



# **MARKSCHEME**

**November 2014**

**HISTORY**

**Route 2**

**Higher Level**

**Paper 3 – Aspects of the history  
of the Americas**

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*Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.***

<b>18–20:</b>	Answers are clearly focused with a high degree of the awareness of the question and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.
<b>15–17:</b>	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
<b>12–14:</b>	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary are used to indicate some in-depth understanding but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present but not always consistently integrated. Focus on AO3 and AO4.
<b>9–11:</b>	Answers indicate that the question is understood but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
<b>7–8:</b>	The demands of the question are generally understood. Relevant, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. There is an attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
<b>5–6:</b>	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
<b>3–4:</b>	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
<b>1–2:</b>	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
<b>0:</b>	Answers not meeting the requirements of descriptors should be awarded no marks.

*Examiners and moderators are reminded of the need to apply the markbands that provide the “best fit” to the responses given by candidates and to **award credit wherever it is possible to do so.** If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: ie, responses that offer good coverage of some of the criteria should be rewarded accordingly.*

## Independence movements

### 1. Compare and contrast the causes of *two* independence movements in the Americas.

Candidates have a number of independence movements from which they can choose, including the American Revolution, the Haitian Revolution, the Mexican independence movement originating with Father Hidalgo, the South American independence movements of Simon Bolivar and Jose de San Martin as well as the Brazilian movement led by Dom Pedro. Reasons could include: rejection of mercantilism; trade and taxation issues; class rivalry; social or racial inequality; restriction of political rights and the impact of the Enlightenment. With each of these reasons, and others that are applicable, the candidates should develop the specific examples for the independence movements selected. Answers must address the reasons, not methods, concerning the rise of the selected independence movements.

The Mexican Revolution is not a valid example of an independence movement. While the movement in Cuba culminating in its independence in 1898 can be considered relevant, reference to Castro’s Cuban Revolution of 1959 is not.

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### 2. Evaluate the economic and social impact of independence in *one* country of the Americas between 1770 and 1830.

Any one country in the Americas is acceptable. Impact of independence will vary depending on the country selected. For all countries, the cost of the independence movement affected the post-independence economy.

**For the United States**, candidates may say that there was very little change in either area, but it should be noted that independence ended the mercantile restrictions on trade with other countries and that some social changes did occur. Many loyalists left the country and resettled in Canada. Some slaves fought for the British, gained their freedom and settled elsewhere. Native Americans became even more marginalized. There were no new social classes or any real social upheaval.

**For Latin America**, opportunities for social mobility opened up for some classes, like the Creoles, and there was some redistribution of power in favour of the rural sectors at the expense of the urban merchant elites. For some Latin American countries, independence from Spain brought about the collapse of the colonial economic system resulting in exploitation by foreign investors.

The independence of Cuba in 1898 is outside the timeframe of the question.

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## Nation-building and challenges

### 3. “The US Constitution of 1787 was a bundle of compromises.” To what extent do you agree with this statement?

Most candidates will agree with the quote and are likely to identify several compromises that were reached before acceptance of the Constitution. The delegates to the Constitutional Convention agreed that the Articles of the Confederation were inadequate, but were unsure of what changes to make. The Constitution that was written was a compromise between the views of the delegates. The first issue of disagreement was representation (between populous states that supported proportional representation and smaller states that supported equal representation). This issue was settled by the Great Compromise, in which the legislature consisted of two houses; a House of Representatives, with representation based on population, and a Senate, where each state would have equal representation. Another issue of debate was whether slaves should be counted in determining the number of members a state was allowed in the House of Representatives. A compromise was reached known as the Three-Fifth Compromise: five slaves were to be counted as three free persons for both representation and direct taxation. They did not, however, have the right to vote. The third compromise came over the issue of the presidency. The disagreement about term of office and method of election was settled by authorizing a four year term and establishing the procedure for electing the President through an electoral college. The next compromise was about tariffs. The conflict was between southern states (agricultural) that did not want Congress to pass a tariff on their exports, and the northern states (trade) that wanted the central government to have power for uniform legislation on navigation and protection of shipping. In order to resolve this conflict, Congress was granted the power to control foreign trade and levy taxes on imports only. Candidates might also mention the compromise made concerning inclusion of a Bill of Rights in order to get ratification.

Candidates might also choose to challenge the ‘extent’ of compromise by developing examples of consensus for change that were agreed upon in the early stages of the Constitutional Convention (*ie* decision to replace the Articles of Confederation, creation of a three-branch system of government, granting power of taxation to the national government, *etc*).

The question does not require a description of the problems with the “Articles of Confederation” period. The focus of the question must be on the issues about which the delegates disagreed and the extent to which the problems were solved by compromises. Answers should address the specific compromises.

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**4. Evaluate the challenges to the establishment of a political system in *one* newly independent Latin American country between 1800 and 1850.**

Candidates may choose any Latin American country that gained independence from its ruling nation during the colonial period. Mexico, Argentina, Venezuela and Brazil may be the most popular choices. The challenges will vary depending upon the country chosen, but there are some commonalities. In all countries, the colonial legacy remained and new nations had to face the challenges that it presented. In most cases, the Creoles sought to replace the Peninsulars as political leaders, and established republics (except in Brazil). Constitutions were written that created either parliamentary or representative governments with three branches of government, though in practice it may have seemed much different. The illiteracy of much of the population and the distinct social and economic classes made democracy difficult. Nearly all Latin American countries were divided between conservatives and liberals. This division created challenges for forming functioning governments. Generally speaking, conservatives favoured large landowners, the Catholic Church, the military and established business groups. Hence, conservatives tended to favour strong, centralized government and special privilege for the military and the Church. Liberals tended to include those that had previously been outside the political realm. This meant professionals, new business owners and artisans. They sought to dismantle the established system that had prevented them from participation. Neither liberals nor conservatives paid much attention to the plight of Indians or *mestizos*.

This division between conservatives and liberals often resulted in rebellions or revolts by those out of power. For most Latin American countries, these challenges to establishing political systems resulted in dictatorships by *caudillos*.

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**United States Civil War: causes, course and effects 1840–1877****5. Evaluate the methods and effectiveness of slave resistance in the southern United States from 1800 to 1860.**

Answers should focus on both methods and effectiveness of slave resistance.

**Methods** could include simple forms of resistance such as working slowly, feigning illness, breaking tools, to more complex tactics such as running away or starting an uprising. The Underground Railroad and slave revolts led by Prosser, Vesey, and Turner could be mentioned.

**Effectiveness** would depend on interpretation. In many cases the resistance was short-lived and brought about negative results such as harsher treatment, enactment of fugitive slave laws, and greater fear of slave revolts. In other cases, more positive results were achieved such as freedom in the North or Canada and the growth of the abolitionist movement and personal liberty laws in the North.

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**6. “The issue of states’ rights was the major reason for the secession of the Southern states.” To what extent do you agree with this view?**

Candidates’ answers should centre on the reasons for Southern secession and the role played by the issue of states’ rights. In dealing with “to what extent”, answers may reflect various levels of agreement. Answers should centre on the role of states’ rights, with those who are in agreement showing the reasons for this with some discussion of other factors. Those who disagree with the viewpoint will make their case using other factors (slavery, economic differences, westward expansion, *etc*) but they must still address those factors in connection to why they are more important than states’ rights. Some candidates will partially agree with the viewpoint and blend a variety of factors to show their impact. Candidates should provide specific detail showing the direct connection of the factors to Southern secession. Note that answers that disagree with the viewpoint and then discuss other factors without dealing with states’ rights have not fully answered the question.

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## The development of modern nations 1865–1929

### 7. Evaluate the successes and failures of Theodore Roosevelt’s domestic policies (1901–1909).

Roosevelt’s domestic program was known as the Square Deal. In this he advocated many of the ideas of Progressivism. Candidates are likely to identify some of the following as his successes: resolution of the Anthracite Coal Strike of 1902; trust busting in the cases of JP Morgan’s Northern Securities Railroad and Rockefeller’s Standard Oil; railroad reforms in the Elkins and Hepburn Acts; consumer protection in the Meat Inspection Act and the Pure Food and Drug Act; advocating for the conservation movement with the Newlands Reclamation Act and the creation of national parks and forests. Failures might be seen in his inability to lower the tariff, the Panic of 1907, his limited trust busting and his limited support of African-Americans.

The question is limited to domestic policies. Strengthening the US Navy could be seen as a domestic policy, but any discussion of Roosevelt’s foreign policy is not relevant.

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### 8. Examine the consequences of immigration for *one* country of the Americas from 1865 to 1929.

Candidates may answer this question using any country in the Americas. Likely examples could be the United States, Canada, Argentina, Brazil, Chile and Peru. Immigrants from Europe and Asia resettled in many countries in the region. Candidates need to provide specific examples of origin of immigrants, where they went, what they did and the impact they had on the country chosen.

Answers will vary depending on the country chosen, but some of the common aspects that might be discussed would be larger labour supply, rapid industrialization, increased number of consumers, urbanization and creation of ethnic neighbourhoods. Candidates might address commercial development in industries in which immigrants specialized. Other areas that might be discussed could be political impact and the growth of political machines, assimilation, cultural developments, and ethnic tensions, either between the new immigrants or between the new immigrants and the old immigrants.

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## Emergence of the Americas in global affairs 1880–1929

### 9. Examine the effects of the Spanish-American War (1898) on *both* Cuba and the United States.

**For Cuba**, independence was gained, but in a limited fashion. US military occupation continued for several years until Cuba reluctantly agreed to add the Platt Amendment to their constitution. The amendment gave the US the right to intervene in Cuban affairs, which the US did several times. Cuba suffered several thousand deaths in their struggle for independence, though the number particular to the Spanish-American War is difficult to determine. Cuba did write a constitution and practiced a degree of self-government. Economic ties to the US remained strong.

**For the US**, the Spanish-American War increased national pride and unity. The US gained Puerto Rico, Guam and the Philippines, though not without some additional fighting especially in the case of the Philippines. These gains furthered the growing imperialism of the US as later seen in the Roosevelt Corollary and the accompanying actions in the Caribbean. US deaths were minimal, occurring more from disease than combat. Arguably, the Spanish-American War made the US a world power. Candidates might also include the Rough Riders' fame, the rise of Teddy Roosevelt, and the small, but growing, Anti-Imperialist League in the United States.

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**10. Examine the impact of the First World War on the foreign policy of *two* countries of the Americas up to 1929.**

The answer to this question will vary depending upon which two nations are selected by the candidates. Although any nation in the Americas could be selected for this question the United States and Canada may be the two most popular choices. Candidates may address the impact during the war and impact in the immediate post-war era.

**For the United States** candidates may discuss: the policy of neutrality and its implementation; reactions to the events of war (British blockade, German unrestricted submarine warfare, the Zimmerman Telegram, *etc*); attempts to influence peace as a neutral entering the war; and US efforts to conclude a peace in Paris, and the resulting post-war isolationism.

**In reviewing the impact on Canada**, answers may reflect the change from following an imperial foreign policy set by Britain to establishing a more autonomous policy within the Empire. Discussions of Prime Minister Borden’s role on the Imperial War Cabinet, the significant Canadian commitment to the war, signing the peace agreement and being a member of the League of Nations and lack of support for Britain in the 1922 Chanak crisis would be examples of how Canadian foreign policy evolved due to the impact of the war.

**Candidates may select a Latin American nation** and address their foreign policy, which could range from neutrality throughout the war, support of the Allies or an actual declaration of war. Brazil may be the most selected nation due to its decision to be an active military participant in the conflict, but answers may successfully discuss the decision of other nations to remain neutral and how the war had an impact on that policy.

In order to provide a successful answer to the question candidates must address the foreign policy of a nation and not simply outline a nation’s actions during the conflict.

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## The Mexican Revolution 1910–1940

11. **“Political factors were more important than economic factors in causing the Mexican Revolution.” To what extent do you agree with this statement?**

The question asks for candidates to judge the relative importance of both of these factors as causes. Either might be seen as the most important factor. Successful candidates will weigh the merits of each and support their argument with historical detail.

**Political factors** could be: the corrupt dictatorship of Diaz; the *Cientificos*; the formation of the Anti-Re-election Party; the rigged election of 1910; Madero’s Plan of San Luis Potosi; the disenfranchisement of the majority of Mexico’s population.

**Economic factors** could be: low wages and working conditions; the increasing number of strikes; foreign ownership of resources and a desire for land reform. Other causes could be class struggle between the lower classes of *mestizos*, indigenous peoples and the elite; poor education, and the power of the Catholic Church.

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12. **“As a Mexican revolutionary leader, Francisco Madero’s policies led to more achievements than failures.” To what extent do you agree with this statement?**

Answers to this question may focus on Madero’s policies concerning implementing democracy in Mexico through the removal of Porfirio Diaz and the implementation of a democratic political system with emphasis on governing by “rule of law”. Candidates may mention Madero’s work *La Sucesión Presidencial en 1910*, his candidacy for the Presidency representing the Anti-Re-election Party, the Plan of San Luis Potosi and the Treaty of Ciudad Juarez in looking at general policies and methods of implementation. Examples of policies where judgments can be made include: political transition from the Diaz regime to the election of Madero; reform of the political process; establishment of a National Agrarian Commission; formation of a Department of Labour; and education reform. Most candidates will reflect on the depth, quality and longevity of Madero’s policies to determine their level of achievement.

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## The Great Depression and the Americas 1929–1939

### 13. Discuss the causes of the Great Depression in *one* country of the Americas.

Answers will vary depending on the country selected. The United States, Canada and Brazil will probably be popular choices, but any country in the region is acceptable. Though causes will vary, they may include: overproduction; falling prices of agricultural commodities; unequal distribution of income; high tariffs; decreased world trade; failure of the banking system; unemployment and the collapse of the US stock market and its effect on the world economy. Do not expect all of these, but candidates should deal with specific causes for whichever country is chosen. Since the question is about causes, candidates will have to show knowledge of events in the 1920s that led to the Great Depression.

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### 14. With reference to *one* Latin American country, examine the effectiveness of its response to economic problems between 1929 and 1939.

The most probable choices for answering this question will be Argentina and Brazil, but accept any relevant country.

Both Argentina and Brazil introduced Import Substitution Industrialization (ISI) as a means for stimulating economic growth. In Argentina, the Concordancia sought to establish new industries to reduce dependency, signed the Roca Runciman Treaty, and established *Juntas Reguladoras*. In Brazil, Getulio Vargas implemented import quotas, exchange controls, and low interest loans to stimulate industrialization and modernization; he diversified agriculture, made improvements in transport and communication and placed mineral resources and key industries under national ownership. In both countries, ISI was fairly successful in fighting the Depression. By 1934, Argentina’s economy had improved and industrialization was largely responsible for that. In Brazil, industrial output doubled between 1931 and 1936.

Any other **relevant** government policy may be addressed.

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## The Second World War and the Americas 1933–1945

### 15. To what extent could the United States be considered neutral from 1935 to 7 December 1941?

The question allows the candidate to determine how neutral the US was in the years leading up to its declaration of war in the Second World War. Candidates are likely to discuss the official position of neutrality as indicated by the passage of the Neutrality Acts of 1935, 1936 and 1937 and the growth of the America First Committee and its Fortress America philosophy. At the same time, candidates should recognize the less than neutral actions of the Neutrality Act of 1939, the destroyers for bases trade with Britain, the patrolling of the western Atlantic by the US, the Lend–Lease Act of 1941, the Atlantic Charter, as well as economic sanctions the US imposed against Japan.

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### 16. Examine the economic effects of the Second World War on *one* country of the Americas until 1945.

Answers will vary depending upon which nation’s economic effects are selected for assessment. Depending on the country chosen possible issues which could be discussed include: the ending of the Great Depression; conversion from a peacetime to wartime economy; employment growth with opportunities for women and minorities; stabilization policies; price and wage controls; government control of the allocation of resources and production; increased revenues to fund the war effort; and an expanded export market in resources needed for the war effort.

**In the United States** examples of programmes that might be mentioned include the War Production Board, War Manpower Commission, Office of Economic Stabilization and the Office of Price Administration.

**While in Canada** the National War Labour Order, the Wartime Prices and Trade Board and the Department of Munitions and Supply are examples of programmes that indicate the economic impact of the war on the nation. Economic effects of the Second World War in Latin America varied from countries challenged by the loss of American and European markets (Caribbean and Central American countries) to those that were able to implement industrialization (Argentina, Brazil and Mexico).

Although answers will address policies and programmes, candidates should assess the effects of these programmes and not simply list the actions of the nation. Candidates should avoid general descriptions of the economic effects without specific information.

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## Political developments in the Americas after the Second World War 1945–1979

### 17. Examine the achievements of Eisenhower’s domestic policies (1953–1961).

Eisenhower called his domestic policy “dynamic conservatism”. His achievements could be seen in limiting the growth of the federal government and cutting spending. He balanced the federal budget three times during his presidency. Notable accomplishments that might be discussed are the Federal-Aid Highway Act (National Interstate Highway Act), which created the interstate highway system; the National Defense Education Act, which provided college loans for impoverished students and sought to improve the teaching of mathematics and science; creation of the Department of Health, Education and Welfare; expansion of Social Security; support for the civil rights movement by sending federal troops to force integration in Little Rock, Arkansas and by seeking to end segregation in Washington, DC schools. Though the Civil Rights Acts of 1957 and 1960 were passed during his administration, Eisenhower did little to achieve this. Some might see his actions against organized labour and illegal immigrants as achievements.

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### 18. To what extent were social issues the major cause of the Cuban Revolution of the 1950s?

Education, health care, poor housing and social inequality are areas that may be addressed in looking at the social issues, which could be labelled causes of the Revolution. Candidates may also discuss other causes of the Revolution citing the economic and political issues that played a role in the revolt against the Batista government. Corrupt government practices, land consolidation, a large landless population, resentment of foreign ownership and oppressive government policies could also be cited as causes for discontent. Answers may refer to the five revolutionary laws indicating the goals of the early revolution to support their positions. Even if the answers include other issues that are regarded as being more important the candidates should include these within a discussion that addresses the relative importance of the social issues.

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## The Cold War and the Americas 1945–1981

### 19. Evaluate the impact of Jimmy Carter’s human rights policies on Latin America’s relationship with the United States.

Both the positive and negative impacts of Carter’s policy decisions could be considered by candidates in this answer. Policy issues addressing human rights may range from conflict resolution to democratization and North-South discussion of concerns. Changes in policy actions that could be introduced by candidates include transparency and multilateral cooperation. Examples of areas that might be considered are Panama, Nicaragua, El Salvador, Haiti, Venezuela, Argentina, Chile and Brazil. The Panama Canal Treaties, the American Convention on Human Rights and support for the Inter-American Commission on Human Rights are topics that may be discussed by candidates to show a relationship between policy and action. Candidates may comment on changes occurring during the Carter administration from early successes to more limited developments at the end of the administration.

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### 20. Discuss the factors which influenced the foreign policy of either Canada or one Latin American country between 1945 and 1960.

Answers will vary considerably based on the country chosen, but candidates need to focus on the reasons for the foreign policy, not necessarily the foreign policy itself.

**For Canada**, candidates could mention its proximity to the United States and its ties to Western Europe. Canadians also feared communist expansion, though perhaps not as much as the US. This led them to join NATO and later, to their participation in the Korean War. Close economic ties to the US pointed Canada towards collaboration and cooperation. However, Canada also desired to be its own nation and, at times, it disagreed with the US as indicated by Canada’s lack of participation in the Berlin Airlift.

**For countries in Latin America**, proximity and desire for economic aid affected foreign policy. For many Latin American countries, there was a strong desire for increased strength through hemispheric cooperation though not US domination. Formation of regional organizations such as the OAS (1948) and the signing of mutual defence treaties such as the Inter-American Treaty of Reciprocal Assistance (Rio Pact, 1947) indicate a stronger willingness towards multilateralism. However, for some countries, Argentina for example, there was a strong desire to be independent of the ideological divide of the Cold War.

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## Civil rights and social movements in the Americas

21. **Examine the reasons for, and the success of, Native Americans’ (indigenous people’s) increased demand for civil rights in *one* country of the Americas after 1945.**

Answers will vary depending on the movement and the country chosen. Possible choices could be the American Indian Movement in the United States in the 1960s and 1970s, the First Nations movement in Canada, or the Zapatista Army of National Liberation in Chiapas, Mexico in the 1990s. Reasons why will vary but most centre around the desire for equality, a correction of past injustices, restitution of lands, and the poor socio-economic conditions of many indigenous people. Other civil rights movements also created an impetus for these movements. Success, in most cases, was minimal except for a few legal challenges and public recognition. It should be noted however that in some countries, legislation was passed to improve the conditions of indigenous people.

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22. **To what extent was the Civil Rights Movement successful in ending segregation in the South between 1955 and 1965?**

Answers should not only discuss the events that occurred during the decade represented in the question but there should be some indication as to the extent of success in ending segregation brought about by the events or actions. There may be some variance as to how candidates judge success but this should be indicated in the essay. Actions like the Montgomery bus boycott, the Little Rock Nine and school desegregation, sit-ins at the lunch counter in Greensboro, NC, Freedom Riders, March on Washington (“I Have a Dream” speech), Birmingham marches (Bombing of the Sixteenth Street Baptist Church, Letter from the Birmingham Jail), Freedom Summer in Mississippi (voter registration drive), and the Selma to Montgomery march are all events that might be discussed as helping to end segregation. Successes relating to these events that candidates may discuss include desegregation of public transportation, schools, public dining facilities, interstate public transport facilities and voter registration and rights. Candidates may culminate their essay in a discussion of the impact of these events on the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required.***

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**Into the 21st century—from the 1980s to 2000**

**23. Compare and contrast the foreign policies of Reagan and Clinton.**

Candidates are likely to find many more differences than similarities. Reagan’s foreign policy was dominated by the containment philosophy, while Clinton’s did not have that central theme as the Soviet Union had collapsed between the two presidencies. Reagan’s actions were more likely to be unilateral, whereas Clinton often sought concerted action by either the UN or NATO. A similarity could be that both dealt with issues in the Middle East, particularly Israel and the PLO.

During Reagan’s first term, he took a hard line against the USSR and ended detente. He imposed sanctions on the USSR after it had cracked down on dissidents in Poland and greatly increased defence spending, including the Strategic Defense Initiative (SDI). It wasn’t until Reagan’s second term and Gorbachev’s emergence as leader of the USSR, that relations between the two countries improved. In 1987 Reagan and Gorbachev signed the Intermediate Nuclear Forces Treaty (INF), actually decreasing the number of nuclear weapons. In the Caribbean, Reagan supported anti-communist dictators and sent aid to anti-communist insurgents.

Clinton dealt with a variety of issues and countries including: Somalia and the withdrawal of the US presence there; Haiti and the restoration of democracy; and ending the civil war and genocide in Bosnia and Kosovo through the Dayton Accords of 1995.

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**24. Examine the efforts in the Americas to address threats to the environment during the period 1980 to 2000.**

Candidates may address actions that are both reactive and proactive. They may also discuss efforts of the government institutions and/or non-governmental organizations (NGOs).

Areas that could be developed include reaction to incidents of pollution, management of hazardous materials, climate change, natural resource management (examples could include marine, wetlands, deforestation) and sustainable development. The efforts discussed must centre on the Americas but may include broader international decisions with impact on the nations of the Americas.

Examples of actions that may be referenced include the reaction to the Exxon Valdez oil spill and its impact, the Montreal Protocol of 1987 and the Earth Summit in Rio de Janeiro 1992 that produced the “Rio Principles”. These are only a few examples of actions taken and candidates could use these or others that are appropriate in their discussion. Regional actions that also address environmental issues, such as the North American Trade Agreement, may also be a part of candidates’ answers.

When addressing actions candidates may look at government regulations, subsidization, support for international rules or restrictions, actions specific to an environmental incident, actions by NGOs in both funding and prevention and either support or lack of support for long term goals that have been introduced by the international community.

It is important that candidates focus on actions within the time parameters (1980–2000) and address the actions of nations in the Americas. In answering the question the candidate may focus on one nation and develop that fully or there may be a broader approach that looks at actions by a number of nations in the Americas.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required.***

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