Churchill's impressions of Mussolini. The best answers developed the inferences with well-selected context to establish their validity. Candidates would do well to remember that contextual knowledge does need to be used to explain and develop the inferences drawn from the source and not just to

provide free-standing knowledge. Some candidates provided lengthy passages about the Cult of il Duce but without linking it to the source material. In other cases, candidates did not use any contextual knowledge at all and this did depress their achievement within the levels. Some candidates were able to use the attributes of the source effectively to develop their ideas about the value of the source from an outsider to Italian politics. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

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Indicate which question you are answering by marking a cross in the box ☐. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 Question 2

(This is for part (a))

Source 1 is a valuable source for an enquiry into ~~the~~ Mussolini's impact on other people. It tells us a great deal about his personal character and how his image strikes those around him.

The letter was written on the 20th of March 1922 which shows us he still had somewhat favourable relations with the British, as the invasion of Abyssinia or the intervention in the Spanish civil war had occurred yet. Churchill would not have a view which would put him down as she didn't seem much to have it out. She states that he came very privately to her, which immediately shows we will see a more personal interaction with him rather than what we see through the lenses of 'Il Duce' and the consistently extreme or propagandist and heroic speeches. The letter was written between a husband and a wife, so we can infer that it would not be trying to say something to a large audience. It's more personal and not more likely to be written some time later. She was staying in Rome at the time which would have been the heart of Mussolini's fascist state, filled with fascist propaganda, so the poor woman would not be seen to support her feelings towards him.

She talks about his appearance with frequency and states how he has a way of charming those about him to the hilt.

(This is for part (a))

'When he came in everyone got up as if he was the King' we see here how the Italians viewed him, he was adored, it was above, the actual King Emmanuel III. We know he was in schools as the seat with the King and the Pope, they were viewed as the same. His mere presence demands immediate respect. He fills you with a sort of pleasurable awe' he makes those around him seem inferior and they look up at him with awe. During his reign there were taken in by him. She says it with 'It is certain that he inspires fanatic devotion in his followers' since more looking to the cult of Il Duce, he has been built up to seem superior to everyone. She uses the word 'fanatical' which describes his loyal followers, frequently amongst some parties of the youth.

The source would be very valuable to show to somebody who isn't read on these around him by using those and his books. It comes from a British woman who was married to Churchill and would most likely have some in-depth knowledge on the subject.

Examiner Comment

This is a secure level 3 response. It has strong inferences supported from the source and developed from the candidate's knowledge. There is secure evaluation of the source with a focus on value related to the date of the source and its author

Examiner Tip

Remember to use contextual knowledge to develop and explain inferences

8HI0_2G_Q01_b

Candidates understood the source material and were able to select from it to develop some inferences about the reasons for the growth of *the Fasci di Combattimento* in the early

1920s. There were some effective answers that weighed up the strengths and limitations of the source and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. Many candidates still approach the consideration of weight by writing about adding and subtracting weight rather than considering the strengths and weaknesses of the source material and then reaching a judgement about the weight that the source would bear in an enquiry. Although many candidates were able to use their contextual knowledge to interrogate the source, there were a considerable number that attached free standing knowledge about the March on Rome which was not focused on the enquiry and did not satisfy the criteria in the higher levels of the mark scheme.

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(This is for part (b))

For an enquiry into why Fascist totalitarianism grew in the early 1920s his source does provide some evidence to suggest why it occurred.

As it is a leading left-wing socialist newspaper and journal was a leading voice there is some bias with the source and as his writing is directed to a large audience he will be trying to put his agenda across the reader. It was written in 1921, when fascism was growing rapidly to oppose the rapidly growing Socialists, a time within a period called 'Dance floor' or the two red years which was known for its dramatic increase in socialist support and the subsequent rise which occurred with it. He starts by declaring that the movement was led by 'social exiles' coming back from the war, which is true. They really consisted of servicemen who were unhappy with the way the liberal state handled the war and especially with what they called the 'undesired victory'. They saw a rising threat in the socialist agenda and to do this they organised up work. They gained the support of the capitalists and the bourgeoisie which they did not see as their main support. They were mainly supported by the imperialist bourgeoisie and the police service was a third eye to the fascist which would have an impact on the police and socialist. The protection of the civil and military authorities' side. His linking the fascists could grow without rise with the bourgeoisie and would easily gain the socialist.

to handle the growing workers' organisations' this is referring to the surge of worker resistance to their conditions and payment. The source gives more power to the threat of a workers' uprising that

7
Turn over >

(This is for part (b))

The industrialists in power, it was only the fascists who could handle the rising threat. 'extremely authoritarian'. He talks about the fascist 'rise in direct armed action' rather than authority of state' and some more give insight into how the fascist grew through violence and how the authorities allowed it continue as they agreed with renouncing the socialist. He ends with saying that 'the socialist unions scattered and made no sense'. He says at about almost, the fascist have grown largely on support by renouncing socialist support and merging their organisations.

The evidence in his source does give weight to fascist rise in the early 1920s, however doesn't discuss the liberal states social policies and failure to address the riots of the left-wing, as the liberal states railways gave rise to a popular action, that they need a strong authoritarian government to handle its affairs.

8

Examiner Comment

This is a L4 response. It has a number of valid inferences supported from the source, e.g. the authorities turning a blind eye to the violence of the squads, and developed from the candidate's knowledge. The evaluation is weaker with a focus on what is not in the source rather than what the historian could do with the evidence that is available.

Examiner Tip

Remember to use the evidence in the source to justify comments on reliability

8H10_2G_Q02a

Candidates were able to understand the source and the focus of the question on conditions in the countryside in Spain in the early 1930s. The most effective responses developed inferences from the source material and integrated the source with their knowledge of the conditions. There were some effective comments on the value of the source based on the experience and knowledge of the writer.


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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2 18 mins

(This is for part (a)) Source 3 is a valuable piece towards looking into an enquiry of Spain's countryside in the early 1930s. The source was a book written by a British writer named Gerald Brenan who lived in Spain in the 1920s and early 1930s. The fact that he is a British writer rather than being Spanish is a valuable asset towards the conditions in the countryside as it gives the reader and historians an outside and more neutral view as he is from Britain and they were quite neutral at the time during this period. Gerald being British allows him to give a non-biased view and an honest evaluation of Spain's countryside in the early 1930s. Furthermore, he has lived in the period as it says "He lived in Spain in the 1920s and early 1930s. This tells us that he was able to witness first-hand the conditions of the countryside in Spain and how it changed over time."


When looking at the context of the source itself, it has multiple strong points that make it valuable towards what the countryside was like in the early 1930s. Gerald speaks about the existing "two main agrarian problems in Spain". This is a valuable point as it highlights the fact that most of Spain is ~~the~~ agrarian. Around 46% of Spain at the time was agrarian and lived lives with industry. Therefore it shows the countryside conditions to be



(This is for part (a)) quite old and outdated in contrast to other countries and their countryside. This can be due to the need of the country having to slowly rebuild and improve after losing their colonies and much more as a result of war.

In addition to this, another reason as to why the source is valuable towards an enquiry of the countryside in the early 1930s is that it suggests that the living standards and economy weren't great so those in the countryside. This can be seen in the source when it talks about how factories "keep down wages to starvation point". This tells without the work given in the countryside was hard and bare which allowed for a lot of famine and poverty due to the lack of income. Furthermore it is more valuable as it speaks of the issues about "latifundios" which were "the ancestral houses or absentee landowners". This is a crucially valuable point as the countryside was suffering greatly in the early 1930s as the people couldn't find decent work as the only people who owned land didn't do anything with it making the countryside no longer steadily progress and make conditions worse.

Overall, Source 3 is valuable towards an enquiry of the conditions in Spanish countryside in the early 1930s due to the excessive amount of evidence towards poor working and living conditions witnessed by an honest and non-biased British writer.



5 Turn over >

Examiner Comment

This is a strong Level 3 response. It begins with a focused evaluation, explaining why the source would be valuable based on the relative neutrality of the writer and his experience of living in Spain. It draws out effective inferences about how outdated Spain's agriculture was and the low living standards. Inferences are supported well by evidence from the source and discussed in the light of the candidate's contextual knowledge.

Examiner Tip

Always support inferences using evidence from the source;

8H10_2G_Q02b

There were some good responses to this question in which candidates made effective use of the source and were able to develop valid reasons for attributing weight to it. However, in many cases, candidates did not engage with the provenance of the source and simply repeated it from the caption or engaged in speculation about the writer's opinions without looking for evidence to support their ideas from the source. The better responses were able to refer to Barea's implied criticism of the government even though he was a leading socialist. A number of candidates focused their evaluation on the failure of the Barea to provide a comprehensive version of events. Such an approach is best avoided. A focus on omission is not usually a successful way of approaching source evaluation. Candidates need to focus on what is there.

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20 mins
(This is for part (b)) Source 4 can be used into an enquiry on the consequences of Carlos Sotelo's assassination in 1936. It is from Arturo Barea who was a leading Spanish Socialist and journalist. This can be good towards the enquiry on the consequences as it gives us a left-wing view and reaction towards what will happen as he is a socialist that might think some of the other Castillos (an assault guard) death beforehand who was most associated by the right. Furthermore he is a journalist which suggests he ~~is~~ wants to know the whole story and future consequences. In addition to this it was published in a book called "The Spring as a rebel" this can be good towards finding out the consequences as it was published after the entire civil war in 1946. However, the source can be quite limited towards the consequences of Sotelo's death. For example, it doesn't give us a right wing perspective and response so we may not know the consequences they wish to bring as ~~well~~ we only see from a left-wing view. Furthermore in response to lots of criticism after Franco's victory in the civil war, the publishing of the book can be heavily censored. Overall it is good towards the enquiry on the consequences of Sotelo's assassination in 1936.

When looking at the context of Source 4, it ~~can~~ has ~~some~~ multiple strengths towards enquiring the consequences of Sotelo's assassination. Arturo talks about how Gil Robles and his "Speech in Sotelo's memory" was ~~generally~~ described as a declaration of war. This clearly shows the consequences that were to follow Sotelo's death as from my own knowledge of how

7
Turn over >

(This is for part (b)) that this wasn't simply a biased but a true statement that led to a civil war lasting from 1936-1939. Furthermore a strength of the source is that it talks about the next day having "uprisings in many of the provinces" as well as at the end when it tells us "The government is collapsing". This is a valuable point towards the enquiry on the consequences as it shows the sheer political instability the country faced and that there was little the republicans could do to avoid conflict now.

However, there are some limitations towards the ~~above~~ consequences of Sotelo's death. The source doesn't speak about how the right wing dealt with the situation as they prepared for war by gathering forces from minor ~~offices~~ along with the help of the foreign support from Germany and Italy that provided modern armaments and expertise. Did it is still credible as a source as it talks about how the public handled it as well and the consequences of people leaving their cities or even leaving country.

Overall Source 4 is a good source towards the enquiry on the consequences faced after Sotelo's assassination in 1936 as it gives good left-wing view points and public consequences of leaving party

8
Turn over >

(This is for part (b)) it a successful and compelling insight into with the few limitations ~~is~~ not being a lot as the right wing consequences.

9
Turn over >

Examiner Comment

There were some good responses to this question in which candidates made effective use of the source and were able to develop valid reasons for attributing weight to it. However, in many cases, candidates did not engage with the provenance of the source and simply repeated it from the caption or engaged in speculation about the writer's opinions without looking for evidence to support their ideas from the source. The better responses were able

to refer to Barea's implied criticism of the government even though he was a leading socialist. A number of candidates focused their evaluation on the failure of the Barea to provide a comprehensive version of events. Such an approach is best avoided. A focus on omission is not usually a successful way of approaching source evaluation. Candidates need to focus on what is there.

Examiner Tip

Contextual knowledge should be used to show an awareness of the values of the society from which the source is drawn.

8H10_2G_Q03

This was one of the most popular essay questions on the paper. Some candidates took the opportunity to write descriptive responses with a focus on Giolitti's policies before the outbreak of war in 1914. A smaller number did not take note of the dates and extended their answer into the war years and even the post war crisis. The best answers were able to establish criteria for assessing a 'Great Power' and then assess Italy against these criteria. Some candidates had good knowledge that they used effectively to support their response. Most candidates could write with some degree of accuracy on the north-south divide, the Libyan war and the Italian economy.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
 Question 6 Question 7 Question 8

For:

- Libya taken
- 1911
- 70,000 troops

Against:

- 1890's - 200,000 emigrated.

Against:

- no so many colonies
- economic struggles

Many will argue the development came. Many will have seen Italy as a 'great power' by 1914, due to this. This could be for various reasons, but there was definitely underlying struggles for the Italians as a nation and it could be clearly seen that they weren't on the same level as countries such as France, Great Britain and the USA in terms of power and development. A first clear example of Italy not being a 'great power' is due to their great economic struggles with a large poverty. The north/south divide in Italy lead to

13 Turn over >

very poor standards of living in the South. With 80% of people in the south being illiterate meaning less people could get ~~work~~ well paid jobs and therefore improve their standard of living. Standards were so low, many people in the south became malnourished creating huge health issues. Such issues such as such low living standards and health of people portrays why it is very difficult to see Italy as ~~the~~ a 'Great Power'. Although standards of living were high in the North, such low standards in the South of Italy cannot be ignored with figures of 80% of Italians being illiterate (South).

Many will argue ~~that~~ Italy could be seen as a 'Great Power' due to their military take over of Libya in 1911. ~~The~~ Giolitti was afraid of the French dominance across Northern Africa would lead to them taking Libya, so Italy invaded, taking the country. This ~~idea~~ portrayed they did have the power to ~~take~~ take other countries as colonies, and did create some attention from 'Great Powers' such as France and Great Britain. However, although Libya was taken by Italy, it did not come

14

easily. Giolitti had to use 70,000 troops to take such an undeveloped nation with fatalities at 3,500 people. These two figures are fairly high when invading such an undeveloped nation, portraying the military weaknesses of Italy as they didn't really face ~~much~~ resistance but lost 3,500 lives. ~~It~~ It could be argued "a 'Great Power' would have found it much easier to take ~~the~~ a country providing little resistance.

Many will argue ~~the~~ the economic weaknesses ~~of~~ Italy made it very difficult to see Italy as a 'Great Power' by 1914. Such great economic struggles with people living on very little in vast areas of the South, portrays ~~why~~ why such ~~great~~ large emigration took place. ~~By~~ ~~the~~ ~~end~~ ~~of~~ During the 1890's, 200,000 Italians emigrated abroad in search of a better life. Not only did many ~~to~~ nationalists see this as embarrassing, but it portrayed to other ~~Western~~ ~~Western~~ nations the major problems that took place. This can be depicted by the fact that people

* and very high emigration in



15
Turn over >

were leaving Italy in search of a better life. It is very difficult to say Italy were a 'Great Power' ~~as~~ by 1914 as many Italians were emigrating away from where they were from as living standards were so poor. This showed ~~that~~ other nations were a much better place to live than Italy and people didn't like it ~~to~~ in Italy at the time.

In conclusion, it is very difficult to say Italy were a 'Great Power' by 1914. Although they did take Libya in 1911, it did not come ~~as~~ easily and it came under little competition. Furthermore the living standards were so awful ~~people~~ people were becoming malnourished and ~~so~~ many emigrated away. Such low living standards make it almost impossible to say Italy were a 'Great Power' by 1914.

* in the South.



16

Examiner Comment

This is a level 4 response. There is a clear focus on the concept of 'Great power' and a strong argument running through that Italy did not merit such an epithet. The analysis of the Libyan War and the impact of emigration are well developed. The analysis of the north-south divide is less secure. The response does not have a counter case. The inclusion of this would have raised achievement within level 4.

Examiner Tip

Remember to develop criteria for judgement.

8H10_2G_Q04

This question was relatively popular and most candidates had reasonable knowledge of the relationship between the church and state in Italy. Most candidates had a secure analytical focus on change and considered decline and improving or steady relations. The most common error was the failure to not the date and to write extensively on church-state relations across the 1920s as well as the 1930s. This meant that a good proportion of material was out of period and hence not relevant to answering this question.

Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

During the 1930's church-state relations altered between positive and negative relations because of the many and frequent changes Mussolini implemented, almost creating Italy a totalitarian state e.g banning all political parties and the cult of IL Duce attempting to indoctrinate Italians into Fascist ways and supressing them of different opinions including the church.

After the signing of the Lateran Pact 1929, church-state relations began to improve because the Church were granted complete control over Vatican city and a large influence over Italians e.g the cross and a portrait of the Pope were in every classroom in Italian schools showing the importance of the catholic church and also the bond between the church and Mussolini.

However tensions grew and the relations between the state and church ~~decrea~~ were under threat when Mussolini introduced a law 1932 banning all parties apart from the fascist party this included the catholic party; certainly damaging the relationship between state and church because it damaged the



13 Turn over >

influence the catholic church could have on Italians around the country, despite having a catholic state in Vatican, relations between state and ~~the~~ church remained fairly neutral; although the Pope wasn't happy with all of Mussolini's policies and decisions e.g the Manifesto of race law in 1938 damaged the relations because it treated Jews as second class citizens, influenced from Nazi Germany, the law brought civil discontent, the church were also unhappy and portrayed it through a letter to Mussolini from the Pope.

Relations between the state and church were always altering in the 1930's because of many events that had positive and negative impacts on the church and Italians, for example the invasion of Abyssinia in 1935 brought positivity across the nation because of the expansion of the Italian empire that Mussolini had promised e.g he said the mediterranean would be an 'Italian lake'. The invasion of Abyssinia in 1935 benefited the relations between the church and state because of catholic links there, the Pope described it as a 'religious crusade' which had a positive impact on state-church relations due to the beneficial aspects it brought to both the Fascist government and the Catholic church (more foreign



14

colonies for the Fascists, religious links for the catholic church) this was a positive moment in the church-state relations.

Overall ~~the~~ church-state relations altered in the 1930's ~~as there is no clear evidence it declined or rose~~ because of the frequent events that had both positive impacts and negative impacts on the ~~state~~ church-state relations in Italy in the 1930's. The Lateran Pact and Abyssinian war brought good short term relations between the Fascist government and Catholic ~~church~~ church, although in other aspects such as: the Manifesto of race law 1938 brought discontent and short term decline in relations between the state and church in the 1930's.

No events had overall significant long term impacts in the 1930's that directly impacted relations between church and state because Mussolini always found ways to ~~appease~~ appease ~~the church~~ the church ~~and~~ e.g preventing spread of communism ~~and~~ and Socialism which allowed the church to have a larger influence on Italians and preserve some sort of power, this benefited relations between church and state allowing Mussolini to focus on other aspects of Italy.



15 Turn over >

Examiner Comment

This is a level 3 response. There are a reasonable range of issues considered including the importance of the Lateran Pact, the invasion of Abyssinia and the issue of the anti-Semitic decrees. The material on the banning of political parties in the 1920s is not relevant to this question. The conclusion is indecisive and this is one reason why it did not move into level 4.

Examiner Tip

This is a change question. The most effective answers consider both changes and continuities in order to reach a reasoned judgement.

8HI0_2G_Q05

This was a popular question in Section B for 2G.1. The majority of candidates achieved in level 3. Most candidates displayed some knowledge of the topic and were able to construct the answer to focus on causation. Most candidates contrasted the impact of the Spanish Civil War with the development of the economy including the lack of raw materials, the impact of the Abyssinian War and finally the reaction to the Nazi-Soviet pact.

Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
 Question 6 Question 7 Question 8

Mussolini had been in power for over 20 years and spoke about war and his need for it, to make Italy one of the big European powers. He spoke about how he would make Italy's army and air force a ~~the~~ destructive force like when he spoke about creating an air force that would block out the sun. He talked about the greatness of war, so when WWII came about why did he remain "neutral"? Why did he ~~not~~ duck out?

One could say the impact of the Spanish Civil War took a toll on Italy. It sent in quite a lot of their resources and didn't expect to take as big of a loss as they did in terms of a knock to their resources. It is true that it left their forces weakened but I don't think it is the main reason and rule



out other factors that came into play when he decided to stay neutral.

Another factor would be that their resources were drained from ~~the~~ Italy's war in Abyssinia. Not only was it Italy's resources that were drained, but so was the Italian people. They were sick of all the wars and especially up to the point of WWII there was a strong feel of war weariness across ~~the~~ the country.

Not only was the country sick of war, they were not ready, prepared or even properly equipped for it. The economy wasn't in a good way and on top of this they were already in debt from the first World War. So the fact that it was bad enough the only equipment and war weapons Italy had were already extremely old and from another era, they couldn't even afford to upgrade any weapons or improve their Navy or air force's equipment. On top of not even having the technology or fire-power to compete with the likes of Germany or



Britain and France they also didn't even have war power. They were low on numbers compared to other countries in terms of men. So Mussolini looked at the opposite power and realised no matter what side he joined he wasn't even in the position to make a huge significant contribution and ~~it~~ it would also come at a heavy loss for the country and its resources.

In conclusion, I would have to say that it would not be accurate to say that the impact of the Spanish Civil War was ~~the~~ the main reason Italy (Mussolini) decided to stay neutral. As big of a blow it had on Italy I believe the main reason and the biggest influence for Mussolini to stay neutral was because of the fact that the country simply did not have the resources to fight another war and Italy and ~~its~~ its forces were not war ready. As he had domestic problems he would have to solve first.



Examiner Comment

This is a mid-level 3 response. The candidate has developed the answer using relevant material on the impact on intervention in Spain, the war in Abyssinia and the outdated economy. The range of factors considered is reasonable but the depth of knowledge is more limited. This keeps the response in mid-level 3.

Examiner Tip

This is a causation question. Remember to explore the given reason in depth.

8HI0_2G_Q06

This was a popular question in Section B for 2G.2. Most candidates were knowledgeable about the Nationalist victory in the Spanish Civil War and were able to contrast the fall of Madrid with other relevant factors. The most common error was to answer this as a causation essay and to develop reasons rather than analyse the significance of events. The question focus on events meant that some factors such as foreign help lacked validity unless developed within a specific event. Hence the provision of weapons by Germany was not focused whilst the impact of the bombing of Guernica was relevant.

Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Madrid was under the Republican and Communist power from 1936-39. Franco tried to take it over ~~at~~ at the start of the war and due to the well established Republican power so when the Nationalists under Franco finally managed to take over the city in 1939 it was a big victory because of the struggle they had of taking over the whole country and Madrid being the last city they took over which ended the war.

I think that the fall of Madrid was the most significant event in the Nationalist struggle for victory in the civil war 1936-39 because it was heavily under the control of the Republicans and supported by the Communists, this meant that it was harder than the other cities to take over which meant that when it was finally taken over in 1939 it would be the most significant event but helped the Nationalist victory. Also another reason the fall of Madrid was the most significant event in the Nationalist struggle for victory is because it was the last area that was heavily under Communist and the Republican power, Franco and his army had managed to defeat all the other areas of



13 Turn over >

Spain and the big cities, so when Madrid was finally defeated in 1939 it was a big victory and it meant that Franco was now the ruler of the country and every Republican influence had been defeated. If anyone opposed to Franco and the Nationalists then they were murdered.

I also think that the fall of Madrid was the most significant event in the Nationalist struggle for victory because Madrid was the city where 3 Nationalist leaders were brutally murdered so Franco must have feared the city and the Republicans in it. So as a result when the city finally fell and was defeated it would increase the significance of the victory for the Nationalists. Madrid also had a lot of churches and cathedrals which meant that the Nationalists would have had to demolish them because the city had been taken over by Republicans and they abolished all religion because they hated it especially the anarchists because they didn't like rules and they thought they could lead themselves. So therefore when Madrid finally fell and was defeated under the Nationalists in 1939 it meant that people could keep their religions and rebuild the churches and cathedrals, this added to the significance of the fall of Madrid - one



14

Nationalists because of how much it helped them to victory.

However the fall of Madrid wasn't the only significant event in the Nationalist struggle for victory because there was ~~other~~ other big cities like Madrid that were Republican and were defeated by the Nationalists that helped towards their victory so without the other cities being taken over before Madrid then Madrid wouldn't have been such a significant victory. Another victory that was significant and helped the Nationalists to power was when Germany agreed to give help and weapons to Franco and his army. This was important because Russia under Stalin had been giving weapons to the Republicans and the far left supporters, so when Germany gave military help this was a significant event. Another significant event that helped the Nationalists to victory was the defeat of the area of Spain called Catalonia and the defeat of other big cities under the Republican power. These were significant events but helped the Nationalists to victory and they recognised the fall of Madrid being the biggest victory. *



15 Turn over >

overall I think that the fall of Madrid was the most significant event in the Nationalist struggle for victory because it was the last city to be defeated that meant that Franco was now the leader of Spain and the country would be under rule of the right wing (Nationalist) rather than the Republicans. So Madrid was the last city under the Republican influence to fall before Franco became the ruler. This is why it is the most significant event that helped the Nationalists to gain victory over the whole country.

* Another significant event was Franco bringing back his army from Morocco and how much this helped them with the war and gain victory over the whole of Spain. Without this event they couldn't do war and Madrid would have never been defeated, so as a result the event in which Franco brought his army to Spain from Morocco would have been more significant than the fall of Madrid and

how much more his army would have helped the Nationalists gain victory and the fall of Madrid.

Examiner Comment

This is a secure L3 response with a clear focus on the question. It analyses a good range of events, although the use of German weapons is not focused, and it is vague on the fall of 'other cities' being more significant.

Examiner Tip

Focus carefully on the wording of the question. This looks at significance of events. Plan to consider alternative events rather than factors or individuals.

8H10_2F_Q07

There were very few responses to this question. Those candidates who did answer it were able to refer to change and make valid comments on the development of education in Spain.

Doc ID: 0461000959918

Indicate which question you are answering by marking a cross in the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

The education system from 1938-1955 was completely reformed. Children were encouraged to remain in school until at least the end of primary school, most children learned to read and write. However, children were also the first to be indoctrinated by the new Franco regime as the Church run primary schools and would preach the new doctrine. The improvements were hampered by Spain's economic status however.

In 1938, Franco passed the Clerical Laws, this gave the Catholic Church the control of primary education. The primary school syllabus was ~~based~~ catered to Church doctrine. Independent thinking was wiped out, and life was based on traditional roles, boys and girls had separate educations and were taught separately. The idea was a

13 Turn over ▶

both ~~the~~ boys and ~~the~~ girls in different schools, but more basic problems meant it was common for each group to simply be taught ~~the~~ in different classes. ~~the~~ boys were taught about finance, apprenticeships and ~~about~~ jobs such as the army and girls were taught about being mothers and running the household. This was not the case during the Republic where education was secular, different reading and writing were ~~by~~ ~~both~~ and education was more equal and women ~~to~~ had more freedoms.

The Franco government built thousands of new ~~the~~ schools, mainly primary schools, very few went on to secondary school. This meant that most people in Spain only received education ~~to~~ from the Church and had no independent thinking, which was a perfect consequence for the Franco regime - a whole generation brainwashed.

A positive consequence was by 1955 a large majority of Spain was

14

reached over 75% in fact, during the Second Republic literacy had improved too by about 10-15% but during the first half of Franco's rule the literacy rate decreased by 20%. This was a ~~big~~ major step in modernising Spain but also resulted in more indoctrination, as new printed propaganda could be read and consumed by the masses.

However, there were also limitations to how much education a quality improved while thousands ~~and~~ of new schools were built a great number of children still left school before 15, at around 12 or 13 years old - this is because there were far more primary schools than there were secondary schools. This age of children leaving school was the same ~~to~~ during the Second Republic but it is true that far less children were leaving school during Franco's early years. It wasn't until after 1955 that the minimum age that

15 Turn over ▶

a child could leave school was risen to 16 - this is possibly due to Spain's economy.

During the early years of Franco's reign (1938-1955) the country was in a state of constant economic depression. Improvements to the ~~country~~ economy simply did not work ~~due~~ to the corporations and authority powers, this forced education to be severely undervalued, and children would leave school early to find a job and provide for their families. This created a workforce of severely undereducated children and young adults, which was underdeveloped compared to other western nations.

Furthermore, university was only accessible to the rich, as well as a plucky of people from Latin America. The Spanish universities were prestigious but inaccessible to the vast majority of Spaniards.

In conclusion, while the education system was radically changed during ~~any~~ years 1938-1955, the actual

16

development is hindered. Literacy improved massively ~~and~~, there were thousands of new schools and most children remained in education until aged 13, the actual quality of the education is poor and consisted mostly of indoctrination ~~and~~ the teachings of the Catholic Church, traditional gender roles and ~~the~~ most importantly, independent thought was completely ~~not~~ wiped out. Economic stagnation hindered how far education could develop but it did change significantly.

17 Turn over ▶

Examiner Comment

This is a secure level 3 response. The focus on change is rather variable but is strongly implied through a description of Franco's policies and by reference to improvements. There is an explicit focus on change in terms of achievement in literacy levels. There is limited consideration of any continuities.

Examiner Tip

This is a change question. The most effective answers consider both changes and continuities in order to reach a reasoned judgement.

8H10_2G_Q08

This encouraged a range of answers. While some candidates were well informed and could discuss the impact of tourism on Spain considering the impact on employment, cultural values and the drain of young people from inland Spain to the coastal resorts, there were a significant number who were very vague on specific details and wrote rather generalised responses.

Doc ID: 0461000617514

Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

I believe that it is very accurate to say that the Spanish population benefited from the growth of tourism in the years 1960s and 70s.

Tourism created a lot of positive outcomes for Spain and its people. One of the benefits from tourism is the jobs created from them. ~~Jobs~~ were created from hotels. There were a lot of jobs created from hotels and beaches and vendors selling products. Evidence for this is the decrease of unemployment. ~~from 1960s to 1970s~~ This shows to a benefit to tourism each of which supports my opinion.

Another benefit was to the Spanish population ~~to~~ due to tourism is the increase of business and investment. Tourism impacted the economy very well in the free market as there were more people able to buy the produce from the local shops.

13 Turn over ▶

businesses. It is ~~stated~~ that more than ^{from banks} 1.5 billion ~~usd~~ dollars was spent in the years 1960s to 1970s which ~~shows~~ ^{suggests} that Spain benefited from the tourism. Another evidence for this is that the government was able to invest more on the country from the money earned from tourism ~~making~~ ^{showing} it was very beneficial to the Spanish population.

On the other hand, ~~the~~ the investment into the country was mainly ~~into~~ ^{into} the hotspot for tourists, for instance beaches and clubs & bars close to the sea. This shows an imbalance of development as the countryside was left alone with no investments to improve on, ~~which shows that~~ ^{which could impact the class division as} as it would further polarise the rich and the poor creating tensions again which shows to a negative impact on ~~the~~ the Spanish population ~~on~~ from tourism.

Another negative impact ~~is~~ with the loss of culture ~~in~~ ⁱⁿ Spain. Tourism brought its culture with bikinis in beaches.

14

which created dissatisfaction within the more conservative people and the Church. This would create more dissatisfaction of the government and therefore creating more tensions within the Spanish population. This was evident when women were banned from wearing bikinis into towns and cities ~~that~~ by the government due to people ~~do~~ getting offended, especially the catholic priests.

However Tourism would also improve the image of Spain. The satisfaction of the tourists due to their great experience and also they were able to do anything due to the leniency of the Spanish ~~was~~ renders on them would make Spain as a great holiday country. This would impact the economy even further. Furthermore, it would also improve the relations between Spain and the European Western part of Europe. Evidence for this is when in 1960, Spain was invited to Nato and for the investments ~~o~~ were applied, for instance the USA invested billions of dollars into Spain.



15
Turn over ▶

In a conclusion I believe that it is very accurate to say that Tourism was beneficial to the Spanish population. The negative impacts of Spanish Tourism on the Spanish population is not severe enough to ~~make~~ make tourism overall not beneficial. The benefits are too many and too positive beneficial to Spain in almost ways.



16

Examiner Comment

This is a mid-level 3 response. It has a focus on the question and explores 4 factors (employment, business investment, Spain's international image and the imbalance between countryside and coastal developments). The conclusion includes some criteria for judgement.

Examiner Tip

This question focuses on consequence. To address it, you need to look at impact.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.