Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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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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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for Mussolini's popularity in the years 1925-36. **Source 1** 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: • As the Chancellor of the Exchequer of Great Britain, Churchill's assessment of Mussolini's economic achievements would carry some weight • The content and tone of the speech indicate that Churchill was sympathetic to Italian fascism as a bulwark against communism and was therefore likely to praise Mussolini • Churchill had had personal meetings with Mussolini and leading fascists and was able to comment on what he had learned in those meetings • The date of the speech, in the latter half of the 1920s, reflects on Mussolini's achievements in his first five years in power, before some of the more radical fascist policies were embedded. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Mussolini's popularity in the years 1925-36: • It provides evidence that Mussolini's personal characteristics made him popular ('charmed… by Signor Mussolini', 'calm, detached manner') • It implies that Mussolini's handling of the Italian economy contributed to his popularity ('economic position … a definite and steady improvement', 'reduction of the economic pressure on the mass of working people') • It implies that Mussolini was popular because he had defeated the Italian socialists ('triumphant struggle against Bolshevism. Italy has provided the necessary remedy to the Bolshevik poison') • It suggests that the support for Mussolini in some sectors of society was questioned ('It is ridiculous to suggest that the great mass of the people do not support the Italian Government.'). 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: • Mussolini's early economic policies were successful in winning the support of the powerful industrial elite in Italy. The *Palazzo Vidoni* Pact, 1925, and the Rocco Laws, 1926, curbed workers' rights in favour of business owners • Italians were protected from the worst effects of the Depression in the early 1930s, but the suppression of trades unions, low wages and inflation meant that economic policy reduced Mussolini's popularity among workers • Mussolini's decision to proscribe the socialist and communist parties and their affiliates in Italy was popular with business and the middle classes, who feared a Bolshevik-style revolution • The use of coercive techniques meant that many Italians adopted a passive acceptance of, or lukewarm conformity to, Mussolini's rule in Italy.

Question	Indicative content
	Source 2 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: • Ojetti was present in the crowd when Mussolini made his speech and was able to report on the atmosphere and the reactions of the crowd from an informed position • Ojetti was supporter of the fascist regime and naturally wrote favourably on its achievements • The source records reactions on the day Mussolini declared victory against Abyssinia and inevitably reflects Mussolini's popularity at this key moment. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Mussolini's popularity in the years 1925-36: • It provides evidence that Mussolini was popular because of the achievements of his foreign policy (''Finally, Italy has its empire!'') • It suggests that Mussolini was skilled in using techniques that encouraged the masses to support him ('The longer we wait', 'Mussolini, upright and motionless.') • It indicates that Mussolini was an effective speechmaker ('With one statement after another, he has filled us with such burning passion and raised our spirits to great heights.') • It implies that Mussolini was given a god-like status ('It seems that he had always been there', 'this public square, under the great dome of the sky, resembles a temple.'). 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: • Mussolini had promised that he would resurrect the glories of the Roman Empire and, with the fall of Addis Ababa in May 1936, he was able to claim that he had fulfilled this promise • Mussolini developed the cult of *Il Duce* to generate popular support by stylising himself as Italy's saviour and using techniques, such as speechmaking from the balcony to mass crowds, to boost his popularity • The cult of *Il Duce* gave Mussolini an almost divine status that set him above the fascist system and any of its problems • Mussolini's personal popularity became a unifying force in Italy and was generally very high during the 1930s. **Sources 1 and 2** The following points could be made about the sources in combination: • The two sources from contrasting authors, a British politician and an Italian fascist supporter, both agree that Mussolini had personal qualities that made him attractive to the Italian people • The two sources offer contrasting reasons as to why Mussolini was popular, with Source 1 focusing on domestic policy achievements and Source 2 focusing on foreign policy achievements • Taken together, the two sources suggest that Mussolini's popularity was sustained through the 1920s and the 1930s.

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the extent to which Spain succeeded in improving relations with other countries during Franco's rule in Spain. **Source 3** 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: • The report was a security report prepared for the American president and would try to be objective within the context of US interests • The top-secret nature of the report meant that it would be viewed only by a select group and should be completely candid in the views offered • The United States had been hostile to the fascism with which Francoism was associated, but supported Franco's views on communism • The tone of the report is relatively impartial. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which Spain succeeded in developing relations with other countries during Franco's rule in Spain: • It implies that Spain's international standing had declined during the Second World War and its aftermath and was only now recovering ('Franco's government is probably stronger than at any time since 1940.') • It provides evidence that Spain's international position was being strengthened by economic and military funding from the USA ('through economic and military aid.', '$465 million') • It suggests that Spain's international standing was improving because America needed its help ('strategic geographic location is extremely important to … Western Europe… and of the United States') • It provides evidence of other agreements that were important to Spain's international standing ('strengthened by international developments, particularly its agreement with the Vatican'). 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: • The Allied governments had courted Franco in 1940, but Franco's insistence on neutrality meant that Spain was essentially ostracised by the Allies as a fascist state and excluded from the Marshall Plan in 1948 • The United States began a series of diplomatic initiatives with Spain in the late 1940s in response to the Cold War. Right-wing Spain was regarded as a potential ally against the spread of communism • In 1953, America and Spain signed the Treaty of Madrid. It was a 20-year defence agreement providing financial and military aid. In return, Franco granted NATO the right to set up military bases on Spanish territory • The agreement with the USA helped to reintegrate Spain into the international community. In 1955, Spain was admitted to the United Nations.

Question	Indicative content
	Source 4 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: • *The Guardian* was a left-leaning newspaper and therefore likely to be hostile to Franco's Spain • *The Guardian* was a British newspaper, from a country outside the EEC, and could offer an outside opinion on relations between Spain and the EEC • The purpose of the article was to report on a key stage in the development of Spain's relations with the EEC, when some progress had been made. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which Spain succeeded in improving relations with other countries during Franco's rule in Spain: • It indicates that Spain's entry to the EEC was blocked by countries with socialist governments ('Trade unions and socialist parties … opposed to EEC association with Franco's Spain.') • It provides evidence that Spain had supporters in Europe ('Spain's principal champion is Germany. France …but rather less enthusiastically.') • It suggests that economics was more important than politics to some members ('Italy opposes negotiations with Spain on purely economic grounds… does not want new competition in the EEC's citrus market.') • It indicates that Spain's relationship with the EEC was improving ('A commercial treaty', 'Negotiations could open towards a customs union'). 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: • Spain first applied to join the EEC in 1962. Its application was rejected • Franco was not prepared to allow Spain to develop into a democracy. This was a major hindrance in its relations with other countries and especially the EEC • Some elements within Franco's dictatorship opposed attempts to court the EEC because rejection would expose Spain to international humiliation • In 1970, Spain was granted some preferential access to EEC markets, which enabled it to expand its trade with the member states. **Sources 3 and 4** The following points could be made about the sources in combination: • Both sources agree that the need to make economic gains was a key issue in Spain's pursuit of relations with the outside world • Source 3 indicates that Spain had considerable success, both economic and military, in its relations with the US, while Source 4 suggests that relations with the members of the EEC were much more muted • The sources are of very different natures. While Source 3 was a top-secret report for a small, selected audience, Source 4 was a newspaper report for a wide readership.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the rise of Catholicism as a political force was the main reason for Giolitti's decline in influence in the years 1911-14. Arguments and evidence that the rise of Catholicism as a political force was the main reason for Giolitti's decline in influence in the years 1911-14 should be analysed and evaluated. Relevant points may include: • Catholicism was rapidly growing into a formidable political force with its own agenda, different from that of Giolitti. The umbrella organisation Catholic Action controlled rural banks, newspapers and workers' unions • The growing political activity of Catholics made it difficult for Giolitti to continue to operate the system of *trasformismo.* It was harder for prefects to fix elections because Catholics were good at mobilising voters • In the 1913 election, Giolitti had to rely on the Gentiloni Pact with the Catholics to secure power. Subsequently, Gentiloni claimed that 228 liberals who supported Giolitti were dependent on Catholic support • The Gentiloni Pact included promises on religious education and divorce in return for Catholic support. These promises undermined Giolitti as a liberal and significantly damaged his influence in government • Giolitti was unable to negotiate an alliance with the Catholics because he could not promise what the Church wanted, e.g. the restoration of the Papal States. This prevented him from establishing a stable government • Giolitti's secret pact with the Catholics in the 1913 election upset radical liberals who were bitterly anti-clerical. Their opposition caused Giolitti's majority to seep away and led to his resignation in March 1914. Arguments and evidence that that the rise of Catholicism as a political force was not the main reason/there were other more important reasons for Giolitti's decline in influence in the years 1911-14 should be analysed and evaluated. Relevant points may include: • Far from challenging Giolitti's government, Catholic involvement in politics was directed against the rise of socialism and in co-operation with the liberals. The Catholic Church supported Giolitti's invasion of Libya • Giolitti's decision to invade Libya alienated the socialists and, in particular, undermined any possibility that Giolitti could win over the moderates in the PSI who might have been prepared to work in government with Giolitti • Giolitti's decision to extend the franchise in 1912 led to a massive increase in the vote for the PSI, which became the largest party with nearly a quarter of the seats and undermined Giolitti's control of the government • The PSI refused to be absorbed into the system of *trasformismo*. Giolitti's attempt to woo the PSI not only failed to win them over but also alienated Catholics and nationalists, thus undermining his control of government • The nationalists challenged Giolitti's influence with their anti-socialist and anti-liberal agenda. They prompted Giolitti to invade Libya but, while the nationalists claimed the glory, Giolitti was blamed for the high costs. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the impact of the Second World War on Italy was completely different from the impact of the First World War on Italy. Arguments and evidence that the impact of the Second World War on Italy was completely different from the impact of the First World War on Italy should be analysed and evaluated. Relevant points may include: • Unlike in the First World War, during the Second World War, Italian cities were subjected to sustained Allied bombing, leading to significant destruction and losses of lives • The Second World War resulted in Italy's overall military defeat, whereas, despite losing key battles, the First World War resulted in victory with Italy on the winning side • The impact of the Second World War on Italy was the division of Italy and its occupation by foreign powers. This was not an impact of the First World War • The Second World War resulted in the fall of the government, the abdication of the King and the establishment of a republic. The political disruption brought about by the First World War was on a much more limited scale. Arguments and evidence that the impact of the Second World War on Italy was very similar to the impact of the First World War on Italy should be analysed and evaluated. Relevant points may include: • In both wars, the political leaders were unable to maintain their stance of neutrality. Italy's political leaders took Italy into the wars to ensure that it made territorial gains from the conflicts • There was a heavy loss of Italian soldiers' lives in both wars, e.g. in the First World War, 513,000 soldiers died; in the Second World War, 514,000 soldiers were killed • In both wars, Italian soldiers were mostly conscripted from peasant and agricultural workers from the south whereas, in the north, workers were more likely to be drafted to work in war industries • Both wars exposed Italy's economic weaknesses. Italy's performance in both wars was handicapped by shortages of raw materials and low levels of production of war materials and weapons • Italians had to endure significance food shortages, including shortages of bread and pasta in both wars. Rationing was introduced in both wars • Both wars led to changes in leadership during the war. In the First World War, Salandra was replaced by Boselli, who was later replaced by Orlando, whilst in the Second World War, Mussolini was replaced by Marshal Badoglio. Other relevant material must be credited.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion the forces of conservatism continued to hold great influence in Spain throughout the years 1930-36. Arguments and evidence that the forces of conservatism continued to hold great influence in Spain throughout the years 1930-36 should be analysed and evaluated. Relevant points may include: • In spite of the 1931 constitution, the Catholic Church continued to hold great influence. CEDA was formed to defend the Church. Lerroux's government refused to enforce the anti-clerical aspects of the constitution • There was a revival in monarchist sentiments, prompted by attacks on the Church. For many people, the monarch was regarded as essential to defend the Church • The army continued to exert power, e.g. Azaña did not fully purge the army; the army crushed the Asturias rising; Gil-Robles promoted right-wing officers to key roles; Mola arranged the attempted coup in 1936 • In 1930, the countryside was dominated by *latifundia*. Azaña's reforms led to landowners supporting right-wing groups to defend their interests. Lerroux undid the reforms and wealthy landowners retook the land • The position of industrialists was maintained despite reforms and increased strike action. Both Azaña and Lerroux used force to break strikes. Arguments and evidence that the forces of conservatism did not hold great influence in Spain throughout the years 1930-36 should be analysed and evaluated. Relevant points may include: • In 1930, Spain's head of state was King Alphonso XIII. As a consequence of the 1931 municipal elections, the King abdicated and fled. Spain ceased to be a monarchical state and became a republic • Under Azaña, Catholicism ceased to be the state religion. State aid to churches ended, the Jesuit order was expelled and education was brought under secular control. The Church's power was severely curtailed • In 1930, Spain was under a military dictatorship. The influence of the army was reduced by Azaña's army reforms that retired 8,000 officers, cut military service to one year and closed the military academy at Saragossa • Azaña's 1931 reforms strengthened peasants vis-à-vis landowners. The 1932 Agrarian Reform Law redistributed land to the peasants, and land reform was resumed in 1936 by the Popular Front government • The power of industrialists declined during the period. Azaña's reforms granted rights (e.g. 8-hour day) at the expense of industrialists. Increased unionisation and strikes undermined the privileges of industrialists. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that whilst foreign intervention was overwhelmingly beneficial to the Nationalists during the Civil War, foreign intervention was of little help to the Republican side. Arguments and evidence that whilst foreign intervention was overwhelmingly beneficial to the Nationalists during the Civil War, foreign intervention was of little help to the Republican side should be analysed and evaluated. Relevant points may include: • Foreign intervention played a vital role in July 1936. Germany sent 20 Junker transport planes to airlift Franco and his army to mainland Spain. This transformed the conflict from a failed coup to a civil war • The Nationalists were much better equipped than the Republicans because of military equipment sent by Germany and Italy, e.g. Italy sent 130 aircraft, 500 artillery pieces, 12,000 machine guns and 400 vehicles • Franco was able to control the skies with German and Italian aircraft. The bombing of Guernica by the German Condor Legion opened up the route to Bilbao and to Franco's victory in northern Spain • While the Nationalist side was able to buy German and Italian equipment on credit, the Republicans had to pay Russia for their equipment. Over the course of the war, two-thirds of Spain's gold was shipped to Russia • Although the International Brigades boosted morale on the Republican side, they never numbered more than 16,000 men and they were poorly equipped and trained • Soviet intervention undermined the Republican side through the conflict between Stalinists and Trotskyites, which sapped the Republicans' effectiveness as the communists turned on POUM and CNT supporters. Arguments and evidence that counter the suggestion whilst foreign intervention was overwhelmingly beneficial to the Nationalists during the Civil War, foreign intervention was of little help to the Republican side should be analysed and evaluated. Relevant points may include: • The Italians interfered with Franco's military strategy. They demanded a leading role in formulating battle plans • The defeat of the Italian *Corpo Truppe Volontarie* at Guadalajara in 1937 weakened the Nationalist side, with the loss of weapons, including 25 artillery pieces, 85 machine guns and 67 trucks • Russia sent both humanitarian and financial aid to the Republican side. It also gave military aid including 500 tonnes of military hardware, 1000 tonnes of ammunition, 500 engineers and 1500 aircraft • Russian military aid helped the Republicans in the defence of Madrid in 1936. With Russian aid, they were able to repel the Nationalist advance. Madrid remained in Republican hands till 1939 • The French government helped sustain the Republicans by allowing them to receive supplies over the French-Spanish border. Other relevant material must be credited.

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