



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/2G)
Advanced

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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Summer 2019

Publications Code 9HI0_2G_1906_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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 shed light on the relationship between Italy and Nazi Germany in the years 1936–39.</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">• The speech is made by Mussolini who had initiated the discussions that led to the Rome-Berlin Axis in 1936 and so was in an excellent position to comment on the development of the relationship with Germany• The tone of the speech indicates that its purpose is propaganda• The speech is made early in the relationship between Italy and Germany and gives a positive view of the relationship. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of the relationship between Italy and Nazi Germany in the years 1936–39:</p> <ul style="list-style-type: none">• It provides evidence that Italy and Germany have been drawn together by a common ideology ('in common many elements of our ideology', 'the same enemy', 'many ideas of life and history in common')• It provides evidence that the relationship was directed against communism ('It has found its expression in the struggle against Communism.')• It indicates that the relationship between Italy and Germany was of a different nature to traditional diplomatic relationship ('is more than the usual diplomatic-political visits.')• It claims that the relationship between Italy and Germany was flourishing ('has worked in the last two years for the ever stronger cooperation'). <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">• The Rome-Berlin Axis was an informal agreement of cooperation between Italy and Germany negotiated by Count Ciano on 25 October 1936 and announced by Mussolini on 1 November 1936• The relationship was forged in response to the Western Powers' reaction to the Italian Invasion of Abyssinia and developed as a result of Germany and Italy's involvement in the Spanish Civil War• In November 1937 Italy joined the Anti-Comintern Pact with Germany and Japan• The Rome-Berlin Axis was not a formal alliance. |

| Question | Indicative content |
|----------|---|
| | <p>Source 2</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 diary is written by Foreign Minister Count Ciano who was responsible for negotiating agreements and therefore in an excellent position to comment on the relationship with Germany by August 1939 • As Mussolini's son-in-law, Ciano was in close contact with Mussolini and therefore would be very well-informed about Mussolini's opinions and able to express his opinions to Mussolini freely • The nature of the source, a diary, suggests that what was written was for Ciano's eyes only and he could therefore be candid in his opinions • The language and tone of the source suggest that Ciano was critical of Italy's relationship with Germany. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the relationship between Italy and Nazi Germany in the years 1936–39:</p> <ul style="list-style-type: none"> • It suggests that the relationship between Italy and Germany is breaking down ('we must not march unconditionally with Germany.') • It provides evidence that Italy was prepared to switch sides if there was resistance by the west to Germany's aggression ('if the democracies attack, we should be able to free ourselves') • It indicates that Italy's main goal was to make territorial gains ('must have our share of the rewards', 'settle accounts once and for all with Yugoslavia') • It provides evidence that Italy is incapable of fighting a war at this time ('we cannot engage in war because our position does not permit us to do so.'). <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"> • The relationship between Italy and Germany was already declining by 1939. Mussolini had been obliged to accept the Anshluß in 1938 even though it went against the Rome-Berlin Axis • Italy committed itself to a formal alliance with Nazi Germany in May 1939 and was obliged to support Germany if it went to war • Ciano had made it clear to Germany that Italy would not be ready for war before 1943 and was assured that Germany had no plans for war • On 11 August 1939 Ciano was informed by Ribbentrop that Germany intended to attack Poland. The conclusion of the Nazi-Soviet Pact on 23 August provided the justification for Italian neutrality in 1939. <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 two sources together present an account of the rise and decline of the relationship between Italy and Germany in the years 1936–39 • Both sources, though different in nature, reflect the views of leading members of the fascist government who are extremely well-informed on the development of the relationship with Nazi Germany • The tone of Source 1 suggests that it is a relationship between equals but the language and tone of Source 2 make it clear that Italy was the inferior partner. |

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

| Question | Indicative content |
|----------|--|
| 2 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the relationship between the Catholic Church and the state in Spain in the years 1931–56.</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 speech by Azaña clearly represented the views of the new Republican government• The nature of the source is to outline explicitly the role of the Church in the Second Republic• Azaña's views, which were fiercely anti-clerical, did not represent a large proportion of the Spanish population. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the relationship between the Catholic Church and the state in Spain in the years 1931–56:</p> <ul style="list-style-type: none">• It provides evidence that the Republican government rejected any role for the Church in the new state ('our state rejects any other-worldly concerns and any regulation of faith.')• It claims that Spain was not influenced by the Catholic Church ('Spain has ceased to be Catholic.')• It provides evidence that the Church would be prevented from any involvement in education ('At no time..., will either my party or I accept that the function of teaching be turned over to the religious orders.')• It suggests that the State was concerned about Church influence ('we have to prohibit the religious orders because of their attitude toward the Republic.'). <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">• The Catholic Church was a major force in Spanish politics, economics and society before the establishment of the Second Republic and had advised Spaniards to vote against anti-clerical parties in the 1931 election• Under Articles 26 and 27 of the new constitution, religious teaching was banned in schools and government subsidies to religious groups were withdrawn. All Church property and land was nationalised• The Jesuit Order was banned from Spain• The majority of Spaniards remained Catholic. Azaña's reforms were reversed under the reactionary government after the 1933 election. |

| 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 Concordat was a formal agreement that clearly outlined the position of the Catholic Church in Franco's regime • The Concordat is a demonstration of the approval of the Vatican for Franco's regime • The tone of the source suggests the willingness of Franco's regime to extend the influence of the Catholic Church in Spain. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the relationship between the Catholic Church and the state in Spain in the years 1931–56:</p> <ul style="list-style-type: none"> • It provides evidence that the position of the Church was to be restored to that which it had had before the Second Republic ('resumes the previous Church-State relationship') • It suggests that the Church will play a key role in shaping the culture of Franco's Spain ('programmes which give a true representation and defence of the true religion') • It indicates that the state is in full agreement with the influence and authority given to the Catholic Church ('The Spanish State recognises in the Catholic Church the character of the perfect society'). <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"> • The Clerical Laws were introduced by Franco's government in 1938 and had restored Catholic influence across the whole of Spain once the Civil War had been won • Franco intended to restore the Church to the position it had enjoyed before the Second Republic and to allow it to restore its influence over culture and morals • The 1953 Concordat recognised the special status of Catholicism as the established religion in Spain. <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"> • Taken together the two sources trace a changing relationship from the key role that the Church played in Spain before 1931 to the removal of its influence under the Second Republic and its restoration under Franco • Taken together the sources show two very different positions of the role of the Church in the State • The restoration of the Church in Source 2 suggests that the claims made in Source 1 did not represent a large section of Spanish opinion. |

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 passing of the Acerbo Law was the most significant development in the evolution of dictatorship in Italy in the years 1922–26.</p> <p>Arguments and evidence that the passing of the Acerbo Law was the most significant development in the evolution of dictatorship in Italy in the years 1922–26 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Acerbo Law allowed the largest party in an election to gain two-thirds of the seats if it polled 25 per cent of the votes. It was designed to give the fascists a majority. This enabled them to build a dictatorship• The Acerbo Law encouraged the right-wing liberals and supporters of Giolitti's faction to join with the PNF in an electoral alliance in April 1924. This ensured a fascist victory in the 1924 election• The Acerbo Law encouraged prominent liberal politicians to believe that Mussolini could provide the strong leadership necessary for Italy to overcome its many problems• The National Bloc led by the PNF won 65 per cent of the votes and 374 seats in the 1924 election. This placed Mussolini firmly in charge of the government and in a position to begin to establish a dictatorship. <p>Arguments and evidence that Acerbo Law was not the most significant development and/or there were other more significant factors than the passing of the Acerbo Law in the evolution of dictatorship in Italy in the years 1922–26 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Many of the members of the Chamber who voted for the Acerbo Law did so because they believed Mussolini was committed to normalisation and that it would help protect democracy from communism• The passing of the Acerbo Law did not remove the opposition from the Chamber of Deputies and did not guarantee that Mussolini would be able to remove the opposition at the next election• The murder of Matteotti and the subsequent Aventine Secession allowed Mussolini to establish a dictatorship without facing political opposition• The weakness of King Victor Emmanuel and the elites enabled Mussolini to establish a dictatorship, e.g. the king did not remove Mussolini as a result of fascist involvement in the murder of Matteotti• The <i>ras</i> played a key role in the establishment of the dictatorship; in December 1924 leading <i>ras</i> demanded Mussolini take control of the crisis and declare a dictatorship• The takeover of local government, the control of the press, the passing of <i>Legge Fascistissime</i>, the establishment of the OVRA and the right granted to Mussolini to rule by decree were essential in establishing the dictatorship. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|--|
| 4 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that Mussolini's policy of autarky was beneficial to the development of the Italian economy.</p> <p>Arguments and evidence that Mussolini's policy of autarky was beneficial to the development of the Italian economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Battle for Grain led to cereal production doubling; by 1939 Italy was self-sufficient in cereals • To achieve autarky, large government contracts were given to the heavy industries and these industries provided significant employment during the depression of the 1930s • Quotas were placed on foreign imports so that domestic goods were favoured. This boosted Italian employment • The Battle for Land resulted in improved public health as draining swamps to provide more land for grain production also reduced incidences of malaria. <p>Arguments and evidence that Mussolini's policy of autarky was not beneficial to the development of the Italian economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cereal production relied on imported fertilisers. When war broke out, Italy was unable to import fertilisers and hence cereal production declined significantly • The import of other foodstuffs rose when Italian production was directed to cereal production at the expense of animal husbandry and viticulture • Autarky did not address problems in the production of industrial raw materials resulting from natural shortages in raw materials including coal, iron ore and oil • Export industries were neglected, e.g. the textile industry • Prices increased, which led to a reduction in living standards. There was a decline in the Italian diet as Italians were forced to pay higher prices for bread and so reduced consumption of meat and eggs. <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 only difference in the atrocities committed by the Republican and Nationalist sides during the Civil War was in the number of victims involved.</p> <p>Arguments and evidence that the only difference in the atrocities committed by the Republican and Nationalist sides during the Civil War was in the number of victims involved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Estimates suggest that the Republican Red Terror killed between 38,000 and 55,000 people and the Nationalist White Terror killed between 150,000 and 200,000 showing the key difference in the scale of victims • The Nationalists were determined to exact a greater number of deaths than the Republicans, e.g. General Gonzalo Queipo de Llano threatened that for every single Nationalist killed, they would kill 10 Republicans • The targets for the atrocities committed were very similar, e.g. both the Republicans and the Nationalists focused their terror on the removal of perceived political opponents • There were similarities in the cruel nature of the terror on both sides, e.g. the Republicans humiliated priests by castrating them before execution while the Nationalists left the bodies of executed peasants unburied as a lesson to the other villagers. <p>Arguments and evidence that the differences in the atrocities committed by the Republican and Nationalist sides during the Civil War involved more than the number of victims involved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Red Terror was more prevalent at the start of the war when the Republican government had lost control. In contrast, White Terror was official policy in the Nationalist zone throughout the Civil War • In the winter of 1936, the Republican government replaced the Red Terror with tribunals to ensure the accused had a trial. In contrast, the Nationalists used the White Terror to purge every area that it captured • The Nationalists were able to use terror to boost their support, e.g. Red Terror led to the Vatican and Catholics supporting the Nationalists while White Terror boosted support for the Falange. In contrast, Red Terror reduced internal and international support for the Republicans • Red Terror was focused on the removal of those who were associated with the old regime, e.g. priests and landlords. White Terror was used not only to remove those who had opposed the coup but also to remove those who were seen as evil elements in society, e.g. homosexuals. <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 how accurate is it to say that the growth of regional nationalism was the most significant problem faced by Franco's government in the years 1956–75.</p> <p>Arguments and evidence that the growth of regional nationalism was the most significant problem faced by Franco's government in the years 1956–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In both the Basque regions and Catalonia, the ban on regional languages was flouted by parents who taught their children their regional tongue and helped to stimulate widespread nationalist sentiment • Regional nationalism had the support of the clergy; in 1963 in Catalonia, Escarré and 400 Catalan priests criticised the regime; in the Basque region in the 1960s some priests supported and collaborated with ETA • ETA's terrorist campaign in the 1960s received significant support from within the Basque region demonstrating the strength of separatism in Spain • ETA was responsible for the assassination of key officials, including the head of the police's political section in 1968 and Prime Minister Carrero Blanco in 1973, suggesting it was a significance threat to the government • Government repression failed to suppress ETA, suggesting it was a significant problem that the government could not overcome. <p>Arguments and evidence that regional nationalism was not the most significant problem and/or there were other, more significant, problems than the growth of regional nationalism faced by Franco's government in the years 1956–75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the mid-to-late 1950s, there were significant economic problems, including inflation, strikes and the onset of a recession. Economic problems dominated once more in the 1970s with the OPEC crisis • There were large-scale strikes in the 1960s. In 1968, 1,114,000 workers went on strike in protest against low wages. Both Marxist and Catholic organisations demanded more social justice for workers • In the late 1960s and early 1970s, student protests challenged Franco's regime and its focus on traditional culture. Radical students were drawn to anarchism • The support of the Catholic Church for the regime declined in the 1960s and 1970s. Young clerics criticised growing inequalities and in towns and cities they campaigned with workers for better pay and conditions • From 1969, the question of the succession became a key issue. Conservatives and reformers were split on the issue leading to rivalries inside the government. <p>Other relevant material must be credited.</p> |