



# **MARKSCHEME**

**May 2000**

**HISTORY – AMERICAS**

**Higher Level**

**Paper 3**

## Notes on Individual Questions

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

1. **Analyse the social structure of the immigrant population of the colonial society in any two parts or countries of the region in the second half of the eighteenth century.**

Candidates should be aware that the question's demands are about the 'immigrant population'. The parts or countries referred to most by candidates are likely to be those with British and Spanish culture. Some of the aspects that could be mentioned for British America are: dominance of English culture, self government, religious tolerance, no hereditary aristocracy, social mobility. For Spanish America: dominance of Spanish culture, authoritarian governments, homogeneous religion, culture and ethnic division, very little social mobility. French and Portuguese society can be other possible choices.

Allow a mark division of up to 14/6 for the two parts or countries, and mark out of **[13]** answers that cover only one. **[14 to 16 marks]** if analysis is consistent, focused and supported by sound knowledge; and higher for well-developed, perceptive analysis.

2. **'Wars of independence in the Americas were primarily caused by economic grievances.' Discuss how far this claim is justified with reference to any one war of independence in the region in the period 1775 to 1850.**

Candidates should offer argument supported by sound detail. A simple denial or agreement, with supporting evidence but lacking evaluation, would probably score **[8 to 10 marks]**. For **[11 to 13 marks]** there must be some evaluation; and for **[15+ marks]** candidates must show knowledge of the causes of the chosen war of independence and weigh their claims to be the primary cause.

Some points that might be addressed.

**English America (United States):** after the French and Indian Wars, the British government adopted a new colonial policy with three basic objectives - to place the colonies under strict British political and economic control; compel the colonies to obey English laws; and make colonies bear their part of the cost of maintaining the British Empire. Among the most significant issues: the Navigation Acts; writs of assistance; new taxes; Western land policy and the Quartering Act. Colonial opposition emerged because it affected many sectors of society. Furthermore, the colonists maintained that they were entitled to self-government and could only be taxed by their own elected colonial legislatures ('taxation without representation').

**Spanish America:** Spanish colonies had achieved a high degree of economic diversity and independence. The Hapsburg state had settled into a 'comfortable inertia' which gave the Creole elites what was denied them in theory. Two good examples could be Mexico and Peru. The reforms of the Spanish Bourbons, whose purpose was to raise revenues for the crown, threatened the status quo. The reforms involved administrative reorganisation to improve the tax yield from America, and the restructuring of imperial commerce so as to stimulate the Spanish economy. The reorganisation (creation of new viceroalties and audiencias) would dislocate the local economies and increase the already existent resentment between Creoles and peninsulas. The restructuring of commerce and trade would prohibit the production of commodities such as wine, olive oil, wheat and textiles in the colonies. The accompanying increase in taxes and attacks on Church property also created major discontent. Indeed all sectors of society had reason to complain about the reforms. Both Creoles and Indians were to react against them. Mexico can be used as an example of war that starts with a social agenda - not to give more to lower classes. Haiti is unique in being a slave rebellion.

**3. Compare the problems that emerged in the formation of new systems of government in two countries of the region after their war of independence.**

The wording of the question requires candidates to compare and to focus on the problems (rather than the structures) in the formation of new systems of governments in **two** countries. Two Latin American countries **are** acceptable.

If candidates do not both compare problems in the formation of new governments in their chosen two countries then the maximum is *[12 marks]*. Answers that contain accurate detail of similarities and differences in a clear comparative response will score well, probably *[14 to 16 marks]*, or higher if very focused and detailed or perceptive.

**4. Why was the slave rebellion on Haiti successful, whilst slave rebellions elsewhere in the Americas before 1850 failed?**

Answers should show awareness of the general obstacles to successful slave rebellion. An adequate knowledge of the rebellion on St Domingue/Haiti will include reference to the impact of the French Revolution, the leadership of Toussaint L'Ouverture and the policy of Napoleon Bonaparte.

For *[11 to 13 marks]* answers will offer an adequate explanation of events on St Domingue/Haiti and show the ability to make general comparisons with one or more examples from elsewhere in the Americas; for *[14 marks]* and above specific comparisons might be made, for example with unsuccessful rebellions on Jamaica or Ned Turner's revolt. If the second part of the question is ignored the maximum possible mark for explaining why the slave rebellion on Haiti was successful is *[12 marks]*.

**5. Compare the political, economic and military strengths and weaknesses of the North and South at the beginning of the United States Civil War in 1861.**

Reward structure, detail and analysis. *[11 to 13 marks]* for informed accounts with limited analysis. Structured, focused argument backed up with specific evidence will merit *[14 to 16 marks]*, or higher with in-depth analysis.

Comparative strengths and weaknesses –

**Political:** North – established government, all departments operating, recognised internationally as the legitimate government; South – new government poorly organised.

**Economic:** North – great industrial power, sound monetary and credit policy, well-developed transportation system; South – industry growing but not a match for the North, South hoped for English and French aid, economy based on agriculture, mainly cotton.

**Military:** North – regular army and navy, controlled the water system around the Confederacy, population of 22-23 million; South – better field commanders (Lee, Jackson, Stuart) but local militia only – poorly trained and equipped, initially better morale (fighting for their causes of states' rights and slavery), 'home advantage' – most of the fighting took place in the south, population of 9 million.

**6. “The attempts in the Reconstruction period 1865-1877 to solve problems caused by the Civil War failed African-Americans.” To what extent do you agree with this statement?**

Candidates may argue that the radical republicans took control over the programme of reconstruction after the Mid-term elections of 1866 and began to address the political inequalities in American Society with the passage of a number of legislative measures, but that the achievements on paper in the form of a series of legislation *e.g.* the two Civil Rights Acts, four Reconstruction Acts and the Fourteenth and Fifteenth Amendments were limited by the emergence of societies such as the Ku Klux Klan. Candidates may also note that economic concessions by the federal government in the form of land distribution were not forthcoming.

Candidates who give a descriptive account with only implicit assessment can gain *[8 to 10 marks]*. For *[11 to 13 marks]* candidates need to address the question more clearly, and for *[14 to 16 marks]* candidates will give detailed and well focused argument. Answers in the top mark bands *[16+ marks]* may include historiographical references to historians such as Eric Foner who has argued that although ultimately power was regained by White Redeemers through the compromise of 1877, blacks were given a vision of what they could achieve in the future, *e.g.* take part in representation at state or federal level of government.

**7. Analyse the factors that contributed to the movement of population in any *two* countries of Latin America in the second half of the nineteenth century.**

Factors that candidates may focus on include land policies, immigration, growth of railroads, urbanisation and growth of specific industries such as cattle, coffee, *etc.* Answers will of course vary somewhat according to the selection of countries. The question asks candidates to analyse the contributory factors.

Reward detail, good focus and analysis. Well-substantiated answers with focused examination of particular factors or which analyse inter-relationships between factors will merit *[14 to 16 marks]* and higher. If only one country is discussed maximum mark is *[13 marks]*. Also be sure that answers stay in the specified time period.

**8. Explain the challenges faced by Canada between Confederation in 1867 and 1900, and assess how successfully they were overcome.**

The question asks candidates to ‘explain’ and to ‘assess’. Candidates may treat this as a two part question (in which case allow a mark division of up to 14/6 either way) or they may explain and assess a series of changes. Reward knowledge and analysis. **[8 to 10 marks]** for narrative accounts with comments; **[11 to 13 marks]** for assessment rather than comment; **[14 to 16 marks]** and higher for detailed assessment.

Challenges included: the proximity and ambitions of the United States; internal divisions; securing the Canadian West; economic depression. Answers should show an awareness of the extent of Canada in 1867 and how disjointed it was. Macdonald was committed to the idea of a transcontinental nation and saw railways as the way to bind the Western expanses to the Canadian heartland, the promise of a railway bringing British Columbia into the Confederation in 1871. Behind this move lay fear of the United States, which was still a dominant factor in the 1891 election. This challenge was overcome by lack of political will in Washington, the British link (though reduced after 1867), and the determination of the political elite in Ontario and Quebec to keep Canada independent. The importance of railways and the personality of Macdonald should be known. Although French-English tension persisted, religious divisions were strong at this time, particularly over the issue of education in Manitoba, and it was the anti-Confederation sentiment in the Maritime region that was the most serious threat to a coast-to-coast nation (PEI and Newfoundland not joining the Confederation in 1867). The promise of money and railways brought enough support for Confederation to keep it viable, and the new parliamentary system was able to rally moderates against the extremes. It also gave Ottawa the authority to deal with Louis Riel’s rebellions. That Canada was not a universally popular concept should be pointed out, as well as how acceptance came about. Economic problems were met through tariff protection, which went some way towards encouraging Canadian economic development. Do not demand all the above for high marks.

**9. Assess the extent to which Booker T Washington offered African-Americans effective leadership in the period between 1880 and 1915.**

Candidates who offer a narrative account of Booker T Washington’s leadership will probably gain **[8 to 10 marks]** depending on detail and focused comment. Answers with explicit analysis, which assess in a limited way how BTW offered effective leadership - for example through links with T. Roosevelt and his own Atlanta Exposition in September 1895 - are likely to score **[11 to 13 marks]**.

Candidates who begin to question the effectiveness of his leadership and give a more balanced account by weighing up his accommodation strategies, for example comparing them with the views of protest expressed by Du Bois, can score **[14 to 16 marks]**. For **[16+ marks]** historiographical references could be made to historians such as Louis Harlan who comments on BTW’s private and public image, *i.e.* behind the acceptable face of black leadership there was a secret agenda which BTW followed which was less accommodating.

**10. Explain why some Americans gained greatly from the economic boom of the 1920s and why others did not share fully in this prosperity.**

Answers that describe the main categories of gainers and those who missed out will probably score **[8 to 10 marks]** with implicit explanation, or **[11 to 13 marks]** with relevant comment or some explicit explanation. Answers achieving **[14 marks]** and above will provide a more developed analysis of the boom, linking this to those who gained and those who did not.

Amongst the gainers were the owners of ‘industrial America’, benefiting from rising profits, weak unions and minimal government interference at a time of mass production and high consumer demand; the developers of ‘West Coast America’, with the rapid growth of California and the movie industry; speculators; and the Republicans, politically dominant on the back of the boom. Those who did not have a full share of the prosperity included: rural America, affected by falling prices, disease in the cotton industry; African-Americans, who faced economic and social discrimination, even if they had been part of the ‘Great Migration’; and workers, whose wages did not rise in line with profits.

**11. For what reasons, and with what results, did the United States intervene in Latin America in the period 1898 to 1932?**

The United States intervened to preserve and increase economic investments; to foster political stability favourable to those investments, and in some instances for strategic reasons (Panama canal). In explaining intervention candidates could also make relevant reference to the Monroe Doctrine and Roosevelt Corollary 1904, and to several ‘doctrines’, *i.e.* ‘Big Stick’; ‘Dollar Diplomacy’; and Wilson’s ‘watchful waiting’. After World War I, although the basic goal of the United States foreign policy in Latin America did not change, the tactics changed and military intervention was abandoned to a more conciliatory approach (Mexico is a very good example). Occupation forces ran the governments of the Dominican Republic, Cuba, Nicaragua, Haiti and Panama for long periods; Honduras, Mexico, Guatemala and Costa Rica experienced shorter invasions. Candidates will gain credit for considering economic as well as political control and longer-term as well as short-term effects.

Allow a mark division of up to 12/8 either way for answers that treat this as a two part question. Alternatively candidates may explain and assess a series of interventions. For all answers reward knowledge and analysis. **[8 to 10 marks]** for narrative accounts with comments; **[11 to 13 marks]** for some analysis backed by sound knowledge; **[14 to 16 marks]** and higher for well developed analysis. Maximum **[12 marks]** for an answer that tackles only one part of the question.

- 12. ‘The Mexican Revolution of the early twentieth century was not one but two revolutions, one led by reformers and the other by revolutionaries.’ To what extent do you agree with this view?**

Vague, general accounts will have difficulty reaching *[8 marks]*, but factual accounts with implicit or explicit relevance could score *[8 to 10 marks]*. For *[12 to 14 marks]* analysis must be explicit, and developed analysis can achieve *[16+ marks]*.

Candidates should address the different aims of the liberal reformers and the peasant revolutionaries. They can discuss the goals of Madero (liberal democracy), Carranza (constitutional changes and autonomy for Mexico) and Obregón (reconstruction after the civil war, rural education, labour reforms *etc.*) versus those of the most revolutionary leaders, Zapata, and Pancho Villa, both of whom wanted agrarian reform but whose agrarian reform programmes differed significantly. Candidates need to be specific about these differences. Best candidates will comment on how the two revolutions overlap and how those that hold office respond in varying degrees to the concerns of the peasant revolutionaries.

- 13. ‘As a result of the First World War, Canadians were much more united in 1918 than they had been in 1914.’ How justified is this claim?**

Answers should show the significance attached to the Canadian contribution to the Allied victory, and the proportionately high losses suffered to this end. The taking of Vimy Ridge in April 1917 was of particular importance, for it was the first essentially Canadian attack. The period 1914 to 1918 might be seen as a unifying rite of passage for a new nation. The majority of volunteers were British emigrants to Canada, and the period 1914 to 1918 might also be seen as hardening existing divisions within Canada, French Canadians failing to see a foreign war as their concern. The political crisis of 1917 that centred around conscription will need to be at least outlined in a satisfactory answer.

Answers that achieve *[16+ marks]* will show an awareness of the divisive impact of inflation and the increase in industrial unrest. For answers to score *[12 marks]* and above, a reasoned judgement should be made; well developed argument will score *[14 to 16 marks]*, and above.

**14. How and why did F D Roosevelt's domestic policies in the 1930s effect the power of the presidency, the power of the states and attitudes towards government regulation of the economy?**

Answers simply giving a narrative account of the New Deal that ignores the structure of the question do not meet the demands of the question in a satisfactory manner and should not reach **[8 marks]**. Reward focus, structure, knowledge and analysis. **[8 to 10 marks]** for narrative accounts with some focus on the themes stated in the question; **[11 to 13 marks]** for focused comment; and **[14 to 16 marks]** and above for well focused, informed and consistent analysis.

Good answers should be able to demonstrate change and pass some comment on the significance of the change. Inclusion in the question of 'the power of the presidency' gives candidates the opportunity to comment upon FDR's style, electoral success and the importance of his personal charisma in shaping the New Deal. His attempt to change the composition of the Supreme Court could be used to discuss the constitutional position of the presidency and whether FDR brought the position more power. The emphasis upon Federal action and agencies during the New Deal needs to be part of any consideration of impact on the power of the states. The TVA, for instance, might be seen in this context, as should social welfare provisions. Discussion of government regulation of the economy should show an awareness of what was expected and how the New Deal agencies went further than this. Answers need to bring out how this was viewed by sections of American society, as well as by the Supreme Court.

**15. With reference to both domestic and foreign policy, assess the achievements and limitations of Mackenzie King as Prime Minister of Canada.**

Mackenzie King (Prime Minister 1921-26, 1926-30 and 1935-48) put a great deal of emphasis upon Canadian unity and was faced by the challenges of economic depression and the Second World War. For him, Canadian unity demanded a cautious foreign policy and strong ties to the United States. Candidates should consider whether his domestic policy was too cautious, especially when faced with the social and economic challenges of the Depression, both before losing power and once returned to power in 1935. Again, fostering unity when faced with the Second World War, particularly the vexed issue of conscription, should provide material for assessing his achievements. Assessments of foreign policy might focus on the isolationism of the inter-war period, relations with the United States and Mackenzie King's post-1945 policies within UNO and NATO.

Both domestic and foreign policy should be considered for an answer to achieve **[14 marks]** and above.

A good answer **[12+ marks]** will set some criteria by which to judge Mackenzie King, an 'adequate' answer **[8 to 10 marks]** probably having them implicit within an essentially narrative framework.



**16. Analyse the policies of *one* populist leader in Latin America in the first half of the twentieth century and assess their effectiveness.**

Good choices here could be Juan Perón in Argentina during the 1940s, Getúlio Vargas and Estado Novo in Brazil, and Lázaro Cárdenas in Mexico during the late 1930s. Castro is not a sound choice here (though the syllabus in the *History* document does name Castro in the section ‘Latin American politicians in the first half of the twentieth century’). If candidates choose to write on Castro give them credit for any relevant material, but only if relevant and certainly not for any material beyond the early 1950s.

Perón is likely to be a popular choice. Candidates who choose to focus their answer on him need to set out the main elements of his policies: nationalism, social reform, economic development. Reference should be made to various groups that supported Perón and the degree to which the policies were adapted to satisfy them: *e.g.* labourers, industrialists, the military. The second part of the answer should include reference to the effectiveness of the leader’s policies in relation to the groups that supported him.

In all answers reward analysis supported by accurate knowledge. Narratives with comment can reach *[10 marks]*, or even *[12 marks]* with focused comments. Developed analysis of policies and their effectiveness will probably score *[14 to 16 marks]*, or higher for detailed, perceptive analysis. Expect most candidates to answer the two parts together.

**17. In what ways were women and minorities affected by the Second World War in any *two* countries in the region?**

Choice of two Latin American countries **is** acceptable. Coverage of women and minorities may be imbalanced; allow 14/16 either way. If only one country is addressed mark out of *[13 marks]*.

For social and economic impact on women: rapid industrial expansion stimulated in many countries by the war led to new opportunities in terms of work and status; also women (volunteers) in the military. Minorities: treatment of Japanese-Americans and Japanese-Canadians shows the adverse effect of the war on some minorities; denial of citizenship, break up of families, and economic hardship. Mexican labourers (braceros) gained work in the United States but encountered prejudice and discrimination.

Specific examples and relevant comment are needed for *[11 to 13 marks]*, and more detail and depth about effects for *[14 to 16 marks]* and higher.

**18. Analyse the factors which (a) promoted and (b) held back political and economic change in any *one* state in the Caribbean, *excluding Cuba*, in the twentieth century.**

Note that the question specifically excludes Cuba. Candidates can focus on any other Caribbean state. Please note also the timescale and that candidates are asked to analyse factors that promoted and held back changes (political and economic) in just **one** country. Reward answers that show analysis backed by detailed knowledge and focus on political and economic change across the twentieth century. Maximum *[13 marks]* for answers that deal with either (a) or (b) but not both parts of the question.

**19. In what ways, and to what extent, did Eisenhower's foreign policy demonstrate the limits of American power in the 1950s?**

Eisenhower (1953-61) came to power promising to be an effective anti-Communist. Initial intentions to rely on nuclear deterrence were modified to include the creation of military alliances to contain the Soviet Union *e.g.* the Baghdad Pact. Evidence of limits on American power? In Europe, whilst able to contain the Soviet Union, United States unable to prevent the crushing of the Hungarian uprising. In the Middle East, able to frustrate Anglo-French policy in Egypt (1956), but could not stop the spread of Soviet influence, especially because of the United States' close links to Israel. In the Far East, support for the French failed to prevent their retreat from Indo-China. In the Americas, whilst predominant, the rise of Castro in Cuba again appeared to illustrate the limits on the ability of the United States to control events.

Analysis and supporting knowledge should be well rewarded. *[8 to 10 marks]* for responses that show knowledge but are mainly narrative; *[11 to 13 marks]* for focused comments or some analysis; *[14 to 16 marks]* and higher for consistent analysis supported by accurate knowledge.

**20. Compare the significance of the events at Little Rock, Arkansas in 1957 with those at Birmingham, Alabama in 1963 in the campaign for civil rights by African-Americans.**

Both situations eventually drew in the federal government to overrule the local state authority. The power of television helped make the incidents national news. At Little Rock desegregation was started at the instigation of the local school board in line with the 1954 Supreme Court ruling, thus Federal troops were used to enforce that decision. Little Rock might be seen as setting a precedent for forcing through desegregation of education in the South, *e.g.* University of Mississippi 1961. On the other hand, desegregation in education proceeded slowly, and it might be asked whether the policy was truly successful. King continued his campaign of confronting the denial of civil rights though others might argue that he was riding a revolt against African-Americans. The events of 1963 might be seen as crucial in making the 1964 Civil Rights Act a reality, though the actual impact of the legislation and the extent of the change brought about by King's campaign might be discussed by stronger students.

An answer that gives an accurate account of these events and comments upon possible significance, but in a general fashion suggesting a continuity of progress, is likely to achieve *[11 to 13 marks]*. For *[14 marks]* or above, the answer will show ability to identify different features of the two situations and explore the significance of the various aspects.

**21. Assess the achievements and limitations of the domestic policies of any *two* Presidents of the United States of America in the period 1961 to 1988.**

The dates in the question have been chosen to exclude discussion of the domestic policies of Eisenhower and Bush. Candidates must focus on the domestic policies of any two from Kennedy (1961-63), Johnson (1963-69), Nixon (1969-74), Ford (1974-77), Carter (1977-81) and Reagan (1981-9). Candidates are likely to choose to write on Kennedy's 'New Frontier' and Johnson's 'Great Society' and Civil Rights legislation, and possibly Reagan's sweeping changes in social and economic policy, including cuts in social services, the deregulation of many industries, and tax cuts.

Maximum **[12 marks]** if an answer deals only with achievements or limitations. If an answer assesses the achievements and limitations of just one president the maximum is **[14 marks]**. For **[12 to 14 marks]** evaluation must be explicit. The key words 'assess', 'achievements' and 'limitations' must be focused upon, and backed up with detailed examples/evidence for **[15+ marks]**.

**22. With reference to *either* the different regions of Canada *or* to any *two* countries in mainland Latin America, analyse the impact of economic changes between 1960 and 1990.**

Candidates may focus on any two countries in mainland Latin American (likely to be two from Argentina, Brazil and Chile though candidates may also use other countries they have studied as their case study). Maximum **[12 marks]** if an answer deals with only one region or country. Note that the question is about the impact of economic changes between 1960 and 1990. Reward well use of specific examples to demonstrate trends.

For this session there are likely to be more answers on regions in Canada than on countries in mainland Latin American. The economic crisis in the United States and the worldwide energy crisis hit Canada in the early 1970s, and whilst some recovery took place, by the late 1980s there were more problems evident. Whilst the share of the Canadian economy held by primary industries declined, worldwide commodity prices still had a major impact. The rise in oil prices after 1973 brought prosperity to Alberta, though the federal government held prices down, but the fall in prices in the early 1980s deflated the boom, as well as questioning investment in exploration in the North. The Prairie provinces found themselves at the mercy of world conditions, particularly the Soviet need to import grain, which was changeable. The Maritime provinces remained relatively poor due to the dominance of low cost raw materials, but the problems of over-dependence were demonstrated by the growing crisis in the fishing industry, a crisis that was to have a devastating effect in Newfoundland. The decline of the United States' industrial north from the early 1970s hit Quebec, which had strong links. Economic change was exacerbated by political instability which was unattractive to new investment. Instead this went West, to Ontario, the growing oil centres or BC. Ontario proved one of the most dynamic areas, even though jobs were lost in traditional manufacturing; BC benefited from its links to the growing Pacific economy. Another significant change was the gradual deregulation of the economy, culminating in the move toward free trade with the United States and Mexico at the end of the 1980s, which would again raise questions about Canadian productivity. Do not demand all of the above for high marks.

**[11 to 13 marks]** for some analysis; **[14 to 16 marks]** for well substantiated analysis, and higher **[16+ marks]** if very detailed.

**23. In what ways, and for what reasons, did the participation of women in politics change in any *two* countries of the region in the period 1960 to 1990?**

This question provides candidates with an opportunity to write about their own country as well as one other. Most answers are likely to focus on changes in the United States, Canada, Argentina or Chile. Answers should mention specific women and cases of participation, but general material on changes and opportunities is acceptable here.

The question requires explanation as well as description of changes. A factual account with some implicit explanation would probably score *[8 to 10 marks]*; rather higher with focused comments or analysis *[11 to 13 marks]*, and *[14+ marks]* for detailed description and explanation. If the changes refer to only one country, mark out of *[13 marks]*; please note that two Latin American countries **are** admissible.

**24. To what extent was Castro able to achieve his aims between 1959 and 1990, and what prevented him from achieving more?**

Reward answers which show an appreciation of the complexity of the question, rather than seeing it as a simple ideological argument. Answers that identify a number of Castro's aims and set about assessing the extent of his success will merit *[11 to 13 marks]* for focused comment, or *[14 to 16 marks]* for consistent, well informed and well focused analysis. The best answers *[16+ marks]* will be able to use the timescale in the question effectively and explore different interpretations that exist. Maximum of *[12 marks]* if the second part of the question is totally ignored, but be alert to implicit explanation in answers.

An assessment of domestic reforms should make reference to land reform, nationalisation and social programmes. Reward detail on the changes achieved - and look for detail up to 1990. The limitations of Castro's success might be linked to on-going tensions with the United States and the economic consequences of this. In addition, the political mobilisation resulting from 'the siege' could be used to explain some of the misjudgements of the 1960s, e.g. the undermining of private enterprise in farming. In foreign affairs, Cuba clearly broke free of dependence upon the United States, but the nature of its relationship with the Soviet Union should be critically examined, particularly the decision to focus upon exporting sugar to the USSR and eastern Europe. Arguably, Cuba was more dependent by the late 1980s than in the 1960s, leaving her exposed when Soviet power collapsed. Good answers should also consider Castro's political aims, but do not demand all of the above for high marks.

**25. Discuss the view that the Organisation of American States (OAS) had more successes than failures in the period 1950 to 1990.**

At the time of its creation OAS member states committed themselves to continental solidarity (which the United States wanted) and total non-intervention (which the Latin American states wanted), and to promote peace and democracy, economic co-operation, social justice and human rights. Activities that could be addressed in weighing successes and failures include: compromise following outbreak of war in Korea in 1950; border disputes and peace keeping missions; sanctions against Cuba 1964-1975; intervention in the Dominican Republic in 1965; El Salvador and Honduras in 1969 (the soccer war); observation and monitoring of elections; regulation of migration across the countries; the Inter-American Council of Human Rights and the Inter-American Commission for Women; support for the United States in the Cuban Missiles crisis but not for United States policy in Nicaragua in the 1980s or United States invasion of Panama in 1989. Assessments may vary according to different perspectives but if examples are well used they can be accepted.

As always, reward well reasoned argument backed by accurate knowledge of some of the above activities. Narratives of the OAS with only implicit analysis, and answers that offer argument based on limited knowledge, will probably achieve **[8 to 10 marks]** depending on detail. Answers that seek to weigh successes and failures with some supporting knowledge will probably score **[11 to 13 marks]**. For **[14+ marks]** expect wide coverage across the period and of a range of activities of the OAS.

---