



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

Paper 2: Depth study

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Question Paper Log Number P66270

Publications Code 9HI0_2G_rms_20211216

All the material in this publication is copyright

© Pearson Education Ltd 2021

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

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	1–3	<ul style="list-style-type: none"> • 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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • 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 utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • 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	8–12	<ul style="list-style-type: none"> • 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	13–16	<ul style="list-style-type: none"> • 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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for Italy's poor performance in the First World War.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• Trevelyan worked behind the Italian lines during the First World War and can comment with some authority about the performance of the Italian troops• As a compatriot from an Allied country, Trevelyan would have a vested interest in Italy performing well. His criticisms of Italy's performance have a ring of truth• Trevelyan was not present at the Battle of Caporetto and had to rely on 'common knowledge' for information. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Italy's poor performance in the First World War:</p> <ul style="list-style-type: none">• It claims that some Italian regiments intentionally surrendered at Caporetto ('a few regiments who had decided to abandon their duty, and deliberately surrender')• It implies that some of the troops gave in to despair and abandoned the fight ('infected by the sense that all was lost, flung away their rifles,')• It suggests that Cadorna was responsible for the defeat at Caporetto ('The Second Army had successfully resisted the attacks made on their positions, until Cadorna ordered the retreat')• It suggests that the Italian authorities made a mistake in sending men to Caporetto as a punishment ('To assemble all these men together at Caporetto, as a punishment for the revolt, was not a very clever idea.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• In 1917, workers in Turin rioted and went on strike in protest against bread shortages and the continuation of the war, thus highlighting that internal troubles were sapping morale• Many of the soldiers at Caporetto deserted the line and fled home, abandoning their weapons as they left• Italy suffered huge military losses at Caporetto including 40,000 casualties, 280,000 prisoners of war and 350,000 deserters, as well as losing most of the Veneto region• The events at Caporetto highlighted the problems in the army high command. Cadorna refused to accept responsibility for the defeat and executed several thousand soldiers. He was dismissed.

Question	Indicative content
	<p>Source 2</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Mussolini wrote this autobiography in 1928 whilst he was cultivating the Cult of <i>Il Duce</i> in Italy. It could, therefore, be regarded as propaganda • Mussolini wrote this account in 1928 and will have had time to reflect on the reasons for Italy's poor performance in the war • Mussolini was able to comment from his personal experience of fighting in the war until he was hospitalised for minor injuries in February 1917 • The tone and content of the source are highly critical of the conduct of the war by the Italian government. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Italy's poor performance in the First World War: <ul style="list-style-type: none"> • It suggests that Italians were unprepared for war ('The war, with its heavy toll of man and materials, and with its terrible hardships, surprised us.') • It claims that the poor performance was caused by the non-interventionist faction in the Chamber ('I knew they were doing their utmost to undermine our fighting efforts.') • It implies that the troops were poorly treated ('I asked for a more humane treatment of the soldiers.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> • Even after Italy's entry into the war, the government remained divided into interventionists and neutralists and the PSI completely opposed the conflict • The majority of the five million enlisted into the army were southern peasants. They were unprepared for the conditions in the ice and snow of the Alpine terrain and unconvinced that the territory was worth dying for • Cadorna had attempted to instil discipline in Italian troops by applying harsh military discipline. In 1915-16, military tribunals passed 4000 death sentences. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The sources offer two different perspectives on the reasons for Italy's poor performance, with Trevelyan focusing on the failings in the Battle of Caporetto and Mussolini widening the focus to consider the home front • Both sources agree that the soldiers alone were not to blame for Italy's poor performance • Both sources suggest that there were failings in the high command and in the government.

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the seriousness of the threat to Franco's regime from regional nationalists in the 1960s and 1970s.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The interview was given by Aurelio Escarré who supported and represented the views of Catalan regional nationalists• Aurelio Escarré was dismissed as a result of his criticisms, indicating that he did not represent the views of the Church in Catalonia• The interview was printed in a French newspaper and was free from the censorship that would be applied in Spain• The content and tone of the interview show that Aurelio Escarré opposed government policy with regard to regional nationalism. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the seriousness of the threat to Franco's regime from regional nationalists in the 1960s and 1970s:</p> <ul style="list-style-type: none">• It provides evidence that the Catalan separatists challenged the ideology of the Franco regime ('the people must be able to choose their government and be able to change it if they wish. Freedom of the press')• It suggests that there are a considerable number of individuals prepared to take a stand against the government ('I myself, with one hundred other people')• It implies that the government did not treat the complaints seriously ('We still have not received any reply')• It claims that the Catalans were not seeking separation from the state ('the great majority of the Catalans are not separatists '). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• Franco promoted Spanish nationalism and suppressed regional nationalism. He abolished legal recognition of the Basque, Galician and Catalan languages and forbade their use in any official capacity• Four hundred Catalan priests criticised the Franco regime in 1963• Parents defied Franco's policy and sent their children to language classes to learn their regional language• Catalan identity was expressed in language, music, literature and in political ideas but it was not a major force for direct opposition to Francoism.

Question	Indicative content
	<p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • The source is written by an American correspondent and published in the <i>New York Times</i> and is free from any censorship by the Franco regime • The source gives an immediate reaction to the assassination of the Spanish Prime Minister • The content and tone of the article indicate a relatively neutral stance by the writer. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the seriousness of the threat to Franco's regime from regional nationalists in the 1960s and 1970s:</p> <ul style="list-style-type: none"> • It provides evidence of a significant and serious threat from regional nationalists ('a powerful explosion..... the assassination might have been carried out by members of the Basque terrorist organisation ETA.') • It indicates that the threat is becoming more widespread ('first time that the group had acted outside the northern Basque country') • It suggests that regional nationalists were able to use events in Madrid to further their cause ('the most important political trial in Spain', 'seeking entry to the trial of the 10 leftist opponents') • It suggests that the government was wary of the reaction to the news ('The Government, cautiously seeking to control tension, waited two hours before announcing the Prime Minister's death.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • ETA had engaged in a terrorist campaign since the 1960s and, from the late 1960s, focused on assassinations, e.g. the assassination of Melitón Manzananas González, a high ranking Francoist police officer, in 1968 • The Burgos Trial in 1970 was a failure. The 16 accused used the trial to criticise the regime and support for ETA grew after the trial • The assassination of Carrero Blanco left a power vacuum in Franco's government as he had been the only minister skilled enough to manage the internal tensions in the Franco regime • The government launched a violent clampdown on ETA after Blanco's assassination. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources were published outside of Spain and were not censored in Spain • The sources offer differing perspectives of the seriousness of regional nationalism. Source 3 presents the views of a Catalan priest while Source 4 is written from the view of a correspondent for an American newspaper • The two sources offer contrasting perspectives on the threat of regional nationalism. Source 3 describes the use of protest letters in Catalonia while Source 4 describes a political assassination by Basque separatists.

Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the impact of the 1919 elections was the most significant influence in the development of fascism in the years 1919-22.</p> <p>Arguments and evidence that the impact of the 1919 elections was the most significant influence in the development of fascism in the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The November 1919 election marked the end of the liberals as a powerful political force and paved the way for the development of more extreme political groups, one of which being the fascists• The disastrous electoral performance of the fascists, polling less than 5000 votes and winning no seats in the 1919 election, forced them into a significant reappraisal of the popularity of the party and its programme• Mussolini responded to the electoral defeat by abandoning the left-wing programme and announcing the 'New Programme' in May 1920. This included support for the monarchy and the Church• Fascist emphasis on violence was developed in the 1919 election campaign. The authorities condoned the attack on the <i>Avanti</i> offices and signalled that they would permit anti-socialist violence. <p>Arguments and evidence that the impact of the 1919 elections was not the most significant influence and/or there were other more significant factors in the development of fascism in the years 1919-22 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The development of the <i>squadristo</i> after the First World War was significant in attracting ex-military and students to the movement, and in giving fascism its dynamic image• Fascist attacks on the left-wing from April 1919 were significant in developing middle-class support, including financial support. Mussolini claimed that fascism ended the <i>Biennio Rosso</i> and the 1922 general strike• The 1921 electoral pact with Giolitti was an important stage in the development of fascism. It enabled the fascists to win 35 seats and gain a foothold in the Chamber• Mussolini's Dual Policy played a key role in the development of fascism. Mussolini's signature on the Pact of Pacification gave him respectability and created the image of one who could be trusted to govern• The creation of the PNF in November 1921, with Mussolini as its leader, played a key role in developing the movement, particularly the squads, under Mussolini's control• The weakness of the liberal parties and the King played a key role in developing fascism into the party of government by October 1922. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that the main consequence of the introduction of the anti-semitic decrees of 1938 was a reduction in support for Mussolini's regime.</p> <p>Arguments and evidence that the main consequence of the introduction of the anti-semitic decrees of 1938 was a reduction in support for Mussolini's regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Fascism had not been anti-semitic before 1938; the issue of the decrees and the subsequent removal of Jews from jobs and properties contributed to the growing discontent with the fascist regime • Pope Pius XI condemned the anti-semitic decrees as un-Italian • Members of the business community and the judiciary criticised the decrees and questioned the direction of fascism • Government officials, including fascist officials, did not rigidly apply the laws, which demonstrates a lack of support and a limitation of Mussolini's control • Both leading fascist Italo Balbo and the King criticised the anti-semitic policy, suggesting that the laws had a negative impact on support from leading members of the state. <p>Arguments and evidence that the anti-semitic laws did not lead to a reduction in support and/or there were other more important consequences of the introduction of the anti-semitic decrees of 1938 than a reduction in support for Mussolini's regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Leading Fascist Roberto Farinacci was an enthusiastic supporter of the anti-semitic laws. In 1942, he advocated a policy of genocide • Pope Pius XII was less outspoken against Mussolini's race policies than his predecessor. He made no public condemnation of the policy towards the Jews after his election in 1939 • The anti-semitic campaign gave Mussolini the opportunity to move against three groups he had identified as enemies of the regime – communists, bourgeoisie and anti-fascists. The Jews had come to epitomise these • Jewish freedoms and quality of life declined rapidly after the passing of the decrees • The anti-semitic decrees pushed Mussolini firmly into Hitler's camp and made the Western powers less inclined to deal with him. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<p>5</p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that the problems faced by the Popular Front in 1936 were exactly the same as those faced by Azaña's government in the years 1931-33.</p> <p>Arguments and evidence that the problems faced by the Popular Front in 1936 were exactly the same as those faced by Azaña's government in the years 1931-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both governments faced significant right-wing opposition, including the opposition of the Catholic Church, conservative parties and monarchists • Both governments had to deal with the problems of the Depression. Industrial production was shrinking and unemployment was rising under both governments • Agrarian problems were similar. In 1931-33 and 1936, land seizures were authorised by the government and resented by landlords, which polarised the electorate and undermined the stability of the government • Regional differences undermined the strength of both governments. Resentment over the Catalan Statute in 1932 led to Basque Separatists supporting the Basque Nationalist Party in 1936. This prevented a clear majority for the Popular Front • Both governments faced opposition from the military. Azaña's army reforms in 1931 led to disillusionment among officers as avenues for promotion were closed whilst, during the Popular Front, General Mola plotted to use the military to bring down the government and take control • Both governments faced problems in dealing with union opposition from CNT and UGT and workers' strikes. Brutal action was taken against strikers. <p>Arguments and evidence that the problems faced by the Popular Front in 1936 were not exactly the same and/or were different from those faced by Azaña's government in the years 1931-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The political strength of the governments in the Cortes differed. In the June 1931 elections, the republicans won over 70 per cent of the vote, whereas, in 1936, the Popular Front won only 48 per cent of the vote • Regional separatism was a problem for both governments, but in 1932 Azaña's government settled Catalan separatism with devolved powers in the Catalan Statute and secured the support of Catalonia for the Republic • Whilst both governments faced growing right-wing opposition, by 1936 the opposition had developed a more extremist nature and was abandoning parliamentary politics for extra-parliamentary activity, including the use of coup • The 1931-33 government was brought to an end by the president, who dissolved the Cortes and called new elections, whereas the Popular Front was brought down by a military coup and the outbreak of civil war. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that there were significant changes in the relationship between Franco's Spain and foreign powers in the years 1939-56.</p> <p>Arguments and evidence that there were significant changes in the relationship between Franco's Spain and foreign powers in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were significant changes to neutrality during the war. Spain did not enter the war but it provided the Blue Division volunteers to fight in the east. It withdrew them when it became clear that the Allies would win • There were significant changes in Spain's relations with foreign powers as a result of the Cold War. The USA became more willing to co-operate with Franco's Spain • The USA and Spain formalised their new relationship in the Pact of Madrid in 1953. It provided Spain with economic assistance in return for allowing the USA to build four military bases in Spain • There was a significant change in Spain's international reputation in 1953 after Franco signed a concordat with the Vatican. The agreement boosted Spain's international prestige and paved the way to the end of isolation • Spain joined the United Nations in 1955, which ended her diplomatic isolation. <p>Arguments and evidence that there were not significant changes in the relationship between Franco's Spain and foreign powers in the years 1939-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Franco's Spain maintained a policy of neutrality throughout the Second World War and, in spite of its ideological ties to the Axis powers, Franco was determined that Spain would not fight Britain • Franco's tacit support for the Axis powers continued throughout the war, including supplying wolfram and gathering intelligence information for Germany • Spain was largely isolated from the international community from 1945-56 because it was regarded as the last fascist state in Europe and rumours circulated that it sheltered former Nazis. It was excluded from the UN • Spain's relations with western European powers did not improve during the period and Spain was excluded from the industrial boom taking place in the western Europe • Franco's Spain was anti-Communist throughout the period. <p>Other relevant material must be credited.</p>