



MARKSCHEME

November 1999

HISTORY - AMERICAS

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. Compare and contrast the treatment of indigenous peoples in *two* countries of the region in the eighteenth century.**

Canada: aim was to civilise and convert the native peoples who were in fact not that numerous. Eskimos had little contact with Europeans, rather Algonquians who were nomads, Iroquois who were farmers, Plain Indians who were nomadic buffalo hunters and Pacific Indians who were sedentary farmers. European diseases, weapons and alcohol set Indians against each other. Efforts of French to convert Indians were only randomly successful.

United States: settlers learned skills from the Indians. Colonies had different policies and methods for dealing with native peoples; Europeans generally took advantage of them, stole their lands, destroyed their hunting and burial grounds. Indians were eager to keep whites from expanding into the Ohio territory.

Latin America: primary aim was to convert native peoples. Spanish had destroyed several major Indian civilisations including Incas and Aztecs. In numerous places, Indians were enslaved, treated as children or subject to debt peonage. Mention of Jesuit missions in Paraguay with Guarani are acceptable. Inter-marriage with Spaniards and blacks was allowed.

A comparative question, where the usual instructions apply; if treatment of indigenous people in only one country is discussed [*8 marks*] cannot be reached. A comparative structure will probably score better than end on accounts of treatment.

Vague generalisations will not reach [*8 marks*]. End on accounts will probably score [*8 to 10 marks*], with good linkage [*11 to 13 marks*]. Structured comparative essays supported by relevant evidence may score [*14 to 16 marks*], or higher with impressive depth and detail.

2. **How did conflicts and rivalries among European nations both help and hinder the struggles for independence in the Americas?**

The conflicts which the question makes reference to were European conflicts between/among: Britain, France, and Spain. Candidates are not required to discuss them, but *[14+ marks]* answer should establish a background of the conditions in the colonies to be able to discuss their impact.

United States: The French and Indian War, between Great Britain and France, brought a fundamental change in the relationship between the colonies and the British government. Foremost was the change in how the British saw the colonies and how the colonists viewed their home government. These views, and the policy change from 'salutary neglect' to enforcement of regulations and the demands for new revenues caused the American colonists to become more 'attentive to their liberties'. Candidates might argue that American society had changed before the war with Great Britain therefore the policy changes were only the 'trigger' and therefore it helped the process of independence. Mention should be made of French aid (money, troops and navy) to the American cause, as well as the loans obtained from Holland and Spain. Other nations of Europe in 1780 formed the League of Armed Neutrality against England because of its abuses of commercial rights of neutral nations. All of these indispensable to American victory.

For Spanish America: the conflict of interests between Spain and its colonies was expressed in the cleavage between the Creoles and the peninsular Spanish, which was reflected in the growth of Creole nationalism during the nineteenth century. The gradual decline of Spain, due to its wars first against the British, and later against the French, culminated with Napoleon's invasion of Spain and the forced abdication of the Spanish king. For the Creoles this was an opportunity to take power in 'the name of the Spanish king'. However, the hopes for independence were limited by fighting between royalists and patriots. The struggles for independence were further prolonged by the events in Europe. The fall of Napoleon in 1814 brought Ferdinand (the Spanish king) back to the throne. Rejecting the prospects of independence for Spanish America, the king released Spanish troops for use in the area, thus increasing Creole nationalism, destroying loyalties to Spain and the King, prolonging the struggle, devastating the area and thus, 'hindering' the process of independence. In contrast, the French invasion of Portugal in 1807, followed by the flight of the Portuguese court to Brazil, brought large benefits to Brazil. Indeed, the transfer of the court in effect signified achievement of Brazilian independence, therefore it helped the process.

Do not expect or demand full coverage of all the above: one area well covered plus references to another and with some explicit assessment could score *[11 to 13 marks]*. Answers with focus, analysis and detail would be awarded *[16 marks]* or higher. Narrative accounts with comment or implicit analysis could reach *[8 to 10 marks]*, but vague generalisations or narratives lacking focus or relevant knowledge will not reach *[8 marks]*.

3. Assess the impact of the War of 1812 on both Canada and the United States.

United States: Gained respect of other nations; accepted Canada as a neighbour and part of the British empire; decline of Federalist party as national force; Native Americans forced to surrender large areas of land to white settlement; big step toward industrial self sufficiency; increased feelings of nationalism and expansion to the West.

Canada: the beginning of a sense of nationhood joining French and English, strengthening of bond with Britain, growth of anti-Americanism. United States viewed it as a second war of independence.

Allow a sub-division of up to 12/8 either way. Thus, if assessment is of the impact on Canada or the United States but not both then *[12 marks]* is the maximum. Narrative accounts with comment or implicit analysis might score *[8 to 10 marks]*. Answers showing some analysis plus relevant knowledge could reach *[11 to 13 marks]*. Reward balanced assessment supported by evidence with *[14 to 16 marks]* or higher depending on depth and detail of the assessment.

4. Was the United States' Constitution a 'revolutionary' document?

This topic is likely to prove popular. Strong answers, *[16+ marks]* will show some familiarity with its historiography (Beard, Macdonald). Satisfactory answers should address at least three of the following: republicanism, separation of powers, federalism, Bill of Rights, ratification process, extent of suffrage, amendment process. For more than *[13 marks]* candidates should make a clear statement about the extent to which the Constitution was a revolutionary document for its time.

5. How and why did the antislavery movement in the United States change during the course of the nineteenth century.

The antislavery movement in the early nineteenth century expressed moral disapproval of the institution and was part of a reform movement which embraced other issues. To the extent that there was an organised antislavery movement, it centred on the concept of colonisation; the American Colonisation Society can be used as example. By the 1830s, colonisation was failing rapidly, particularly since the cotton boom in the Deep South was increasing commitment of planters to their labour system. The emergence of William Lloyd Garrison and his demands of immediate, universal abolition of slavery changed and galvanised the discussion. Abolitionism had a particular appeal to the free black population in the North, which lived in appalling conditions, and found in Frederick Douglass a leader of their own. Douglass demanded not only freedom but full social and economic equality. The rise of abolitionism was a powerful force, but provoked a powerful opposition as well since even in the North abolitionists were a small minority whom most whites viewed as radicals. The result was an escalating wave of violence. Candidates should recognise the internal divisions and strains that the abolitionists' crusade experienced by the mid 1830s, as well as the turn from moral appeals to political action, seeking to induce Northern states and the federal government to aid the cause. The Underground Railroad, the 'Free-Soilers' are examples from these stages. The frustrations of political abolitionism drove some critics of slavery to embrace more drastic measures. A few advocated violence and supported John Brown's uprising. Others attempted to arouse public anger through propaganda, the most powerful example was Harriet Beecher Stowe's novel *Uncle Tom's Cabin*, published in 1852. It rocked the nation and brought the message of abolitionism to an enormous audience. Not only in the North but in the South her novel helped inflame sectional tensions to new levels.

Do not expect all of the above, but answers to this question must address the **how and why** to obtain [14+ marks]. The focus should be the development of opposition to slavery from a general reform movement during the early nineteenth century to the abolitionist movement of the middle nineteenth century. Well-focused argument supported by specific examples will reach [14 to 16 marks] and higher depending on detail and analysis.

6. **'It was the result of tensions between two different ways of life'. 'The war was caused by unnecessary fanatical agitation'. Which of these explanations of the outbreak of the Civil War in the United States do you consider to be the most appropriate and why?**

Candidates who recognise Senator William H Seward's argument and discuss it thoroughly should be awarded [16+ marks]. Seward saw two competing explanations of the sectional tensions in 1858. On the one hand stood those who believed the sectional hostility to be 'accidental, unnecessary, the work of interested or fanatical agitators'. Opposing them, those who believed the war to be 'the result of tensions between two different ways of life'. Accept any explanation which implicitly or explicitly identifies the idea that slavery, and the South's attachment to it, was the principal, if not the only, cause of the civil war. This view represented the perceptions of the North and provides a moral explanation for the conflict. On the other hand, the 'caused by unnecessary fanatical agitators', reflected the South's view that the conflict was a dispute over the nature of the Constitution. It presents the argument that northern abolitionists and Free-Soil politicians attempted to overturn the original compact of the states, and that the southern states seceded to defend the constitutional rights threatened by northern aggression.

Candidates could deny both of these explanations and argue for other causes: political, economic, social *etc.*; accept them if they support their arguments with evidence. Answers which give a rendition of causes of the Civil War could reach [8 to 10 marks] with some comment or implicit analysis. Explicit analysis of the competing explanations will score [11 to 13 marks], or higher [14 to 16 marks] if well-focused and detailed. Essays which also show awareness of historiography of the debate about the causes of the Civil War could score [17 to 18 marks], or [19 to 20 marks] if they make well-developed use of it and show deep historical understanding.

7. **Explain the effects of economic dependency in *two* countries of Latin America in the late nineteenth century.**

The question implies a definition of 'dependency' and the principal effects will be illustrated according to the selected countries. However, for an answer of [14 to 16 marks] some of the following issues should be analysed: neo-colonialism (economic domination); weak economies based in Monoculture (production of mainly one product for export) and subjected to supply/demands of the world markets; competence from other countries; lack or weak industrialisation; and the implications of the concentration of land in few hands. Stronger answers [17 to 18 marks] and higher will show depth and detail in discussing these issues, perhaps mentioning the political implications of the economic dependency.

8. Evaluate the political and economic effects of the British North American Act (1867) on Canada.

A traditional question about a topic be familiar to candidates studying Canada. Some of the issues that could be mentioned are: 'responsible government'; creation of a new country out of three colonies: Nova Scotia, New Brunswick, and the United Canadas (Ontario and Quebec); helped to preserve Canada's French speaking minority; allowed the country to expand to the Pacific and Arctic oceans; flexibility to foster provincial rights in times of peace and strong central government during two world wars. Under the BNA, Canada evolved into a modern industrialised welfare state.

Some of the above should be discussed for *[11 to 13 marks]*, and most – though not necessarily all – should be considered for *[14 to 16 marks]*. The best answers *[17 to 18 marks]* and above will show the fullest evaluation, perhaps discussing the negative views that some critics presented: it gave Canada an appointed Senate and a division of powers that led federal government into overlapping jurisdictions in health, social and economic policy; not clear statement of individual rights and freedoms; a vestige of Canada's colonial era *etc.* A maximum of *[12 marks]* for answers which only discuss the political or economic effects.

9. Examine the nature of progressivism and show (a) how the movement affected women and (b) how women affected progressivism .

Answers to this question should address the following aspects:

- (i) They should explain the term 'progressivism' and place it within the appropriate time period. A detailed explanation of the term is not necessary, however it must mention that it was a reform movement that began in the 1890s and attempted to bring under control the problems created by industrial growth and change. It lasted until 1920s.
- (ii) A discussion of how progressivism affected women should recognise the Progressives not only explored problems of labour and immigrants, but also denounced prostitution, family disorganisation and the subjugation of women. By addressing these issues, it provided opportunities for women participation in society, and encouraged the voluntary efforts of middle class women like Jane Addams who established settlement houses among the urban poor in an attempt to educate and help them. Fighting alcohol abuse was another movement that attracted the energies of many women who were prominent in the temperance movement. Famous temperance crusaders were Frances Willard and Carrie Nation. The temperance movement achieved its goal with the adoption in 1919 of the Eighteenth Amendment. The struggle of the suffragists continued during this period and saw its major success in 1920 with the nineteenth amendment.
- (iii) The point about how women affected progressivism should indicate the significance of participation by women in the reform movement, in particular their involvement in the social justice movement and the achievements of the new 'social workers' - among them ability to persuade state legislatures to enact laws for children protection, especially laws to abolish child labour.

Do not expect all the above. Focused answers with some analysis could reach *[11 to 13 marks]*. Argument that is consistently focused and well-substantiated could reach *[14 to 16 marks or higher]* depending on depth of detail. General and unsubstantiated arguments should not receive more than *[7 marks]*.

10. How did the Spanish-American War change United States policy toward the Caribbean?

Answers could develop along the following lines: the war served as a catalyst to transform imperialist stirrings into a full-fledged imperial policy of intervention in the area. The following issues can be taken into consideration: previous interests of the United States in the area; Manifest Destiny and its rationale; economic concerns. To be awarded [14+ marks] the answers should provide detailed argument including specific examples such as Cuba and Panama. Policies such as the 'Big Stick' and 'Dollar Diplomacy' will also serve to illustrate the changes. An answer without concrete examples should not be awarded more than [8 marks].

11. Francisco Madero has been called 'the Father of the Mexican Revolution'. To what extent do you agree with this description ?

This is a topic that invites debate, and any point of view, providing it is supported with specific evidence and analysis is valid. The focus of the analysis should be the evaluation which answers 'to what extent'. Expect 'to a large extent' in many answers.

Candidates are expected to be familiar with but not to recount the complicated events of the Mexican Revolution of the twentieth century (this is a common mistake). Essays that discuss Father Hidalgo and the nineteenth century are not acceptable. The achievements of the succession of revolutionary leaders can be narrated but some criteria must be set out and a judgement made as to why Madero deserves, or not, the title. [8 to 10 marks] for answers where the analysis is implicit rather than explicit; and [11 to 13 marks] for analysis supported with evidence but not fully developed. [14 to 16+ marks] answers will be consistently focused, analytic and well-substantiated.

12. Examine the causes of the Great Depression in two countries of the region.

Answers will vary according to the selected countries. However, a probable selection will be the United States and their impact on the rest of the hemisphere. Possible countries for comparison: Canada, Argentina, Brazil, but any country is valid. Well-known causes that should be mentioned: stock speculations, margin buying, price rigidity, farm problems, shrinking foreign markets, decline of automobile industry and housing *etc.* [11 to 13 marks] answers will focus on causes but the analysis will not be fully developed. In [14 to 16+ marks] answers, the argument will be well-structured, analytical and supported with detailed evidence.

- 13. Analyse the relations between Canada and the United States in the first half of the twentieth century.**

This question demands an analytical approach, thus a narrative of the events during this period of time could not be awarded more than *[8 marks]*. Unless there is explicit analysis or relevant conclusions or comments, in which case the answers could reach higher *[8 to 10 marks]*. An analysis of the topic should take into consideration the geographic, social, economic, and political features which affected these relations marked, in many ways, by tensions and resentments. Those include the United States immense economic and cultural power as well as Canada's growing national consciousness and attempts to counter act the manifold influences of the United States. Answers could be divided in the periods from 1900s to 1930s and from World War II to 1950s. Specific examples and in depth analysis will obtain *[15+ marks]*. Answers including specific examples and in-depth analysis could reach *[16 marks]*, or higher depending on depth and detail.

- 14. Why did Juan Perón become the dominant figure in the history of Argentina from 1955 to 1971?**

Probably a popular question which, however, requires a good knowledge of Argentina's history and Perón. Solid answers *[11 to 13 marks]* might outline Argentina's social, economic, and political conditions before Perón came to power and discuss the changes that he made as president, as well as their impact. Reward with *[14 to 16 marks]* and higher answers that analyse the influence of Perón from his exile in Madrid (1955-1973): the legacy of Peronism; the command of CGT, the trade union confederation; the myth of Evita, the promise of his second coming as an incentive to political action for his followers; the structure of Argentine state and economy, the uses he made of his political apparatus *etc.* Do not expect all of this, but reference to some of these issues is necessary to explain the pervasive influence of Perón in Argentina. *[8 to 10 marks]* for narrative accounts with some comments or implicit explanations of why Perón became the dominant figure in the history of Argentina 1955 to 1971.

- 15. Compare and contrast the treatment of the Japanese internees in the United States and Canada during World War II.**

Although the question asks for compare and contrast, it is possible that the coverage may be unequal. Allow unequal coverage up to 12/8 either way, and if only one country is mentioned then *[8 marks]* cannot be reached. Candidates should mention the conditions on the internment camps, the break up of families, the denial of citizenship, the loss of economic and social status, as well as instances of racism. Specific examples and relevant comments are needed for *[11 to 13 marks]*, well-structured and detailed comparison for *[14 to 16 marks]* and higher.

16. Analyse the role of the Catholic Church in Latin America during the period 1960 to 1980.

Answers to this question should mention the traditional conservatism of the Church, its large-land holdings and political power and contrast it with its changing role during the period. For *[12+ marks]* a general understanding of liberation theology should be demonstrated as well as its concerns for the poor *etc.* Events and people that could be mentioned to support the answer are: the Medellin Conference, Dom Helder Camara, Leonardo Boff, Juan Segundo, Gustavo Gutierrez, Jesuits in El Salvador, Ernesto Cardenal or Miguel Descoto in Nicaragua. Answers that consistently focus on the role of the Catholic Church in Latin America 1960 to 1980 and show depth and detail will merit *[16+ marks]*.

17. Assess the impact of the Second World War on minorities in *two* countries of the region.

Answers will vary according to country but possible choices include the United States, and Canada. The minorities could be: women, African-Americans, Native American, or religious minorities and Asians.

Answers should focus on assessing the impact of the Second World War on the chosen minorities. *[11 to 13 marks]* for analysis which is relevant but not fully developed; *[14 to 16 marks]* for well-focused assessment supported with detailed examples, and higher *[17+ marks]* for argument that is particularly well-developed.

18. In what ways did the Cold War affect the relationship between the United States and Latin America after 1959?

Strong candidates will discuss the basic 'neglect' of the United States foreign policy toward Latin America after 1945 and its concern with the events in Europe, although the trend for hemispheric co-operation, as illustrated by the formation of the OAS, should be included. The major changes that occurred were intervention and economic aid to prevent spread of Communism in the region after the Cuban Revolution. Kennedy's Alliance for Progress as well as Johnson's intervention could be used as examples. Keep in mind that the question does not set a time limit for its ending, therefore use discretion in the marking according to the examples used by the candidates.

Vague generalisation will not reach *[8 marks]*. Argument that is relevant but which could be developed further in terms of depth and detail could reach *[13 marks]*. Stronger answers, showing well-substantiated analysis can reach *[14 to 16 marks]*, or higher if particularly perceptive or offering very detailed argument showing impressive knowledge and understanding.

- 19. Compare and contrast the influence on domestic issues (domestic policy) of *two* presidents of the United States between 1950 and 1970.**

Clarification of what is understood as 'influence' is important for the development answers to this question. The question allows candidates to compare and contrast the policies of Truman (last years); Eisenhower, Kennedy or Johnson. Domestic policy issues include: economic, social and economic aspects of the administration. Civil rights aspects are very significant within this period.

The question requires candidates to compare and contrast the influence of two presidents on domestic issues/policy, so if only one president is discussed 8 marks cannot be reached. Narrative accounts with implicit analysis or comments and/or relevant conclusion might reach *[8 to 10 marks]*, but to achieve higher marks candidates must offer explicit analysis. In *[11 to 13 mark]* answers, knowledge will be generally sound but analysis will not be fully developed. *[14 to 16 marks]* answers will be more developed – well-structured and supported by relevant evidence. *[17+ marks]* answers will show detail, focus and historical understanding.

- 20. Analyse the foreign policy of *two* presidents of the United States toward the Middle East between 1970 and 1985.**

Answers will vary according to selection, but possible good examples could be: Jimmy Carter's Camp David Accords, Iran and the hostage crisis; Ronald Reagan and Lebanon, Israel and the PLO. The Iran-contra affair could be included. If only one president is discussed the maximum is *[12 marks]*.

- 21. Evaluate the impact of 'black power' on the Civil Rights movement.**

Responses to this question should identify 'black power' and demonstrate awareness of the reasons why it emerged. The assessment of its impact could discuss some of the following issues: instilling racial pride in African Americans; creation of a schism within the civil rights movement; emergence of / or transformation of radical groups calling for more assertive, or violent action against racism and rejecting the approaches of more established black leaders. Some groups/people that should be included are: the Black Panthers; the Nation of Islam and Malcolm X among others.

Specific examples and relevant analysis are needed for *[11 to 13 marks]*, more detail and depth on its impact for *[14 to 16 marks]* and up.

- 22. Examine the influence of fascism upon any *two* Latin American countries in the twentieth century and explain the reasons for its appeal.**

An open-ended question, that gives no indication of the countries required but a good score cannot be gained unless the concept of fascism and the countries which are going to be used are defined. The classical example will be Brazil's 'Estado Novo' and probably, but difficult, will be Argentina before and during Perón (debatable), and Pinochet's Chile. As for the reasons, some of the following could be expected: the influence of fascist ideas during the early and mid-century (Mussolini, Hitler, Franco); its perceived success, the Latin American tradition of corporatism, nationalism, anti-Americanism, militarism, the conditions of the country *etc.* Generalisations without adequate specific detail will not score well: [7 marks] and less. Well-structured, focused and analytic answers will score [14 to 16 marks] or higher. Analysis which is less consistent and well developed but strives to address the influence of fascism and explains its appeal can score [11 to 13 marks].

- 23. 'Movements for political rights have developed widely since 1945'. Discuss the relative success of these movements in *two* countries of the region.**

Answers will vary according to country and selected groups. Some possibilities would be African-American civil rights movements, women, Native Americans and Hispanic. Answers should identify clearly the movement itself, the reasons for it and their successes and/or failures. Expect more knowledge of United States than elsewhere, and if only one country is discussed mark out of [12 marks].

Narrative accounts of movements for political rights in two countries could score [8 to 10 marks] with implicit analysis of relative success. Answers showing assessment of relative success could reach [11 to 13 marks] if supported with relevant evidence. [14 to 16 marks] for thoughtful analysis of relative success well supported by evidence, or higher with in-depth analysis.

- 24. Account for Fidel Castro's rise to power in Cuba and explain the United States reaction to his regime until 1970.**

Social, political and economic conditions of the country should be discussed to explain Castro's rise to power. Candidates could also discuss Castro's charisma, the abuses and mistakes of Batista's regime, Castro's ideas and the successes of the guerrilla warfare tactics, the nationalism of the movement and the 'revolutionary tradition' of Cuba.

The reaction of the United States could be explained in terms of the country's concerns with the spread of communism. A good answer will show the United States initial 'stand by' approach toward the Castro regime, followed by a period of covert intervention, to an open confrontation. Castro's measures of nationalisation of foreign companies, his land reforms *etc.*, which hurt United States' interests should be evaluated.

Emotional or narrative accounts without the support of evidence will receive no more than [7 marks]. Narrative accounts with implicit explanations or some comment score [8 to 10 marks] according to detail and relevance. Answers which explain Castro's rise and United States reaction to his regime will score [11 to 13 marks] for analysis with limited development, [14 to 16 marks] for fuller explanation, and [17+ marks] for answers which show deep historical understanding, structure and consistent focus.

25. Evaluate the successes and failures of the Organisation of American States (OAS) from 1970 to 1990.

It is hoped that some candidates will have sufficient in-depth knowledge to support their answers with concrete and specific cases. This question demands analysis: that is, an explanation of why the event/situation/commission *etc.* was a success or a failure. Narrative accounts which do not comment on both, successes and failures will not score more than [8 to 9 marks] points. Reward a knowledgeable well-focused answer with [14 to 16 marks] and higher for those who assess the cases that are presented. The question gives no indication of how many examples are required but a good score [13+ marks]. cannot be gained if less than three examples are used. Candidates should be aware of the time-frame of the question and answers which do not comply with this demands should not be accepted.

Some of the issues which can be discussed are: 1979 and Nicaragua's revolution and 1984's elections and change of government; 1982 Falklands war; 1987 the Arias Peace Plan; in Panama 1977 Canal Treaties, and 1989 and 'Operation Just Cause'; 1983 Grenada invasion; work of the Inter-American Commission of Human Rights and the Inter-American Commission of women. Peace keeping missions; electoral observations, technical co-operation *etc.*
