



MARKSCHEME

May 1999

HISTORY - AMERICA

Higher Level

Paper 3

Paper 3 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

Notes on Individual Questions

These notes must be read in conjunction with the current mark bands.

1. Examine the role of religion in *two* colonies of the region.

Any two colonies in any part of the Americas and any religion is acceptable here.

The role of religion was to establish a religious colony in conjunction with the mother country; to establish a colony where freedom of religion could be practised; to establish a colony where your own religion would be paramount; to spread your religion to indigenous population; to educate and confer the believed benefits of religion on the indigenous population.

Better candidates will understand religion was important in all colonies at this time and, in large part, determined (a) the colonies' character and culture, (b) the relationship with the native peoples and (c) how they interacted with each other, the motherland and other colonies.

Treatment should be about equal, but allow a mark division of up to **12/8**. If answer deals with only one colony no higher than **12** marks can be reached.

8 to 10 marks for narratives that indicate understanding of the basic role religion played.

11 to 13 mark band for answers with some analysis of the role of religion in the colonies.

14 to 16 and higher answers will demonstrate detailed knowledge and a consistent level of analysis. Answers at this level may include some in-depth analysis of the imprint religion left on the colony and whether or not the role of religion proved beneficial.

2. **'Most revolutions in the Americas merely replaced the colonial rulers with a home-grown political elite.'** How valid is this claim that Wars of Independence in the Americas during the eighteenth and early nineteenth century did not mark a radical change from the past?

Expect and credit a wide range of approaches. Expect some candidates to generalise, others may select specific examples for detailed discussion or concentrate on contrasting and comparing two or more wars of independence. Factors that may be discussed: salutary neglect; economic - taxes, tariffs and mercantilism; political - emergence of colonial merchants and gentry class; social - peninsulars versus Creoles; emerging sense of nationhood. The question requires candidates to address the issue of radical change.

Vague generalisations will not reach **8** marks. Many candidates may answer in narrative form: marks will depend on how much relevant comment is given; **8 to 10 marks** with perhaps implicit comment; and narrative accounts with focused comments could reach **13**. If only one example is used mark could reach 12 with specific comments.

14 to 16 marks and higher, answers will show detailed knowledge and deal with more and more of the implications of the question.

3. **Analyse the economic causes of (a) the War of Independence in the United States and (b) *one* War of Independence in Latin America.**

Thirteen colonies of North America: the question requires candidates to analyse the War's economic causes. Analysis of British economic policy and practice and the extent to which it served to unite the colonies against Britain is sought here. Candidates should consider why, when, and how the Colonists became disillusioned and may include the colonists' growing economic power and frustration with British mercantilist policies and treaties which restricted potential for economic growth and westward expansion.

Latin America: taxation, the role of the Roman Catholic church, the complex class system and associated economic grievances (Creoles versus peninsulars). Broad coverage of Spanish mercantilist policies is acceptable.

Candidates do not need to write equally on the two parts; allow a mark division of up to **12/8** either way. If (a) or (b) is omitted no higher than the **12** marks can be reached.

A factual account with implicit analysis would probably score **8 to 10 marks**.

11 to 13 mark band for narrative accounts with focused comments, with **13** marks for some analysis rather than just comment on some of the major economic causes.

14 to 16 marks and higher for answers demonstrating a consistent level of analytical ability. Candidates at this level may compare and contrast the causes of their two chosen Wars of Independence.

4. How and why did Brazil achieve independence from Portugal in the nineteenth century?

Important factors: Napoleon's 1807 invasion of Portugal, the role of the exiled Portuguese monarchy in Brazil, corruption and inefficiencies, republican sentiment and class differences; reforms of Dom Pedro and independence in 1822-23. Better candidates will explain how and why Brazil achieved independence, while weaker candidates will offer poorly focused narrative.

8 to 10 marks maximum for a narrative of the main events lacking any explicit analysis of 'why'.

11 to 13 marks for answers that explain, though incompletely, how and why Brazil achieved independence at this time.

14 to 16 marks for thorough treatment of question, demonstrating a good level of historical understanding and knowledge. For **17+ marks** argument will be well developed, insightful and may show appreciation of historiographical issues.

5. Analyse the reasons why slavery in the Americas was supported by different social and economic groups.

Candidates should demonstrate an understanding of the relationship between land holding systems (freehold plantations in the United States and state granted haciendas in Latin America), social values, and the institution of slavery itself. For example, candidates could discuss the religious, economic and political justifications for slavery in the Ante-bellum south. Examples abound: plantation owners in the United States and Mexico, mining interests in Latin America, merchants of the Spanish Crown. Better candidates may consider why slavery became a dominant value in the 'slave' countries and colonies. Candidates may mention that the practice of slavery was different throughout the Americas but this should not be the focus. Reward well breadth of coverage allied to sound analysis.

8 to 10 marks for narratives on slavery in the Americas that adequately discuss the reasons why slavery was supported without specifying class differences.

11 to 13 marks for candidates who examine specific examples and identify some of the major groups that supported slavery but without achieving detailed analysis.

14 to 16 mark band and higher for clear, precise understanding of the relationship between land, society and slavery; the best answers will provide in-depth analysis of the reasons for support of slavery together with breadth of coverage.

6. **Assess the successes and failures of Reconstruction in granting civil and political equality for former slaves in the southern states of the United States.**

The question asks candidates to assess. They should demonstrate understanding of Reconstruction's early successes versus long term failure. Some examples could include voting rights for blacks, granted in late 1860s and extended by the 'Civil Rights Act of 1875', were stripped from blacks by 'Jim Crow laws,' voter registration acts, the so-called 'Bourbons restoration' and role of the Ku Klux Klan and their opponents, the Knights of Labour.

Award 8 to 10 marks for narratives of Reconstruction that are informed, but lack overt assessment.

Award 11 to 13 marks for discussing relevant aspects of emancipation, southern opposition and the eventual demise of Reconstruction, with some attempt made to show connections between Reconstruction and granting civil and political equality. At this level information will not be complete and analysis will not be fully developed.

14 to 16 mark band and higher for candidates who adopt a position and offer detailed assessment, for example considering why Reconstruction failed in the long term to install political equality to former southern slaves, the forces that overwhelmed it and the long term impact of its failure.

7. **Explain the various reasons for the growth of railroads in the region in the period before 1914. Support your answer with specific examples from *two* countries of the region.**

Reasons for growth include moving agricultural and mining products, nation building, territorial expansion, immigration, defence, industrialisation and foreign investment in Latin America. Government policies that promoted railroads such as 'The Homestead Act' (Canada and the United States) and MacDonal's National Policy (Canada) and of other countries should be discussed and impact determined. Chosen countries do not require equal treatment. If only one country is covered mark out of **12**.

8 to 10 marks for narratives with little about reasons.

11 to 13 marks for explaining reasons for growth but where analysis is not fully developed.

14 to 16 mark band and beyond for answers that are accurate, detailed and thorough in their discussion of reasons.

8. Discuss the short-term and long-term results of the British North America Act (1867) on Canada.

The question requires discussion of short-term and long-term results. Short-term results may include: creation of the self-governing dominion, sectional differences - Nova Scotia and Quebec, post-civil war relations with United States. Long-term: nation building, westward expansion, evolution to full sovereignty, imperial conferences, World War One. Logical end points include World War One, Balfour Declaration (1926), Statute of Westminster (1931) and Canada Act of 1982.

8 to 10 marks for factual accounts with little attention to short-term and long-term results.

11 to 13 marks for answers with some discussion of the results - gains, controversies and compromises resulting from federation.

14 to 16 mark band and higher for more detailed and thorough discussion, for example examining the revolutionary nature of Canadian nationhood and the recognition that the BNA Act was first important step in that process.

9. Analyse the economic causes of the 1920's boom in the United States.

Causes include: President Coolidge's laissez-faire economic policies, boisterous post-war economy, mass production and consumerism, new industries and new products; films, radio and refrigerators; automobiles and oil, world-wide demand for United States products, protective tariffs, neo-isolationism and prohibition. All had some role in boom.

8 to 10 marks for narratives with little or only implicit analysis of economic causes.

11 to 13 marks for answers that outline and partially analyse the causes of the boom.

14 to 16 mark band and higher for a thorough discussion and analysis of the economy's strengths but that it was superficial. May include criticisms of various government policies. The highest marks will be obtained by those who offer full and perceptive analysis.

10. Compare and contrast Woodrow Wilson's and Franklin D. Roosevelt's Latin American foreign policy.

Intervention versus good neighbour: Wilson ignored his own calls for self-determination [14 points] when it came to Latin America and 'sent in the marines' many times. Roosevelt tried to reverse this trend. Candidates may examine the different reasons for these policies. Why did Wilson intervene but not Roosevelt? Influence of Monroe Doctrine? Candidates may suggest Wilson was a military imperialist while Roosevelt was a 'dollar' imperialist. Some may argue that earlier interventions gave Roosevelt the opportunity to become the 'good neighbour'. A Latin American perspective on the nature of the United States imperialism in Latin America under Wilson and Roosevelt could score well.

Candidates must attend to the instruction 'compare and contrast'.

If only Wilson or Roosevelt is mentioned, no more than **12 marks**. A factual account with some comment would probably score **8 to 10 marks**.

11 to 13 marks for focused comments, e.g. comparing influence of Monroe doctrine on policies of both presidents and identifying some of the fundamental differences.

14 to 16 mark band and higher for detailed and well structured comparison and contrasting of Wilson's and Roosevelt's policies, goals and purposes (perhaps including consideration of the extent to which they succeeded and were beneficial to Latin America and the United States).

11. 'Emiliano Zapata's aim was Land and Freedom.' How successful and how lasting was the influence of Zapata on the Mexican Revolution?

Zapata joined Madero in 1910 against Diaz's government. 1911 agrarian reform plans called for land redistribution among Native Americans. Maintained opposition to various presidencies until 1919 when he was murdered. Candidates should discuss the extent of Zapata's lasting influence and the nature of his influence. Points to include: reform plans - 'Land and Freedom'; Presidents Madero, Carranza, Cardenas, and when/if Zapata's aims were achieved.

8 marks maximum if answer only narrates Zapata's career as revolutionary.

11 to 13 marks for attempts to explain how far his goals of land redistribution and freedom were achieved and the longevity or otherwise of these goals.

14 to 16 mark band and higher for thorough analysis of 'how successful and how lasting?' including analysis of Zapata's goals, discussion of when and why 'Land and Freedom' were achieved, and the importance of the influence of Zapata.

12. Analyse the role of the United States in the Mexican Revolution.

This question provides candidates with an opportunity to assess the role played by various United States presidents, direct and indirect United States intervention, economic (oil) and political (Monroe doctrine) United States interests in Mexico. Important happenings include oil issue, removal of Mexican presidents and 'hot pursuit' of bandits. Candidates should analyse the United States willingness to get involved in Mexican affairs.

Maximum of **8 marks** for narrative of main events of the Mexican Revolution with some focus on the United States role.

11 to 13 marks for some analysis of the United States role but not fully developed.

14 to 16 marks and beyond for more detailed analysis of the United States role in the revolution, for example including thorough analysis of the reasons why the United States was so interested in Mexican affairs.

13. How successful was Import Substitution Industrialisation (I.S.I.) in the 1930s and 1940s in two Latin American countries?

The purpose of I.S.I and extent to which it was successful is the focus of this question. Candidates should demonstrate an understanding of I.S.I. and better candidates will also discuss strengths and weaknesses. Candidates do not need to treat the two examples equally. Allow a mark division of up to **12/8** either way. If only one country is discussed mark out of **12**.

8 marks maximum for superficial narratives or descriptions of the I.S.I. program lacking any discussion of how successful. Narrative accounts with comments will merit between **8 to 10** marks depending on the quality of the comments and assessment.

11 to 13 marks for candidates who partially assess the successes of the I.S.I. program but may not explain strengths and weaknesses.

Mark band **14 to 16 and higher** for candidates who accurately and thoroughly assess the success of I.S.I. including the program's strengths and weaknesses.

14. Analyse the political and economic impact of the First World War on Canada.

Key words here are 'analyse' and 'political and economic impact'. Candidates should analyse how the 'Great War' changed Canada from isolated colonial backwater to a self-confident nation, won at terrible cost by the Canadian Corps on the Western Front.

Political impact: War weakened ties with Britain, made Canada sovereign, brought international recognition at Versailles and League of Nations. At home war divided Canada as never before. Conscription crisis and 'Khaki' election 1917 created acrimony between English and French Canadians that lasted decades.

Economic impact: Agricultural boom and industrial growth are main themes. Canadian prairie wheat farmers fed allied armies and Canada's fledgling manufacturing sector expanded rapidly particularly in shell production. Victory bonds and income tax raised billions and Canada emerged from war without debt.

Treatment of two parts should be about equal but allow a mark division of up to **12/8** either way.

8 to 10 marks maximum for narrative of Canada in the First World War with little focus on political and economic impact.

11 to 13 marks for answers containing some, not fully developed, analysis of political and economic impact.

17+ marks for insightful and detailed analysis of the economic and political changes the war brought and the impact of these changes. May discuss whether or not these changes were beneficial.

15. 'Latin American political parties depended much more on personalities than on ideologies in the twentieth century.' Referring to at least *two* countries of the region show how far you agree with this statement.

Examples abound: Castro-Cuba, Peron-Argentina, *etc.* Candidates should adopt a clear position and provide own chosen case studies to illustrate and support their position. Most candidates may concur with the claim and stress the importance of charismatic leadership to peasantry and working class. Better candidates will appreciate the question's complexities and might examine cases where personality and ideology merged, Castro for example. If examples chosen are not treated equally, allow a mark division of up to **12/8** either way.

8 to 10 marks for narrative with implicit focus on the issue of personality and ideology.

11 to 13 marks for answers showing some attention to the relative importance of personality and ideology, separating the various threads of the question, but without detailed and developed analysis.

17+ marks for answers showing structure, focus, detail and in-depth analysis.

16. How has the role of women and ethnic minorities in *either* the United States *or* Canada changed as a result of the Second World War?

Post war North America opened many doors previously closed to women and ethnic minorities, but doors did not open easily. Examples: women and minorities in industry; public education and secondary education; blacks (drafted) and women (volunteers) in military. Details of how their role changed as a result of the war is critical. Women viewed as essential to workplace and came to dominate certain jobs and professions. Blacks were given greater freedom in the industrial north and many colour barriers slowly disassembled (Jackie Robinson and baseball, 1948). Growing political consciousness amongst these groups during this period came of age during 1960s. Candidates may offer evidence that change was occurring but at times the pace was slow. May mention treatment of Japanese during and after war as proof that some groups were treated worse.

The two components should be treated about equally, but allow a mark division of up to **12/8** either way.

Vague generalisations will not reach **8 marks**. Factual accounts with comments will merit between **8 to 10** depending on detail and quality of comments.

11 to 13 marks for developing the sense that the war was a catalyst for much change in some respects and that some changes made things better for minorities and women.

17+ marks if the candidate explains changes of role in detail and also shows understanding that end of war did not precipitate immediate emancipation of women and minorities. Candidates at this level may also refer to some of the major economic, social and political hurdles and barriers that remained intact. For some people War proved an important step in a long move towards equality.

17. Explain the reasons for the long survival of the regime of Fidel Castro.

Expect some ideologically driven answers. Answers from Anti-Castro candidates will attribute Castro's longevity to Communist totalitarianism and Soviet financial aid. Pro-Castro candidates will praise him as Cuba's saviour delivering people from bondage of Batista's corrupt capitalist regime. Better answers will include social reforms, as well as Soviet patronage and Castro's charisma. The émigrés question, economic difficulties and what this might indicate/suggest about Castro's regime may be discussed.

8 to 10 marks for narrative with implicit explanation.

11 to 13 marks for answers that clearly state why they think Castro's regime has lasted so long, with evidence of analysis and not mere comment in the top part of this mark band and higher.

14 to 16 mark band and higher for detailed analysis of Castro's longevity taking into account ideological perspectives and the regime's strengths and weaknesses.

18. Where, and with what effect, has the Truman Doctrine been applied in foreign policy?

Candidates may discuss 'with what effect' in relation to each event mentioned (*e.g.* Korea) or in a more general discussion. Reward knowledge and analysis in answers that address the question in any valid way. Direct and indirect influence of containment is relevant here. Better candidates may examine criticisms of policy by Truman's contemporaries and current revisionist historians.

Some candidates will treat the question in a narrative form; marks will depend on how much focused comment is given - **8 to 10** for example with limited or implicit comment.

11 to 13 marks for answers with knowledge and some discussion of the success/failure of Truman Doctrine. For **14 to 16** coverage of 'where' and 'with what effect' must be focused and well-informed.

17+ marks for detailed analysis of, for example, the policy's historical significance and influence during particular events and on future administrations and the extent to which policy was successful.

19. How successful was Chief Justice Warren in challenging segregation in the United States in the 1950s and 1960s?

Answers need to address the Warren court's anti-segregation decisions and its ramifications, notably bussing and school desegregation. Important events and incidents and growth of black consciousness and the civil rights movement should also be utilised. Reference to Eisenhower's reluctance, Kennedy's ambivalence and Johnson's civil rights legislation can also add to the quality of the answer.

Candidates may refer to Warren's previous judicial history that included serving with McCarthy's committee and gave little evidence that he was a civil rights reformer. Candidates may also include previous court decisions notably *Plessy versus Ferguson* (principle of racially separate facilities but equal). For a good mark answers must focus on how successful Warren was in challenging segregation and contain detailed evidence to support the stated position/claims.

A vague account with little or no focus will have difficulty in reaching **8** marks. A factual account with all comment rather than assessment would probably score **8 to 10** marks even if not addressing the Warren Court decisions directly.

11 to 13 marks for some analysis, for explaining major aspects of Warren's challenge and some awareness of the short term and long term impact his court had. Answers in this mark band will attempt some analysis but it will be incomplete and/or insufficient.

14 to 16 mark band and higher for structured, focused essays, showing detail and in-depth analysis, with **17+ marks** for an in-depth analysis and clear understanding of the Warren court success in removing a significant colour barrier. Warren's challenge, it can be argued, gave black emancipation its most important leap forward since the Civil War. The best responses will connect the court's decisions, federal and state responses, societal responses and the short term/long term influence and success of Warren's challenge.

20. Why did the United States intervene in Vietnam between 1961-1971?

Key factors may include containment doctrine, religion, situation in Europe and elsewhere, domino theory and views of Presidents Eisenhower, Kennedy, Johnson and Nixon. Candidates should explain why United States intervened militarily in 1961 (marines at Da Nang); Gulf of Tonkin Resolution, build-up and escalation (Operation Rolling Thunder) and Tet under Johnson; Nixon - Vietnamization, peace talks and bombing of Hanoi. Answers may develop thematically or chronologically.

Emotionally biased condemnations or affirmations of United States involvement in Vietnam are unlikely to reach **8 marks**. **8 to 10 marks** for answers that respond to the question in a narrative form, marks depending on how much focused comment is given.

11 to 13 marks for answers with knowledge and some analysis, that try to explain the reasons for the United States move from observation to intervention to escalation.

14 to 16 and higher for sound, in-depth analysis, explaining why the United States intervened with focus on explaining factors that convinced Presidents to commit ever growing numbers of United States forces and whether this proved effective and desirable in the short-term and the long-term.

21. Compare and contrast the domestic policies of two United States Presidents in the period 1970 - 1990.

The dates in the question limit the choice to Richard Nixon (President until his resignation in August 1974), Gerald Ford (1974-1976), Jimmy Carter (elected 1976), Ronald Reagan (elected 1980) and George Bush (elected 1988). Candidates must discuss only domestic policies. Policies will vary according to choice of Presidents but are likely to include, for example, economic policies (taxation, budget deficits *etc.*), welfare policy, law and order, civil rights, the environment and abortion. Answers should offer evidence, not vague generalisations or sermons. Reward detail and expect breadth.

If the policies of only one President are covered the answer cannot reach more than **12 marks**.

Vague generalisations will also not reach **8 marks**.

Factual accounts with some implicit comparison and contrast would probably score **8 to 10 marks**.

In order to obtain **11 to 13 marks** answers must focus on comparisons and contrasts. Detailed, structured, consistent comparison and contrast will merit **14 to 16 marks**, or **17+ marks** if very focused, detailed and showing depth of historical understanding.

22. **In what ways, and for what reasons, have there been social obstacles to development in Latin America since 1945? Support your answer with specific examples from *two* countries of the region.**

Equal treatment not required of the two Latin America countries chosen; allow a mark division of up to 12/8 either way. Religion, race, gender, class and poverty have posed the main obstacles. Not necessary to include all these but candidates should aim for substance, not vague generalisations. Better candidates will understand these obstacles were not separate but formed an interconnected obstacle for many peoples in Latin America.

8 marks maximum for listing social obstacles but without addressing 'in what ways, and for what reasons'.

11 to 13 marks for informed and focused comment, **14 to 16 marks** for well-informed and well-focused analysis, and higher for answers that are very detailed and show insightful analysis. May attempt to show how obstacles were interconnected.

23. **Analyse the role and conditions of women in agriculture in any *two* countries of the region after World War II.**

Treatment of the two countries should be about equal; but allow a mark division of up to 12/8 either way. If answer deals with only one country the maximum mark possible is 12. Candidates might discuss working conditions, migration (rural to urban - factory work), mechanisation on farms, education, and involvement in production of sugar cane, coffee and tobacco (Latin America) and grain and cattle in the United States, Canada and Argentina.

Vague generalisations will not reach **8 marks**.

11 to 13 marks for answers with some analysis of the role and conditions, higher if analysis is detailed and with consistent focus.

17+ marks for detailed and perceptive analysis of how roles and conditions changed. May differentiate between major and minor changes in analysis and may discuss how changes varied from country to country and within country itself. May provide a conclusion as to the positive or negative aspects of the changes on women.

24. Why have various revolutionary movements of the left since 1945 failed in Latin America?

Since 1945 there have been various revolutionary movements in Latin America but because of social, economic and political factors none, apart from Cuba, has achieved great success. The question requires an assessment of the reasons for their failure.

Ideological polemics will not reach 8, nor will a vague general account with little or no focus on 'why'.

11 to 13 marks for a sound discussion on the reasons left wing revolutions have failed. May indicate that not all revolutions have failed totally.

14 to 16 and higher for sound in-depth analysis of the factors - social, economic and political - that have stifled left wing revolutions in Latin America. At this level candidates will demonstrate their understanding that not all revolutions failed and are likely to refer to Cuba as an example of a successful left wing revolution.

25. How successful were the Regional Trade Agreements between 1950 and 1970 in three countries of the region?

Candidates may focus on any three countries in the region and they do not require equal treatment. Award marks based on extent and quality of how each country is treated. Factors to include depend on the area. Relevant here are efforts to promote trade regionally, agencies, and various bilateral and multilateral trade agreements (such as Canada - the United States auto pact).

8 to 10 marks for factual account with implicit analysis or some explicit comment on success.

11 to 13 marks for focused comments or some analysis on three countries and how far attempts at trade agreements were successful.

17+ marks for detailed analysis of the extent of the success of these agreements and the impact they had on three countries.
