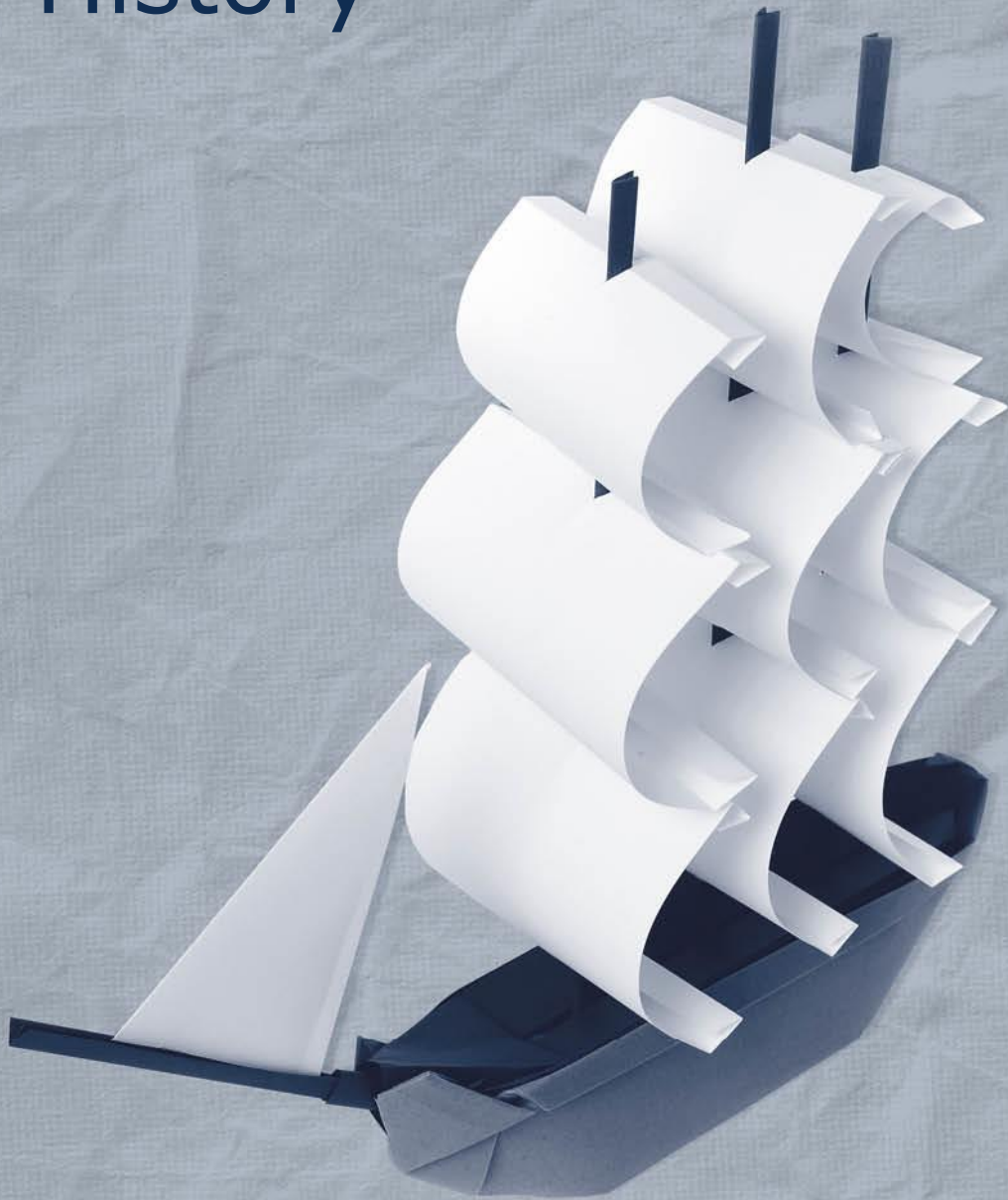


Pearson Edexcel AS and A Level in History



TOPIC BOOKLET

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe

This topic booklet has been written to support teachers delivering Route G of the 2015 AS and A level History specifications. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

For the route as a whole and for each topic within it, we've provided an overview which helps to provide contextual background and explain why we think these are fascinating topics to study. These overviews could be used, for example, in open evening materials or be given to students at the start of the course.

You'll also find a student timeline, which can be given to students for them to add to and adapt, a list of resources for students and for teachers, and – where possible – information about overlap between these topics and the 2008 specification.

For more detail about planning, look out for the Getting Started guide, Course planner and schemes of work.

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Nationalism, dictatorship and democracy in twentieth-century Europe

Overview

The options in Route G are linked through the study of the experiences of several European countries of the development of the political ideas of nationalism, dictatorship and democracy in the twentieth century: Germany, Italy and Spain. Whereas, Russia experienced a communist revolution, and Britain and France continued to sustain elected democracies, in the three countries covered in this route a similar pattern of political change occurred – democratic government overturned by right-wing dictatorship, followed by a return to democracy.

Democratic governments in Germany and Italy in the 1920s and in Spain in the 1930s failed to maintain stability in the face of social and economic hardships. They were all replaced by right-wing dictatorships: Benito Mussolini in Italy, Adolf Hitler in Germany and General Franco in Spain, Franco having taken control after a savage civil war (1936–39) between the Republicans and the victorious Nationalists. Mussolini and Hitler would be toppled by the events of the Second World War but Franco would remain dictator until his death in 1975. All of these major right-wing dictatorships would be ultimately replaced by democracies (West Germany until 1990 and re-unified Germany thereafter) which, although some have been more stable than others, all still exist today.

In this route, students study:

Germany and West Germany, 1918–89

and either The rise and fall of fascism in Italy, c1911–46

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

Student timeline

The timeline below could be given to students (and could be further edited and added to by them). Although each student will study only one of the Paper 2 options, both are included side-by-side here to provide a broader context. Students could also colour code events to illustrate the overarching themes, particularly for Paper 1.

Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed or that students must know them all: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

Events in italics are outside the dates of the specification content for that topic, but are included as useful background context.

Germany		Italy	Spain
	1861	<i>Kingdom of Italy proclaimed</i>	
<i>Unification of Germany</i>	1871		
<i>Wilhelm II became Kaiser</i>	1888		
	1911	Invasion of Libya Giolitti became prime minister (third time)	
	1912	Suffrage extended	
	1914 Start of First World War	Declaration of neutrality	<i>Spain declared neutrality in First World War</i>
	1915	Treaty of London with Entente Powers Declaration of war on Austria-Hungary	
	1916	Declaration of war on Germany	
	1917	Defeat at Caporetto	
'Revolution from above' Abdication of the Kaiser Fighting on Western Front ended by armistice	1918 End of First World War	Victory at Vittorio Veneto Italy on winning side Universal male suffrage introduced in Italy	
The Spartacist Revolt National Assembly elections Weimar Constitution drawn up Ebert became president Germany signed the Versailles Treaty	1919	Catholic Popular Party (PPI) founded <i>Fasci di Combattimento</i> founded Party list electoral system (and proportional representation) introduced Treaty of Saint Germain signed D'Annunzio occupied Fiume First general election under new system – Liberals and their allies lost control of the chamber	

Nationalism, dictatorship and democracy in twentieth-century Europe

Germany		Italy	Spain
The Kapp Putsch Foundation of the NSDAP Publication of the NSDAP's 25 Point Programme	1920	Treaty of Rapallo signed with Yugoslavia Worker occupation of the factories (Biennio Rosso) Occupation of Fiume ended by force	
Matthias Erzberger murdered by Organisation Consul	1921	Italian Communist Party (PCI) formed National Fascist Party (PNF) founded	
Walter Rathenau murdered by Organisation Consul	1922	Fascist 'March on Rome' carried out Mussolini became prime minister	
French troops occupied the Ruhr Germany abandoned 'passive resistance' policy Introduction of the <i>Rentenmark</i> Economic recovery begins Hitler's 'Beer Hall Putsch' (Munich)	1923	Acerbo Law passed Corfu affair	
Dawes Plan Hitler's treason trial	1924	Matteotti crisis Italy gained Fiume	
Locarno Pact Publication of Hitler's <i>Mein Kampf</i> Hindenburg elected president	1925	Mussolini became head of government and <i>Duce</i> OND founded The 'battle for grain' launched Vidoni Pact between <i>Confindustria</i> and Fascist syndicates Locarno Pact	
Germany admitted to the League of Nations Stresemann awarded the Nobel Peace Prize Bamberg Conference	1926	Head of government to make law by decree ONB founded Fascist one party state created Rocco Law passed Ministry of Corporations established OVRA and Special Tribunal established Protectorate declared over Albania	
Unemployment Insurance Act	1927	'Quota 90' and the 'battle for births' launched Ruralisation campaign started Labour Charter introduced	
Reichstag elections: extreme right-wing parties lost ground	1928	'Mussolini Law' on land reclamation introduced Electoral law introduced Kellogg-Briand Pact	

Germany		Italy	Spain
Young Plan Hitler and the Nazis invited to join Hugenberg's campaign against the Young Plan Severe economic depression began Death of Stresemann	1929 <i>Wall Street Crash</i>	Lateran Pacts signed between Fascist state and the Catholic Church	
Reichstag elections: Nazis won 6.4 million votes and 107 seats	1930		Primo de Rivera resignation
5 million unemployed Reparation payments suspended	1931	IMI founded Catholic Action dispute	Second Republic – Alfonso XIII fled Provisional government took power Land, employment and army reforms introduced Elections for the Constituent Cortes Debates on the constitution Azana appointed prime minister
Presidential election: Hindenburg re-elected and Hitler came second with 13.4 million votes Reparations ended Reichstag elections (July): Nazis won 13.8 million votes and 230 seats Reichstag elections (November): Nazis won 11.7 million votes and 196 seats	1932		Castilblanco and Arnedo killings General Sanjurjo's attempted coup Catalan Statute and Agrarian Reform Law passed
Hitler appointed chancellor Reichstag Fire Reichstag elections (March): Nazis won 17.3 million votes and 288 seats Enabling Act passed Laws outlawing political parties and trade unions Concordat between Nazi Germany and the Vatican Establishment of the Protestant 'Reich Church' Introduction Marriage Loan Scheme Opening of the 'Battle for Work'	1933	IRI founded Four Power Pact with Germany, Britain and France	Casas Viejas massacre CEDA formed Azana dismissed November elections to the Cortes – triumph of the right CNT insurrection
Night of the Long Knives Hindenburg's death: Hitler combined posts of president and chancellor Schacht's 'New Plan'	1934	Confrontation with Germany over Austria	Law of Municipal Boundaries repealed FNTT land workers strike The Asturias rising

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Germany		Italy	Spain
Nuremberg Laws Rearmament and military conscription announced Marriage Law Blood Protection Law	1935	Stresa Conference Outbreak of war in Abyssinia Hoare-Laval Pact	Gil Robles appointed Minister of War Franco appointed Chief of the General Staff
Law on the Hitler Youth introduced Nazi occupation of the Rhineland 'Four Year Plan' launched	1936 Outbreak of Spanish Civil War	Bank of Italy nationalised Italian intervention in Spanish Civil War began Rome-Berlin Axis announced	February: General election – Popular Front coalition government formed under Azana Falange banned Peasant land occupation in Extremadura Azana became president Jose Castillo and Jose Calvo Sotelo assassinated Coup launched in July Non-Intervention Pact signed by France, Britain and others Hitler and Mussolini sent military aid to assist the Nationalists International Brigades arrived to reinforce the Republican Army
Schacht resigned as Minister of Economics Hossbach meeting	1937	Anti-Comintern Pact	Carpet bombing of Guernica Bilbao fell to the Nationalists Santander fell to the Nationalists Asturias fell to the Nationalists
Introduction of the Mother Cross award Marriage Law <i>Anschluss</i> Munich Conference <i>Kristallnacht</i>	1938	Munich Conference Anti-semitic decrees passed	Battle of Catalonia – Nationalist victory Clerical Law Press Law Reintroduction of the 1889 Civil Code
Hitler seized Czechoslovakia Nazi-Soviet Non-Aggression Pact German invasion of Poland Euthanasia programme began	1939 Outbreak of Second World War	Chamber of Fasces and Corporations established Anti-semitic decrees passed Albania annexed Pact of Steel signed Outbreak of Second World War – Italy stayed neutral	Law of Political Responsibilities Barcelona and Madrid fell to the Nationalists Franco declared the end of the war

Germany		Italy	Spain
Fall of France	1940	Declaration of war on Britain and France British Somaliland conquered British naval victory at Matapan Egypt and Greece invaded Italian fleet defeated at Taranto	Franco and Hitler met to discuss Spain's entry into the Second World War
Operation Barbarossa launched USA entered the war	1941	Italian army in Libya surrendered British reconquered Somaliland Italian armies in Ethiopia destroyed	Blue Division sent to fight alongside the German Army
Speer appointed Armaments Minister 'Final Solution' adopted	1942	Italian-German armies defeated in Egypt	
German surrender at Stalingrad Extermination camp system expanded Women compelled to register for state-allocated work White Rose executions	1943	North Africa surrender Anglo-American invasion of Sicily Mussolini deposed Allied invasion of Italy New Italian government declared war on Germany Mussolini rescued by Germans and installed as head of the Republic of Salo	Withdrawal of Blue Division from Russia
July Plot Allied invasion of France	1944	Allies liberated Rome	
Invasion of Germany Yalta Conference Suicide of Hitler, Goebbels and Himmler Potsdam Conference Licensing of political parties - western zones of occupation Nuremberg Trials	1945 End of Second World War	Mussolini executed by partisans Allies defeated Germany	Spain excluded from the United Nations
Nuremberg Trials Law for Liberation from National Socialism Christian Democratic Union founded	1946	Referendum on monarchy decided Italy to become a republic Constituent Assembly elected	
Economic Council of the Bizone	1947		Law of Leadership Succession

Nationalism, dictatorship and democracy in twentieth-century Europe

Germany		Italy	Spain
Currency reform in the western zones Trizonia created Marshall Aid received Berlin Blockade and airlift begins West German constitutional conference Parliamentary Council set up in Bonn	1948		Spain excluded from Marshall Aid
Berlin Blockade lifted Basic Law for the Federal Republic of Germany Election of the first German Bundestag Konrad Adenauer (CDU) elected Federal Chancellor Collective Bargaining Law on Industrial Relations FRG joined the Council of Europe and the OEEC	1949		US loans to Spain began
Construction Law End of food rationing in the Federal Republic	1950		
Law on co-determination in the steel and coalmining industries FRG entered the European Coal and Steel Community Reinstatement Act Investment Aid Law	1951		
Works Constitution Law	1952		
Equalisation of Burdens Act	1953		Spanish concordat with the Vatican Treaty of Madrid
Treaty of Paris allowed FRG to join NATO and rearm	1954		Vagrancy Act
	1955		Spain joined the United Nations
Decision made to form a German 'Citizens' Army'	1956		
Bundestag election: absolute majority for the CDU/CSU Anti-Trust Law Bonn Conventions signed FRG signed Treaty of Rome	1957		Cabinet reshuffle demoted Falange ministers and promoted Opus Dei
	1958		<i>New Principles of the Movement</i> published
SPD Bad Godesberg programme	1959		Stabilisation Plan ETA formed
Berlin Wall constructed	1961		

Germany		Italy	Spain
<i>Der Spiegel</i> Affair	1962		Spain's application to join the EEC rejected Strikes in Asturias
Resignation of Chancellor Konrad Adenauer Election of Economics Minister Ludwig Erhard as his successor	1963		
	1964		Law of Associations
Economic recession	1965		SEU dissolved
Grand Coalition formed between CDU/CSU and SPD under Chancellor Kurt Kiesinger	1966		Press Act
Stabilisation Law 2 June Movement formed	1967		Organic Law Law on Family Representation Religious Freedom Act
Student leader Rudi Dutschke shot 'Easter Riots' in West German cities Emergency Law	1968		ETA assassinated Head of Political Section of Police in Guipuzcoa
Bundestag elections: gains made by the SPD SPD Chairman Willy Brandt elected Chancellor SDP/FDP federal government formed	1969		'Concordat Jail' set up in Zamora Franco named Juan Carlos as his successor
	1970		Falange renamed the National Movement
Educational Support Law	1971		
Bundestag elections: SPD and FDP gained a clear majority Pension Act Factory Management Law	1972		
Rise in oil prices	1973		<i>The Church and the Political Community</i> published Prime Minister Carrero Blanco assassinated by ETA
Willy Brandt resigned as chancellor Election of Finance Minister Helmut Schmidt (SPD) as chancellor SPD/FDP coalition renewed Munich Olympics - terrorist attack	1974		Execution of Salvador Puig Antich
	1975		Death of Franco Coronation of Juan Carlos

Nationalism, dictatorship and democracy in twentieth-century Europe

Germany		Italy	Spain
	1976		Juan Carlos announced immediate transition to democracy
Kidnap and murder of the president of the employers' federation, Hanns-Martin Schleyer Hijack of a Lufthansa plane Liberation of the hostages in Mogadishu Suicide of terrorists Baader, Ensslin and Raspe	1977		
	1978		Democratic constitution agreed
Green Party formed	1980		
	1981		<i>Failure of attempted military coup</i>
Chancellor Schmidt and the SPD minority government replaced by a CDU/CSU/FDP coalition under Chancellor Helmut Kohl	1982		
Bundestag elections: CDU/CSU and FDP secured an absolute majority Green represented in the Bundestag for the first time Bundestag re-elects Kohl as federal chancellor	1983		
Bundestag elections: FDP/CDU/CSU coalition under Kohl retained power with a reduced majority	1987		
Kohl announced his '10 Point Plan' for German reunification <i>Collapse of GDR; fall of Berlin Wall; road to re-unification begins</i>	1989		

Paper 1, Option 1G: Germany and West Germany, 1918–89

Overview

This option comprises a study in breadth, in which students will learn about key political changes experienced in a unified Germany from 1918, and then West Germany after the Second World War, and the impact of these changes on German economic, social and cultural developments.

The history of Germany in the years after the First World War has become dominated by the period of Nazi rule and the dictatorship of Adolf Hitler. However, Nazi rule accounts for only 15 years of the 70 years from 1918 to the fall of the Berlin Wall in 1989; an understanding of German history in the twentieth century is more than a study of the period 1933–45. Both the causes and consequences of Nazi rule need to be understood but just as importantly the broader influences and patterns of German history as well.

An idea of 'Germany' with a common geography, language, culture and traditions can be traced back to the Middle Ages, but Germany as a political state did not exist until 1871. This 'new' Germany was a bundle of contradictions. The Kaiser – also the King of Prussia – was the German emperor, not Emperor of Germany, because he ruled over a federation of German states not just one. The Kaiser had immense powers as head of state, including the appointment of the chancellor, but Germany also had a constitution with an elected parliament – the Reichstag. The north and west were predominantly urban and Protestant while the south and east were predominantly rural and Catholic.

The years 1918–89 can be studied in the light of these contradictions – authoritarianism and liberalism, autocracy and democracy, nationalism and regionalism, conformity and freedom of expression, urban and rural. Indeed, these tensions can still be found in the Germany of today.

1918 brought to an end the authoritarian-led constitution which had been dominated first by Chancellor Bismarck (1871–90) and then by Kaiser William II. In reaction to news of impending German defeat in the First World War, a revolution overthrew the existing constitution. Representatives of a new republic signed the armistice in November 1918, followed by a humiliating peace settlement at Versailles in June 1919.

Politically the years 1918–89 saw Germany attempting to find a solution to the historic tussle between conservative and progressive ideas. The Weimar Republic struggled to deal with the aftermath of the First World War, leading to a desire for the strong leadership promised by Hitler and the Nazi Party. However, the nationalism of the Nazis led to autocracy, defeat in war and moral outrage from the rest of the world. Post-1945, a divided Germany sought answers through authoritarian communism in the East and a federal social democracy in the West.

Socially and culturally, Germany was also subject to these tensions. German society was dominated by a socially conservative tendency to conform but also had a long tradition of social protest and cultural experimentation. The society and culture of Weimar Germany appeared to many to be too progressive while Nazism demanded strict conformity and uniformity. Post-1945, East Germans continued to experience a demand for conformity. On the surface West Germany became more liberal, but social tensions would emerge from the youth culture of the 1960s.

Economically, Germany had the resources to be one of the wealthiest European nations. From 1918–45, this potential existed but was ultimately undermined, in succession, by the Treaty of Versailles, the Great Depression and the Second World War. Post-1945, both West and East Germany, within their own capitalist and communist spheres, developed to be leading economies.

In 1989, when the boundaries created by the Cold War environment of the 1940s came crashing down along with the Berlin Wall, Germany saw the chance to re-unify once more. This Germany has become one of the leading economies in the world. However, there still exists tension between a powerful chancellorship and a federal constitution and the desire for stability within an increasingly diverse society.

The option is divided into the following four themes, though students need to appreciate the linkages between themes, as questions may target the content of more than one.

Theme 1: Political and governmental change, 1918–89

Theme 2: Opposition, control and consent, 1918–89

Theme 3: Economic development and policies, 1918–89

Theme 4: Aspects of life in Germany and West Germany, 1918–89

The historical interpretations focus is: How far was Hitler's foreign policy responsible for the Second World War?

Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

Themes

The four themes identified require students to have an overview of political, social and economic change and aspects of cultural change across the time period. In order to address the nature of change over time in breadth, the unit addresses the experiences of Germany to 1945 and West Germany in the post-1945 period.

Students need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change.

Theme 1: Political and governmental change, 1918–89

In studying Theme 1, students need to understand the changing nature of the government of Germany and West Germany from democracy to fascist dictatorship and back to democracy. Students need to have knowledge of the reasons for the creation and initial survival of the Weimar Republic and the extent to which some stability was achieved before 1929. They need to understand the reasons for the failure of democracy in the years 1929–32 and how Hitler was able to establish a fascist dictatorship in the years 1933–34. An in-depth examination of the nature of the Nazi state and the role of Hitler is not required, but students should have an understanding of the key features of Nazi government. Students need to be aware that the post-war constitution of the FRG attempted to deal with the weaknesses of previous democratic institutions while limiting political extremism.

Theme 2: Opposition, control and consent, 1918–89

In studying Theme 2, students need to understand the reasons for, and nature of, the support for and opposition to the differing forms of government outlined in Theme 1. Students do not need in-depth knowledge of political participation or electoral outcomes but should be aware of the key elements of support and opposition in the Weimar, Nazi and FRG periods. They should also be aware of the policies used by governments both to control opposition and encourage consent, and the extent to which these were successful. Students should be aware of the de-Nazification policies of the western Allies in regard to the creation of the FRG.

Theme 3: Economic development and policies, 1918–89

In studying Theme 3, students need to have knowledge of the reasons for, the nature of and the impact of economic policies implemented by successive governments in the years 1918–89. Students should be aware of the influence of foreign intervention on Weimar economic policy. With reference to changing living standards, students do not need to examine the nature of living standards in depth but should be aware of the patterns of change. They should understand the impact of conflicting priorities within the Nazi economy with regard to immediate recovery from the Depression and the long-term interests of the Third Reich. An understanding of the nature and extent of the economic recovery post-1948 in West Germany requires knowledge of the impact of the Second World War and the immediate consequences of defeat. Students should understand how and why the economy of the FRG was able to overcome external challenges in the 1970s.

Theme 4: Aspects of life in Germany and West Germany, 1918–89

In studying Theme 4, the focus is on change and continuity in selected aspects of life in Germany in the years 1918–89. Students should be aware of social developments and cultural trends in relation to the prevalent political and economic conditions of the time. Students need to have an understanding of the impact of Nazi social and cultural policies as part of the broader study of the period as a whole as well as for the years of Nazi rule. Students should have knowledge and understanding of attitudes over time towards the Jewish population and other ethnic minorities.

Historical interpretations: How far was Hitler’s foreign policy responsible for the Second World War?

The four issues identified in the specification highlight key aspects of the debate.

This topic focuses on the extent to which Hitler can be held responsible for the outbreak of the Second World War. Students will need to know the main features of Nazi foreign policy in the years 1933–39, and the events leading to the outbreak of the Second World War. They will need to be aware of the impact of both the defeat in the First World War and the consequences of the Versailles settlement on Nazi foreign policy. Students will also need to consider the extent to which Nazi foreign policy, 1933–39, was the result of a master-plan engineered by Hitler or the result of more pragmatic opportunism. Students should have knowledge of the events leading to the German invasion of Poland and consider the extent to which the subsequent outbreak of war was an intended consequence or a political miscalculation on the part of Hitler. Detailed knowledge of events in other nations during the 1930s is not required, but students should be aware of the international situation in Europe and the weakness of the League of Nations and they should have an understanding of how the policies and attitudes of Britain, France, Italy and the USSR towards Germany contributed to the outbreak of war.

Mapping to 2008 specification

There is some content overlap between this option and the following topics from the 2008 specification:

- Unit 1, Option F, Topic F7: From Second Reich to Third Reich: Germany 1918–45: overlap with Weimar and Nazi years, including interpretations topic.
- Unit 1, Option E/F, Topic E/F5: Germany Divided and Reunited, 1945–91: overlap of West Germany content with post-war aspects of themes.
- Unit 3, Option D, Topic D1: From Kaiser to Führer: Germany, 1900–45: overlap with 1900–45 aspects, including interpretations topic.

Note that there is also overlap with the following coursework programmes from the 2008 specification:

- CW34: The Making of Modern Germany, c1800–c1900
- CW41: Germany United and Divided, 1890–1991

Resources and references

The table below lists a range of resources that could be used by teachers and/or students for this topic. This list will be updated as and when new resources become available: for example, if new textbooks are published. New textbooks for this route are expected to be published by Pearson and Hodder in 2015.

Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resource	Type	For students and/or teachers?
Martin Collier, <i>From Kaiser to Fuhrer: Germany 1900–45</i> (Pearson, 2009)	Textbook	Written for students. Written for a unit on Edexcel’s 2008 specification.
Martin Collier and Philip Pedley, <i>Germany 1919–45</i> (Heinemann Advanced History, Heinemann, 2000)	Textbook	Written for students.
Chris Hinton and John Hite, <i>Weimar and Nazi Germany</i> (SHP Advanced History, Hodder, 2000)	Textbook	Written for students.
Geoff Layton, <i>From Kaiser to Fuhrer: Germany 1900–1945</i> (Access to History, Hodder, 2009)	Textbook	Written for students.
Geoff Layton, <i>From Second Reich to Third Reich 1918–45</i> (Access to History, Hodder Education, 2008)	Textbook	Written for students.
Alison Kitson, <i>Germany 1858–1990: Hope, Terror and Revival</i> (Oxford Advanced Histories, Oxford University Press, 2001)	Textbook	Written for students.
Angela Leonard and Nigel Bushnell, <i>Germany Divided and Reunited 1945–91</i> (Access to History, Hodder Education, 2009)	Textbook	Written for students.
Derrick Murphy, Terry Morris and Mary Fulbrook, <i>Germany 1848–1991</i> (Flagship History, Collins Educational, 2008)	Textbook	Written for students.
John Traynor, <i>Mastering Modern German History 1864–1990</i> (Palgrave Macmillan, 2007)	Textbook	Written for students.
Sally Waller, <i>From Defeat to Unity: Germany 1945–1991</i> (Nelson Thornes, 2010)	Textbook	Written for students. Written for a unit on AQA’s 2008 specification.

Alan White, <i>From Second Reich to Third Reich: Germany 1918–45</i> (Pearson, 2010)	Textbook	Written for students. Written for a unit on Edexcel’s 2008 specification.
Stephen J Lee, <i>The Weimar Republic</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents	For teachers, but also accessible for students.
Stephen J Lee, <i>Hitler and Nazi Germany</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents	For teachers, but also accessible for students.
John Hiden, <i>The Weimar Republic</i> (Seminar Studies in History, Routledge, 1996)	Academic with documents	Accessible for students.
Frank McDonough, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2012)	Academic with documents	Accessible for students.
David Williamson, <i>The Third Reich</i> , (Seminar Studies in History, Routledge, 2011)	Academic with documents	Accessible for students.
David Williamson, <i>Germany: From Defeat to Partition 1945–63</i> (Seminar Studies in History, Routledge, 2001)	Academic with documents	Accessible for students.
William Carr, <i>A History of Germany 1815–1990</i> (Hodder Arnold, 1991)	Academic	Detailed overview suitable for teachers but also accessible for students.
Mary Fulbrook, <i>A Concise History of Germany</i> (Cambridge University Press, 2004)	Academic	Chapters 6 and 7 covering 1918 to 1990 are accessible for students.
Mary Fulbrook (editor), <i>20th Century Germany: Politics, Culture and Society 1918–1990</i> (Bloomsbury Academic, 2001)	Academic	For teachers. Specialist chapters on political, cultural and social themes.
Martin Kitchen, <i>A History of Modern Germany: 1800 to the Present</i> (Wiley-Blackwell, 2011)	Academic	Accessible for students as well as useful for teachers. The later chapters offer a clear and concise overview of the full period covered by the topic.
Sheilagh Ogilvie and Richard Overy (editors), <i>Germany since 1800: A New Social and Economic History</i> (Hodder Arnold, 2003)	Academic	For teachers. Specialist chapters on social and economic topics.

<p><i>20th Century History Review</i> Mark Rathbone, The Weimar Republic 1918–24 Why such troubled times?, April 2013, pages 2–5 Chris Culpin, How popular was Hitler?, February 2013, pages 2–5 Mike Wells, The roots of the Nazi terror state, September 2012, pages 2–5 Caroline Sharples, The German Home Front, September 2011, pages 2–6 Caroline Sharples, Germany and the Great Depression, February 2011, pages 2–6</p>	<p>Articles</p>	<p>Written for students.</p>
<p>Historical Association (2012) Podcasted history of Germany 1918–48: www.history.org.uk/resources/secondary_resource_4373_243.html</p>	<p>Podcast</p>	<p>Accessible for students. Note that a subscription is required (£).</p>
<p>Open University Lecture (2005) Sir Ian Kershaw, Hitler’s Place in History: www.open.edu/openlearn/history-the-arts/history/hitlers-place-history-the-lecture-podcast</p>	<p>Podcast</p>	<p>Accessible for students.</p>
<p>German Propaganda Archive: www.calvin.edu/academic/cas/gpa/</p>	<p>Website</p>	<p>Accessible for students. Collections of Nazi and East German propaganda.</p>
<p>BBC <i>The Nazis: A Warning From History</i> Produced by Laurence Rees.</p>	<p>TV documentary series</p>	<p>Accessible for students. Clips are available on YouTube.</p>
<p>CNN/BBC <i>Cold War</i> Produced by Jeremy Isaacs and Taylor Downing. Programmes on post-war Germany particularly useful.</p>	<p>TV documentary series</p>	<p>Accessible for students. Clips available on YouTube.</p>
<p>British Pathe: www.britishpathe.com/video/</p>	<p>Website</p>	<p>Accessible for students. Film clips on Germany.</p>

<p>German History in Documents and Images:</p> <p>1918–33: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12</p> <p>1933–45: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13</p> <p>1945–61: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14</p> <p>1961–89: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15</p>	<p>Website</p>	<p>Accessible for students. German history website covering whole period.</p>
<p>Facing History: www.facinghistory.org/weimar</p>	<p>Website</p>	<p>Accessible for students. Site on Weimar Germany which includes commentaries and primary sources.</p>

Debate: How far was Hitler’s foreign policy responsible for the Second World War?

The table below lists additional resources that may be useful for the historical interpretations topic.

Resource	Type	For students and/or teachers?
P M H Bell, <i>The Origins of the Second World War in Europe</i> (Routledge, 2007)	Academic	For teachers.
Graham Darby, <i>Hitler, Appeasement and the Road to War</i> (Access to History, Hodder Education, 2007)	Textbook	Written for students.
Edward Townley, <i>Hitler and the Road to War</i> (Questions in History, Collins Educational, 1998)	Textbook	Written for students.
Richard J Evans, <i>The Third Reich In Power</i> (Penguin, 2006)	Academic	For teachers. See chapter 7: The Road To War.
Ruth Henig, <i>The Origins of the Second World War</i> (Lancaster Pamphlets, Taylor & Francis, 2005)	Academic	Accessible for students.
John Hiden and John Farquharson, <i>Explaining Hitler’s Germany: Historians and the Third Reich</i> (Batsford, 1989)	Academic	For teachers. See chapter 5: Foreign policy: ideology in action?
Klaus Hildebrand, <i>The Third Reich</i> (Allen and Unwin, 1984)	Academic	Accessible for students. See pages 15–19 and 23–38.
Ian Kershaw, <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i> (Bloomsbury Academic, 2000)	Academic	For teachers. See chapter on Nazi foreign policy.
Christian Leitz, <i>Nazi Foreign Policy 1933–41: The Road To Global War</i> (Routledge, 2004)	Academic	For teachers
Sean Lang and Nicolas Kinloch, <i>Nazi Foreign Policy, 1933–39</i> (Philip Allan, 2009)	Academic	Accessible for students.
Richard Overy, <i>The Origins of the Second World War</i> (Seminar Studies in History, Routledge, 2008)	Academic	Accessible for students.
Richard Overy, <i>The Road To War: The Origins of World War Two</i> (Vintage, 2009)	Academic	For teachers. Examines how each participant nation became involved in the conflict.

Richard Overy, <i>The Inter-war Crisis 1919–39</i> (Seminar Studies in History, Longman, 2007)	Academic	Accessible for students.
Victor Rothwell, <i>The Origins of the Second World War</i> (Manchester University Press, 2001)	Academic	For teachers
A J P Taylor, <i>The Origins of the Second World War</i> (Penguin, New Edition, 1991)	Academic	For teachers
Jonathan Wright, <i>Germany and the Origins of the Second World War</i> (Palgrave Macmillan, 2007)	Academic	For teachers
Edgar Feuchtwanger, Hitler, Stresemann and the Discontinuity of German Foreign Policy, <i>History Review</i> , 1999: www.historytoday.com/edgar-feuchtwanger/hitler-stresemann-and-discontinuity-german-foreign-policy	Web article	Accessible for students. Subscription required to access article online (£).
Ruth Henig, The Origins of the Second World War, <i>New Perspective</i> , 1997: www.users.globalnet.co.uk/~semp/origins.htm	Web article	Accessible for students.
Spartacus Educational German Foreign Policy 1932–40: http://spartacus-educational.com/GERforeign.htm?menu=Germany	Website	Accessible for students.
BBC <i>The Road to War</i> 1989	TV series	Accessible for students. Clips on Nazi Germany available on YouTube.
<i>World at War</i>	Documentary	Available on DVD.

Paper 2, Option G2.1: The rise and fall of fascism in Italy, c1911–46

Overview

This option comprises a study of Italian history in the years c1911–46; turbulent years that saw the collapse of the liberal state, the creation of a fascist dictatorship and a return to democracy in the aftermath of the Second World War.

In 1911, Italy was a country which lacked political, economic and social stability. Relics of the once all-powerful Roman Empire might be scattered throughout the peninsular, but the glory days of Rome had long since passed. The powerful trading city-states of the Middle Ages such as Venice and Genoa were also distant memories. The unification of Italy, achieved between 1859 and 1870, had had at its foundation the belief in *Il Risorgimento* — Italy rising again — but the liberal state which was created out of it was beset with problems from the start.

In 1870, the new Kingdom of Italy encompassed the majority of the Italian peninsular. Italy had been unified in the north by the pragmatism of Cavour — the prime minister of Piedmont — and in the south by the romantic revolutionary, Garibaldi. In 1861, Garibaldi handed over his conquests in the south to the king of the newly unified north — Victor Emmanuel. In 1866, Italy gained Venetia from the spoils of the Austro-Prussian War and, in 1870, the French garrison, which had been guarding the pope since the 1848 revolutions, withdrew from Rome during the Franco-Prussian War.

However, geographic unity was about all that the liberal state could claim — and even then some Italians believed that some land was still missing, *Italia irredenta*. The liberal state was dominated by a northern-based political and social elite who controlled the government through a system known as *trasformismo* — coalitions of factions or interest groups rather than political parties. They were resented by those who lived in the rural, poverty-stricken south and, increasingly, by the industrial workers in the north as well. Added to this the papacy, from its power-base in the Vatican City, had decreed that no Catholic should participate in Italian elections.

The liberal politician Giolitti tried to introduce social and economic reforms in the early 1900s but by the time he became prime minister for the third time in 1911, the liberal state was increasingly under threat. Socialists, Catholic politicians (now given papal assent to become more involved in politics) and nationalists all criticised liberal policies; all would come to play a prominent part in the future of twentieth-century Italy.

The failure of the liberal state to turn Italy into a 'great power' in the 1910s saw the rise of Mussolini and his fascist ideology in the years 1919–22. Victory in the First World War brought losses rather than gains: in particular, the failure to gain *irredenta* land. Mussolini offered a form of populist nationalism which promised to make Italy 'great, respected and feared'. Appointed prime minister in 1922 — after the threat of a 'March on Rome' — Mussolini had established a dictatorship by 1927.

Mussolini's fascist dictatorship controlled Italy through a combination of popular promises, propaganda, repression and consent. Mussolini gained admirers throughout Europe as he appeared to be the strong leader Italy 'needed'. However, in the 1930s the success of his domestic policies became less certain and he formed what, on paper, looked a perfect combination, but in reality became a disastrous alliance with Hitler's Germany.

Despite staying neutral until 1940, Italy was ill-prepared to fight as an Axis power in the Second World War. Defeats led to the invasion of Sicily by Allied forces and Mussolini was deposed in 1943 by the elites who had previously consented to his rule. Italy spent the next two years as a battleground fought over by both Germans and Allies and supporters and opponents of fascism.

The end of the war saw a period of continued political turmoil but one in which a liberal democracy was re-established. After 1945, Italian politics would be dominated by the two major political groups unable to prevent the rise of Mussolini in the 1920s: the Socialists and the Christian Democrats (predominantly Catholic). However, the divisions of the early twentieth century remained — and still do — leading to continual changes in government: there have been over 35 Prime Ministers since 1948.

The option is divided into the following four topics, though students need to appreciate the linkages between topics, as questions may target the content of more than one topic.

Topic 1. The liberal state, c1911–18

Topic 2. The rise of Mussolini and the creation of a fascist dictatorship, 1919–26

Topic 3. The fascist state, 1925–40

Topic 4. Challenges to, and the fall of, the fascist state, c1935–46

Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

Overview

The focus of this unit is on key developments in the history of Italy, from the political instability of the liberal state, through the rise and fall of Mussolini's fascist dictatorship, to the return to democracy and the creation of an Italian republic in 1946.

Students will be required to place documentary extracts in their historical context, but the knowledge they will need to have will be central to that specified in the topics.

Students need to understand the features of, reasons for and consequences of the specified events and changes in each topic.

Although the topics are clarified separately below, students need to appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic. For example, students might draw on elements from each of Topics 2, 3 and 4 to consider the success of the fascist dictatorship, or they might draw on content from all four topics to examine the international standing of Italy across the entire period.

Topic 1: The liberal state, c1911–18

The topic covers the reasons for, and extent of, political instability in the liberal state in the years 1911–18. Students should understand that this political instability formed the pre-conditions for the rapid development of Italian fascism post-1918.

Students should understand the nature of the social and economic problems and political tensions existing in 1911, and be aware that some of these were deep-rooted and long term, but coverage of the period prior to 1911 is not required.

Topic 2: The rise of Mussolini and the creation of a fascist dictatorship, 1919–26

The topic covers the years of the final collapse of the liberal state, the development of Italian fascism, and the process of, and reasons for, Mussolini's rise to power as a fascist dictator.

Students need to understand that Italian fascism was a flexible ideology which changed in response to the events of 1919–22. Students need to be aware of Mussolini's endeavour simultaneously to gain control of Italy and maintain his control over Italian fascism.

Topic 3: The fascist state, 1925–40

The topic covers the methods and policies used by Mussolini to create a fascist state in the years before Italy's entry into the Second World War. Students should consider the extent to which Mussolini was able to implement the ideals of the 1921 'New Programme' and the success of fascist policies.

Students need to understand the limitations to Mussolini's power and the reasons for them despite the creation of a 'dictatorship' in 1926; this includes relationships with influential political groups, political institutions and economic interest groups including landowners, industrialists and trades unions.

Topic 4: Challenges to, and the fall of, the fascist state, c1935–46

The topic covers the events which led to the fall of fascism and the restoration of democracy. The emphasis is primarily on the role of Italian foreign policy in the collapse of fascism but students must be also aware of the contributory domestic tensions outlined in Topic 3.

Students do not need to know specifically about Italian foreign policy before 1935 but they do need to be aware of, and understand, the significance of events pre-1935 and Italy's relationship with the European powers.

In examining Italian foreign policy in the years 1935–43 detailed knowledge of campaigns and treaties are not expected. However, students should have knowledge of key invasions, interventions and turning points with an understanding of their significance for Mussolini's dictatorship in Italy. Students should be aware of the domestic repercussions of the military campaigns in Abyssinia and Spain.

Students are not expected to have detailed knowledge of the course of events after Mussolini's fall, but should be aware of the chaotic ending of the war in the years 1943–45. They should understand the reasons for the emergence of a democratic, and a republican, form of government in 1946.

Mapping to 2008 specification

There is overlap between this topic and the following topic from the 2008 specification: Unit 1, Option E, Topic E3: The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943.

2015 specification		2008 specification
<p>The liberal state, c1911–18</p>	<p>Italy in the early twentieth century: the political system; economic and social problems; north-south divide; Italy as a 'great power'.</p>	<p>Bullet point 1: Centres will have covered the problems facing Italy before 1914, the nature of the political system and economic problems, the impact of the north/south divide and the cultural variations that undermined unity. They will also have covered Italy's relative weakness as a great power.</p>
	<p>Giolitti's government in 1911: the influence of Giolitti; relations with socialists, the Catholic Church and nationalists; foreign policy.</p>	<p>Bullet point 1: Centres will have covered the attempts by Giolitti to reform the political system. <i>Detail likely to have been covered.</i></p>
	<p>Growing instability, 1912–14: impact of invasion of Libya; impact of the franchise extension of 1912; growth of nationalism and socialism; resignation of Giolitti; the declaration of neutrality 1914.</p>	<p>Bullet point 1: Centres will have covered nationalist aspirations and how discontent was manifested in the period before the First World War. <i>Detail likely to have been covered.</i></p>
	<p>Impact of the First World War: intervention crisis; military stalemate, 1915–16; defeat at Caporetto; socialist responses to war; the war economy and cost of war; the significance of victory.</p>	<p>Bullet point 2: Centres will have covered why entry into the war was divisive and the economic impact of war. <i>Detail likely to have been covered.</i></p>
<p>The rise of Mussolini and the creation of a fascist dictatorship, 1919–26</p>	<p>Challenges to the Liberal State: 'mutilated victory'; occupation of Fiume; post-war economic crisis; social discontent; political reforms; growth of Socialist Party and Catholic Party; result and impact of elections 1919.</p>	<p>Bullet point 2: Centres will have covered the handling of post-war problems by the Liberal governments; the impact of the 'mutilated victory' and the ensuing problems over Fiume; and the impact on different parties of the democratic reforms of 1919.</p>

	Mussolini and the development of fascism, 1919–22: foundation of <i>Fasci di Combattimento</i> and party programme; <i>squadristo</i> and the move to the right; political legitimacy, the PNF and the 'New Programme'; nature and extent of fascist support.	Bullet point 2: Centres will have covered fascist ideology and tactics, the role of Mussolini as leader and his links with other groups, institutions and individuals. <i>Detail likely to have been covered.</i>
	Mussolini gains power, 1920–22: taking advantage of political unrest; establishing a dual policy; the March on Rome and its significance; the role of Victor Emmanuel III; Mussolini's appointment as prime minister.	Bullet point 2: Centres will have covered fascist ideology and tactics, the role of Mussolini as leader and his links with other groups, institutions and individuals. <i>Detail likely to have been covered.</i>
	The creation of a fascist dictatorship, 1922–26: parliamentary compromise and coercion; controlling the PNF; the Acerbo Law and the Matteotti crisis; repression in 1925 and constitutional amendments, 1925–26.	Bullet point 3: Centres will have covered the consolidation of Fascist power in 1922–25. <i>Detail likely to have been covered.</i>
The fascist state, 1925–40	Consent and control: indoctrination of education and youth; <i>Opera Nazionale Dopolavoro</i> ; press control and censorship; propaganda; cult of <i>il Duce</i> ; the influence of fascist culture; repression and terror; anti-semitic decrees.	Bullet point 3: Centres will have covered the use of propaganda, education and censorship in order to secure consent and control, and the use of terror and repression, in particular the role of the special police force (OVRA).
	Relationship with political and economic interests: monarchy and conservative elites; central and local government; PNF and Nationalists; economic interest groups.	Bullet point 3: Centres will have covered Fascist relations with the industrial and agricultural elites, with the king, with other parties such as the nationalists and with the army. <i>Central and local government are likely to have been covered.</i>
	Economic policies: early policies and the shift towards fascist economics; the Corporate State; response to the Depression; autarky, the 'battle for births' and the 'battle for grain'; agricultural policies; successes and failures.	Bullet point 3: Centres will have covered economic policies including the 'battles' for grain and births, and the extent to which they were successful in either political or economic terms. <i>Detail likely to have been covered.</i>

Paper 2, Option G2.1: The rise and fall of fascism in Italy, c1911–46

	<p>Relationship with the Catholic Church: the move away from anticlerical views; Pope Pius IX; the impact of the Lateran Pacts; church support for the regime; church-state tensions in the 1930s.</p>	<p>Bullet point 3: Centres will have covered relations with the church including the nature and significance of the Lateran Treaties. <i>Detail likely to have been covered.</i></p>
<p>Challenges to, and the fall of, the fascist state, c1935–46</p>	<p>Italy’s international standing in 1935: Mussolini’s foreign policy aims; the impact of foreign policy success and failure before 1934; relations with Britain, France and Germany; the Stresa Front 1935.</p>	<p>Bullet point 4: Centres will have covered Italian foreign policy after 1922, the aims of Mussolini’s foreign policy and the ways in which foreign affairs and events (such as the annexation of Fiume and the bombardment of Corfu) were used for internal political purposes. <i>Detail likely to have been covered.</i></p>
	<p>Foreign policy, 1935–40: invasion of Abyssinia and its consequences; intervention in Spanish Civil War and its consequences; diplomatic breakdown of Stresa Front and the move towards Germany; domestic tensions; Pact of Steel; Italian neutrality, 1939–40.</p>	<p>Bullet point 4: Centres will have covered Mussolini’s policies relating to Abyssinia, Spain and Germany. <i>Detail likely to have been covered.</i></p>
	<p>Impact of the Second World War, 1940–43: failures in France, North Africa, the Mediterranean; disaster in Greece; war economy and military weaknesses; political tensions 1943; Allied invasion of Sicily; Mussolini deposed.</p>	<p>Bullet point 4: Centres will have covered Italy’s role in the war to 1943. <i>Detail likely to have been covered.</i></p>
	<p>Democracy restored, 1943–46: the Allied invasion, the Republic of Salo and the government in the south; German surrender and Mussolini’s death; the outcomes of the referendum and elections 1946.</p>	<p><i>New content.</i></p>

Resources and references

The table below lists a range of resources that could be used by teachers and/or students for this topic. This list will be updated as and when new resources become available: for example, if new textbooks are published. New textbooks for this route are expected to be published by Pearson and Hodder in 2015.

Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resource	Type	For students and/or teachers?
John Hite and Chris Hinton, <i>Fascist Italy</i> (Hodder Murray, 1998)	Textbook	Written for students but also useful for teachers.
Stephen J Lee, <i>European Dictatorships, 1918–1945</i> (Routledge, 2008)	Textbook	Written for students but also useful for teachers. Chapter 4 covers Italy.
Andrew Mitchell and Geoff Stewart, <i>The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943</i> (Pearson Education, 2011)	Textbook	Written for students. Written for a unit in Edexcel's 2008 specification.
Philip Morgan, <i>Italy, 1915–1940</i> (Sempringham, 1999)	Textbook	Written for students.
Robert Pearce, <i>Fascism and Nazism</i> (Access to History Themes, Hodder Arnold, 1997)	Textbook	Written for students.
Mark Robson, <i>Italy: The Rise of Fascism, 1915–1945</i> (Access to History, Hodder Murray, 2006).	Textbook	Written for students.
Edward Townley, <i>Mussolini and Italy</i> (Heinemann, 2002)	Textbook	Written for students.
Alan White, <i>The Rise of Italian Fascism</i> (Questions in History, Collins Educational, 2000)	Textbook	Written for students.
Martyn Whittock, <i>Mussolini in Power</i> (Questions in History, Collins Educational, 1998)	Textbook	Written for students.
John Pollard, <i>The Fascist Experience in Italy</i> (Routledge Sources in History, Routledge, 2005)	Document collection	For teachers
Patricia Knight, <i>Mussolini and Fascism</i> (Questions and Analysis in History, Routledge 2003)	Essays and documents	For teachers, but also accessible for students.
Martin Clark, <i>Modern Italy: 1871 to the Present</i> (Pearson Education, 2008)	General history book	For teachers

Christopher Duggan, <i>The Force of Destiny: A History of Italy since 1796</i> (Penguin, 2008)	General history book	For teachers
Paul Ginsborg, <i>A History of Contemporary Italy 1943–1988</i> (Penguin, 1990)	General history book	For teachers
Martin Blinkhorn, <i>Mussolini and Fascist Italy</i> (Lancaster Pamphlets, Routledge, 2006)	Academic	Accessible for students.
Richard Bosworth, <i>Mussolini's Italy: Life under the Fascist Dictatorship 1915–1945</i> (Penguin, 2007)	Academic	For teachers
Alan Cassels, <i>Fascist Italy</i> (Harlan Davidson, 1985)	Academic	Accessible for students.
Frederick W Deakin, <i>Brutal Friendship: Mussolini, Hitler and the fall of Italian Fascism</i> (Weidenfeld and Nicolson, 2000)	Academic	For teachers
Giuseppe Finaldi, <i>Mussolini and Italian Fascism</i> (Seminar Studies in History, Routledge, 2008)	Academic	Accessible for students.
Alexander De Grand, <i>Italian Fascism</i> (University of Nebraska Press, 2000)	Academic	For teachers
Donald Sassoon, <i>Mussolini and the Rise of Fascism</i> (Harper Collins, 2008)	Academic	For teachers
Denis Mack Smith, <i>Mussolini's Roman Empire</i> (Penguin, 1977)	Academic	For teachers
Denis Mack Smith, <i>Mussolini</i> (Weidenfeld and Nicolson, 1994)	Biography	For teachers
Philip Morgan, <i>The Fall of Mussolini</i> (Oxford University Press, 2008)	Academic	For teachers
John Whittam, <i>Fascist Italy</i> (New Frontiers in History, Manchester University Press, 1995)	Academic	For teachers. Contains useful documents.
Elizabeth Wiskemann, <i>Fascism in Italy: Its Development and Influence</i> (Palgrave Macmillan, 1972)	Academic	Accessible for students.
Richard Bosworth, <i>Mussolini</i> (Bloomsbury Academic, 2010)	Biography	For teachers
Nicholas Farrell, <i>Mussolini: A New Life</i> (Phoenix, 2004)	Biography	For teachers
David Williamson, <i>Mussolini: From Socialist to Fascist</i> (Personalities & Powers, Hodder Education, 1997)	Biography	Accessible for students.

<p><i>20th Century History Review</i></p> <p>Francis Stapleton, How strong was the Fascist hold on Italy?, November 2013, pages 18–21</p> <p>Francis Stapleton, Mussolini’s Fascist Economy 1922–39, April 2012, pages 24–28</p> <p>Francis Stapleton, Mussolini prepares for war, November 2011, pages 2–5</p> <p>Francis Stapleton, The man who gave away Italian democracy, January 2010, pages 11–14</p> <p>Francis Stapleton, The Fascist rise to power, September 2009, pages 14–18</p>	<p>Articles</p>	<p>Written for students.</p>
<p>Philip Morgan, The historiography of Fascist Italy has been polarised into two opposite and incompatible interpretations, <i>New Perspective</i>, March 2001, pages 26–29</p>	<p>Article</p>	<p>Accessible for students.</p>
<p>Roger Griffin, Mussolini changed his policies and tactics, but consistent stress on national rebirth qualifies him as a fully-fledged Fascist, <i>New Perspective</i>, September 2000, pages 31–35</p>	<p>Article</p>	<p>Accessible for students.</p>
<p>Historian Christopher Duggan argues that Mussolini was a popular ruler, <i>BBC History Magazine</i> (2012): www.historyextra.com/podcast/napoleon-and-mussolini</p>	<p>Podcast</p>	<p>For teachers but also accessible for students.</p>
<p>Spartacus Educational website: http://spartacus-educational.com/2WWmussolini.htm http://spartacus-educational.com/SPItaly.htm http://spartacus-educational.com/2WWItaly.htm</p>	<p>Website</p>	<p>Accessible for students. Contains commentaries and documents.</p>
<p>Totalitarianism 1919–39: www.funfront.net/hist/total/f-italy.htm</p>	<p>Website</p>	<p>Accessible for students. Overview and video clips of fascist Italy.</p>
<p>Casa Historia: www.casahistoria.net/Fascism.html</p>	<p>Website</p>	<p>For teachers but also accessible for students. Wide-ranging website with links on Mussolini’s Italy.</p>

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

Overview

This option comprises a study of Spain in the years 1930–78: years which saw Spain experience the turbulence of the Second Republic and the Civil War, the dictatorship of General Franco and, finally, the establishment of a constitutional monarchy.

Spain had experienced a 'Golden Age' as one of the major powers of the early modern period: the Spanish Empire, which was forged from the union of the states of Castile and Aragon in 1492, encompassed the lands of the Habsburg family in Europe and vast territories in the Americas. After 1713, under the rule of the Bourbon family, Spanish power declined and in 1808 Spain was invaded by the forces of Napoleon's France.

Napoleonic occupation fostered nationalism in the shape of a *guerrilla* war against the French, but Napoleonic rule also inspired ideas of liberalism and republicanism. From the defeat of Napoleon in 1812, the history of Spain would be one of continual conflict between the forces of progress and the forces of conservatism: the monarchy, landowners, the military and the Catholic Church. A pattern of revolution, liberal government and military rule repeated itself over time and, so in many ways, the years 1930–78 are little different to that which had gone before.

In 1930, popular pressure forced the current military dictator, General Primo de Rivera, to resign. In 1931, as liberals, radicals and socialists gained in confidence they demanded political, economic and social reforms. The king, Alfonso XIII, fled into exile and the Second Republic was declared.

The Second Republic introduced reforms to agriculture, the army and the church which polarised the nation. Liberal and left-wing groups (Republicans) supported further reform while right-wing conservative groups (Nationalists) hoped to overturn them. This was made worse by calls for autonomy from the Basques and Catalans. From 1931–36 Spain became increasingly politically unstable as each side in turn gained the advantage. In June 1936, a military coup d'état against the newly elected Popular Front — a coalition of Republican groups — failed and civil war ensued.

The Spanish Civil War 1936–39 was a brutal war, although its cause has often been romanticised by supporters of the Republicans. Organised 'terror' was meted out by both sides. General Franco, who quickly united the Nationalists under his leadership, purposefully fought a slow and methodical war of attrition, ensuring the complete victory over Republican strongholds. The Republicans were passionately committed, but bitter divisions amongst themselves fatally weakened them. With the aid of the fascist dictatorships in Italy and Germany, the Nationalist victory came in 1939.

Franco set up a dictatorship or 'new State' which was to last until 1975. In the early years his rule was ruthless, rigorously enforcing the Act of Political Responsibilities which declared anyone connected to the Republic a traitor. He also used the influence of the Catholic Church to enforce social conservatism. Later in the 1960s and 70s, as his regime attempted to modernise the economy through the promotion of tourism, challenges did begin to occur.

Franco had no desire for Spain to remain a dictatorship after his death and from 1967 he made plans for Spain to be ruled through some form of monarchy. On his death in 1975, Juan Carlos I became king and, despite the best efforts of conservative politicians, he presided over a transition to a democratic constitutional monarchy in 1978. Apart from an attempted military coup in 1981, Spanish democracy has since remained remarkably stable.

The option is divided into the following four topics, though students need to appreciate the linkages between topics, as questions may target the content of more than one topic.

Topic 1. Creation and destabilisation of the Second Republic, 1930–36

Topic 2. The Spanish Civil War, 1936–39

Topic 3. Establishing Franco’s dictatorship, 1938–56

Topic 4. Dictatorship remodelled and the transition to democracy, 1956–78

Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

Overview

The focus of this unit is on key developments in the history of Spain, from the political instability and social turmoil of the Second Republic and Civil War, through the establishment of Franco’s fascist dictatorship to the creation of the modern Spanish democracy.

Students will be required to place documentary extracts in their historical context, but the knowledge they will need to have will be central to that specified in the topics.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic. For example, students might draw on elements from each of the Topics 1, 2 and 3 to consider the establishment and nature of Franco’s dictatorship.

Topic 1: Creation and destabilisation of the Second Republic, 1930–36

The topic covers the reasons for, and extent of, political instability in the newly established Second Republic. Students should understand that this political instability formed the preconditions for the outbreak of civil war in 1936.

Students do not need detailed knowledge of the events of 1930–31, but need to be aware of the chain of political events leading from the end of de Rivera’s dictatorship to the proclamation of the Second Republic and Alfonso XIII’s departure from the country. Political, economic and social problems refer to the need to understand both long-term backwardness of Spain and the short-term disturbances and unrest of the early 1930s. Students need to know the measures taken by the new Republic to address these key issues and the extent to which the response to these reforms from both left and right led to political instability.

Detailed knowledge of the events leading up to and during the attempted coup d’état is not required, but students need to know why the coup was planned and how its failure resulted in the outbreak of civil war.

Topic 2: The Spanish Civil War, 1936–39

This topic covers both the key features of the course Civil War and the impact on the Spanish people.

Students need to have an understanding and knowledge of how, from the position of stalemate at the outbreak of civil war, the Nationalists under Franco's leadership emerged victorious. Students are not expected to have detailed knowledge of military campaigns or individual battles. However, students do require knowledge of the broader phases of the war and their significance for eventual Nationalist victory.

Students need to be aware that the experiences of Spaniards during the civil war were often very complex with the same territory under the control of different sides or different Republican elements at different times. However, students need to be able to identify, explain and understand the key elements and features of life within areas occupied by the Nationalists and Republicans.

Topic 3: Establishing Franco's dictatorship, 1938–56

This topic covers both the methods used by Franco to establish his fascist dictatorship in Spain and the extent to which he was able to enforce his dictatorship in its first two decades. Students need to consider the extent to which his regime was either authoritarian or totalitarian.

Students need not only to have knowledge of the measures of control in Franco's Spain, but also to appreciate the influence of the Civil War on the nature of Franco's regime. Students should be aware of how Franco was able to manage relationships with a variety of domestic vested interests.

Students will need to understand the extent to which Spain's relations with other powers helped to maintain and sustain the dictatorship during this period. The focus is on the internal situation in Spain. Detailed knowledge of agreements made with other powers or of the events of the Second World War or of the Cold War is not required.

Topic 4: Dictatorship remodelled and the transition to democracy, 1956–78

This topic covers both the measures taken by the Franco regime to maintain and sustain control in the period after the economic crisis of the late 1950s and how the transition of power from dictatorship to democracy was achieved in the 1970s.

Students need to understand the challenges to the Franco regime which emerged both in the late 1950s and the 1970s and the different ways in which the regime reacted. Students need to be aware of the political and social consequences of the economic reforms of the late 1950s and 1960.

Detailed knowledge of the events surrounding the transition of power during Franco's final years and after his death is not required, but students will need to be aware of the difficulties in planning for a succession after 30 years of dictatorship. They will need to have knowledge Franco's wishes and the political response to the measures taken to re-establish the monarchy. They will need to understand the reasons for the emergence of a democratic, constitutional monarchy in the years 1975–78, and the role of Juan Carlos in that process.

Mapping to 2008 specification

There is overlap between this topic and Unit 1, Option E/F, Topic E/F4: Republicanism, Civil War and Francoism in Spain, 1931–75.

2015 specification	2008 specification
<p>Creation and destabilisation of the Second Republic, 1930–36</p> <p>Spain 1930–31: impact of political events, 1930–31 and the creation of the Second Republic; forces of conservatism, including landowners, church, army; political unrest; economic and social problems.</p> <p>Years of reform 1931–33: Provisional government reform of the army and the church; tackling agricultural problems; reforms under Azana; responses from both left and right; unrest and repression.</p> <p>Years of reaction 1933–36: creation of CEDA; impact of the 1933 elections; undoing the reforms of 1931–33; the Asturias rising and its consequences; formation of the Popular Front.</p> <p>The failure of the Popular Front 1936: election of February 1936; political instability and social unrest; the significance of Sotelo’s assassination; attempted coup July 1936.</p>	<p>Bullet point 1: Centres will have covered Spain’s economic and cultural backwardness, the reasons for popular discontent and the strength of conservative influences, including the church and the army.</p> <p>Bullet point 1: Centres will have covered the years of Republican rule and reform. <i>Detail likely to have been covered.</i></p> <p>Bullet point 1: Centres will have covered the years of Republican rule and reaction, and the increasing atmosphere of violence before the victory of the Popular Front in 1936. <i>Detail likely to have been covered.</i></p> <p>Bullet point 1: Centres will have covered the mistakes made by the Republicans, the internal divisions of the left and the extent to which they contributed to the weakness of Republican government in 1936. <i>Detail likely to have been covered.</i></p>
<p>The Spanish Civil War, 1936–39</p> <p>Spain at the outbreak of war July–August 1936: Nationalist and Republican leadership, support and relative military strength; the geographical division of the country; the significance of the international response; the situation by the end of August.</p>	<p>Bullet point 2: Centres will have covered the outbreak of civil war and the role of the generals and have knowledge of Franco. They will have covered the extent and nature of support for both sides at the beginning of the war and of the impact of regional loyalties within Spain, the balance of military advantage and experience and how it favoured the right.</p>

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

	The course of the war: the main campaigns and stages of Nationalist advance; the impact of Republican political divisions; the impact of atrocities by both sides; the fall of Barcelona and Madrid in 1939.	Bullet point 3: Centres will have covered the impact of the atrocities committed by both sides, the main campaigns, the stages by which the nationalists extended their territory, and the fall of both Barcelona and Madrid in 1939.
	Life during the war: variety of experiences in the Republican zones; life in the Nationalist zone; attitudes towards women; the use of political terror.	<i>Detail likely to have been covered.</i>
	Reasons for Nationalist victory: Republican weaknesses; Nationalist strengths; the role of Franco; the role of foreign intervention and the impact of non-intervention.	Bullet point 3: Centres will have covered the reasons for nationalist success, the role of Franco and of internal divisions on the Republican side. They will have covered foreign intervention, the roles of Russia, Italy and Germany, the nature of French and British 'non-intervention', and the extent of aid given to both sides and its effect on the outcome of the war.
Establishing Franco's dictatorship, 1938–56	Creation of the 'new state': establishing control in the Nationalist zone 1938; initial policies; the influence of the <i>Falange</i> ; managing Nationalist rivalries; the establishment and survival of a fascist dictatorship under Franco.	<i>Likely to have been covered.</i>
	Controlling society: the legacy of the civil war; political terror and repression; censorship; the role of the church; propaganda; cult of personality; education policies; attitudes towards women.	Bullet point 4: Centres will have covered the nature and extent of repression through military courts; mass executions and the role of the police; the use of censorship and the role and independence of the church. <i>Detail likely to have been covered.</i>
	Economic development: economic problems and the impact of the civil war; the development of corporatism; the implementation of autarky; successes and failures.	Bullet point 4: Centres will have covered state intervention in economic and social relationships. <i>Detail likely to have been covered.</i>
	The dictatorship and foreign relations, 1939–56: maintaining neutrality, 1939–45; creating international relationships in the Cold War environment, 1945–56.	Bullet point 4: Centres will have covered Franco's ability to maintain neutrality, both for his own benefit and that of Spain.

Dictatorship remodelled and the transition to democracy, 1956–78	Economic and social change, 1956–75: economic problems, the decline of the <i>Falange</i> and rise of the technocrats in the late 1950s; the ‘economic miracle’, 1960–75 and impact of the growth of tourism; social developments and tensions.	Bullet point 4: Centres will have covered the gradual relaxation of controls, the economic benefits conferred by state intervention, and improving conditions by the 1960s. <i>Detail likely to have been covered.</i>
	Political developments, 1956–75: the reasons for, and nature of political change, 1956–70; the changing influence of the church; the reasons for, and nature of, increased opposition to Franco’s rule; the growth of regional nationalism; government reaction, 1970–75; developments in international relations.	<i>Likely to have been covered.</i>
	Planning and managing succession: the Law of Leadership Succession 1947; the decision to return to monarchy 1969; reaction to the decision from reformers and conservatives; role of Juan Carlos, 1969–74; the death of Franco 1975.	Bullet point 4: Centres will have covered the nature of Franco’s provision for a successor and the role of Juan Carlos to 1975. <i>Detail likely to have been covered.</i>
	Transition to democracy: role of Juan Carlos; immediate steps towards democracy; conservative obstacles; agreeing a democratic constitution in 1978.	<i>New content.</i>

Resources and references

The table below lists a range of resources that could be used by teachers and/or students for this topic. This list will be updated as and when new resources become available: for example, if new textbooks are published. New textbooks for this route are expected to be published by Pearson and Hodder in 2015.

Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resource	Type	For students and/or teachers?
Robin Bunce, Peter Callaghan and Laura Gallagher, <i>Republicanism, Civil War and Francoism in Spain, 1931–75</i> (Pearson Education, 2011)	Textbook	Written for students. Written for a unit in Edexcel’s 2008 specification.
Stephen J Lee, <i>European Dictatorships, 1918–45</i> (Routledge, 2008)	Textbook	Written for students but also useful for teachers. The section on Spain is extended to 1975.
Christopher J Ross, <i>Spain Since 1812</i> (Hodder Education, third edition, 2009)	Textbook	Written for students.
Patricia Knight, <i>The Spanish Civil War</i> (Access to History in Depth, Hodder and Stoughton, 1998)	Textbook	Written for students. Now out of print so may be difficult to get hold of.
Andrew Forrest, <i>The Spanish Civil War</i> (Questions and Analysis in History, Routledge, 2000)	Essays and documents	For teachers, but also accessible for students.
Patricia Knight, <i>The Spanish Civil War</i> (Documents and Debates, Macmillan, 1991)	Document collection	For teachers, but also accessible for students.
Raymond Carr, <i>Modern Spain 1875–1980</i> (Oxford Paperbacks, 2001)	General history book	For teachers, but also accessible for students.
David Mitchell, <i>The Spanish Civil War</i> (Harper Collins, 1983)	General history book	Accessible for students.
Antony Beevor, <i>The Battle for Spain: The Spanish Civil War 1936–1939</i> (Orion Books, 2007)	Academic	For teachers
Martin Blinkhorn, <i>Democracy and Civil War in Spain 1931–1939</i> (Lancaster Pamphlets, Routledge, 2008)	Academic	Accessible for students.
Harry Browne, <i>Spain’s Civil War</i> (Seminar Studies in History, Routledge, 1996)	Academic	Accessible for students.

Sheelagh M Ellwood, <i>The Spanish Civil War</i> (Historical Association Studies, Blackwell, 1991)	Academic	Accessible for students.
Ronald Fraser, <i>Blood of Spain</i> (Penguin Books 1979)	Academic	For teachers
Helen Graham, <i>The Spanish Civil War: A Very Short Introduction</i> (Oxford University Press, 2005)	Academic	Accessible for students.
Paul Preston (editor), <i>Revolution and War in Spain 1931–39</i> (Routledge, 1984)	Academic	For teachers
Paul Preston, <i>A Concise History of the Spanish Civil War</i> (Fontana, 1996)	Academic	Accessible for students.
Paul Preston, <i>The Spanish Civil War: Reaction, Revolution and Revenge</i> (Harper Collins, 2006)	Academic	For teachers
Paul Preston, <i>The Spanish Holocaust: Inquisition and Extermination in Twentieth Century Spain</i> (Harper Press, 2012)	Academic	For teachers
Hugh Thomas, <i>The Spanish Civil War</i> (Penguin Books, 2003)	Academic	For teachers
Sheelagh Ellwood, <i>Profiles in Power: Franco</i> (Longman, 1994)	Biography	Accessible for students.
Paul Preston, <i>Franco</i> (Fontana, 2011)	Biography	For teachers
<i>History Today</i> Paul Preston, Spain 1936: From Coup d'Etat to Civil War, 1986: www.historytoday.com/paul-preston/spain-1936-coup-detat-civil-war Richard Cavendish, General Franco and the Spanish Succession, 2007: www.historytoday.com/richard-cavendish/general-franco-and-spanish-succession Paul Preston, Franco: The Patient Dictator, 1985: www.historytoday.com/paul-preston/franco-patient-dictator Denis Smyth, Franco and World War Two, 1985: www.historytoday.com/denis-smyth/franco-and-world-war-two	Articles	Accessible for students. A subscription is required to read articles online (£).
Historian Helen Graham reflects on the Spanish Civil War, <i>BBC History Magazine</i> (2012): www.historyextra.com/podcast/spanish-civil-war	Podcast	For teachers, but also accessible for students.
Casa Historia: www.casahistoria.net/franco.htm	Website	For teachers, but also accessible for students. Wide-ranging website with links on Franco's Spain.

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

Spartacus Educational: http://spartacus-educational.com/Spanish-Civil-War.htm	Website	Accessible for students. Wide-ranging website on different aspects of the Spanish Civil War.
Contextual fiction, for example. George Orwell's <i>Homage to Catalonia</i> or Ernest Hemingway's <i>For Whom the Bell Tolls</i> .	Fiction	Accessible for students.