

Markscheme

November 2016

History

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.**

18–20:	Answers are clearly focused, with a high degree of 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.
15–17:	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.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is 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.
9–11:	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.
7–8:	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.
5–6:	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.
3–4:	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.
1–2:	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.
0:	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. Evaluate the role of foreign intervention on **two** independence movements in the Americas.

Candidates are required to focus their responses on two independence movements in the region and evaluate the role played by foreign powers during that time. They should determine the ways in which foreign powers helped or hindered the independence movements and assess the significance of such actions.

Indicative content

- Although they cannot be categorized as direct foreign intervention, the philosophical and intellectual contributions of the European Enlightenment and the French Revolution could be considered a type of foreign influence.
- In both British and Spanish America, there was increasing dissatisfaction with the lack of representation of the colonies in European parliaments and resentment against the demanding taxation systems imposed by European powers.
- For British America, the impact of the French and Indian Wars on the relations between the United Kingdom and the colonies, and the ways in which British and French intervention in the French and Indian Wars affected the later independence movement could be considered.
- Candidates may also address foreign aid—both financial and in terms of munitions—from France, Spain and the Netherlands to the American colonies.
- France in particular was significant as it provided military assistance in the form of troops and training. Further, the French Navy was key to the success of the American independence movement.
- Responses that refer to Haiti could discuss both British and Spanish interventions.
- Responses that refer to Latin America could mention the friction that was a consequence of the Bourbon Reforms and/or they could discuss the monopolistic trade system. There could also be reference to the influence that the independence of the US may have had.
- Further, there could be a discussion of the political implications of the abdications of Charles IV and Ferdinand VII and Napoleon’s invasion of Spain, as well as lack of support for the Spanish Central Junta. British intervention in the region, for example its incursions into the Rio de la Plata in 1806 and 1807, may also be considered.
- For Portuguese America, examples of foreign influence may include the establishment of the royal family in Brazil during the Napoleonic invasion, subsequent policies that sought to open up trade with countries other than Portugal (for example the United Kingdom) and the impact of the decisions of the Cortes (including the restoration of Brazil to the status of colony). Dom Pedro’s defiance of Portugal, his call for a Constituent Assembly and the declaration of Independence in 1822 may also be significant.

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2. Compare and contrast the independence movements in **two** countries in Latin America.

Candidates are required to demonstrate a clear understanding of the similarities and differences of independence movements in two countries of Latin America. Focus areas may include the causes, leadership, goals, social classes involved, course of the movement, impact of foreign involvement, and outcomes. How these are deployed will depend upon the countries chosen.

Indicative content

- Causes could be the impact of the American and French Revolution, impact of the Bourbon Reforms and Enlightenment, removal of Ferdinand VII, and the dissatisfaction experienced by Creoles.
- Leadership could include the role played by Creoles, mestizos and native peoples; the ideological and military contributions of individual leaders such as Bolivar for much of northern South America, San Martin for southern South America, L'Overture and Dessalines for Haiti, Hidalgo, Morelos, and then Iturbide in Mexico and Dom Pedro in Brazil.
- Goals would certainly be independence, but after that there were many dissimilar goals regarding the type of government, the abolition of slavery and/or the power of the Catholic Church.
- A discussion of social class could identify the importance of elites in some countries and, in others, the significance of the lower classes.
- References to the course of the movement may discuss the time it took to achieve independence and/or the methods used to achieve it.
- In some cases, foreign involvement can be deemed to have been significant. Particular countries that may be referred to include the United Kingdom, France and/or Spain and the extent to which they hindered or helped independence.
- Outcomes relate back to goals and could deal with independence itself, the types of governments established and any reforms that may have been instituted.

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Nation-building and challenges

3. Evaluate the main challenges to the establishment of political systems in the emerging nations of Latin America.

Candidates are required to focus their responses on the problems faced by the newly independent Latin American nations. These challenges could be identified as economic, political or social, although that is not mandatory. The key is to appraise the challenges as they relate to the establishment of governments.

Indicative content

Economic factors

- Some countries started off in debt as a result of loans acquired during the wars of independence.
- Overseas trade had virtually ceased between 1810 and 1826. This, alongside increased military expenditure and difficulties that were experienced when trying to collect taxes, meant that budget deficits increased further.
- Although, after 1830, trade with Europe improved in some areas, local manufacturers were negatively affected by foreign competition.
- The lack of national banking systems and infrastructure, including transportation, communication and access to clean water, was a bar to development.
- The decimation of the male population in some regions and the devastation of economic resources were also problematic.

Political factors

- Candidates may stress that many leaders were unable to enforce liberal constitutions.
- Further, the rise and rule of *caudillos* and the existence of militarized societies posed a significant challenge.
- Regional political division and disparity both conspired against nation building and led to increased opportunities for the outbreak of civil wars and revolutions.

Social factors

- Social equality remained largely an ideal; there was discrimination against indigenous populations and *mestizos*, and non-whites only exceptionally reached positions of influence.
- Slavery was not abolished immediately after independence in some countries.
- The uneven distribution of land could be seen to imply that there were no significant social changes.

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4. Evaluate the arguments used to oppose Canadian Confederation.

Candidates are required to appraise the many objections by various Canadians to Confederation. They may include opposition arguments from the Maritimes, French Canadians, farmers in West Canada and from British Columbia.

Indicative content

- The concerns of individual groups varied but included fear of increased taxation by a central government and the loss of political control to a larger national government.
- Other arguments could include the lack of a popular vote, forced support for a trans-Canadian Railway, a concern that the Maritimes would be a financial burden, and fear that local needs would be ignored by national government.
- French Canadians and other groups were fearful of losing their cultural differences or of being discriminated against because of them.
- British Columbia felt far removed from the rest of Canada and saw little need for joining.
- Anti-confederation positions in the Maritimes could include Joseph Howe’s Brotherton Letters, Prince Edward Island’s concern about funding projects that would have no benefit for them and Newfoundland’s refusal to join. Candidates might also include a fear of the Maritimes in losing their ties to the United Kingdom.

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United States Civil War: causes, course and effects 1840–1877

5. To what extent did the expansion of slavery contribute to the outbreak of the US Civil War?

Candidates are required to consider the disputes regarding the expansion of slavery and how these disputes affected the outbreak of the war. Candidates should also be aware of other causes of the war, and determine whether the expansion of slavery was a significant cause.

Indicative content

- Candidates may refer back to the Missouri Compromise of 1820 as an attempt to determine the extension of slavery in territories by the 36°30' line.
- Acquisition of territory from Mexico in the Mexican American War, the Wilmot Proviso and the Compromise of 1850, which established popular sovereignty, could be considered.
- Maintaining a balance of power in Congress with new Senators and Representatives from either slave or free states was a concern.
- The Kansas-Nebraska Act and the ensuing Bleeding Kansas increased sectionalism.
- The commonly held view by both the North and the South by 1850 that if slavery didn't expand into new territories, it would die.
- Northerners attempted to prevent expansion of slavery, while Southerners worked to spread slavery. Some might see this as an irreconcilable difference leading to the unavoidable conflict.
- Southerners saw the emergence of the Republican Party and the election of Lincoln as the end to any chance for expansion.
- Other causes could be states' rights, economic differences, cultural differences, and sectionalism.

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6. “1863 was the military and moral turning point of the US Civil War.” Discuss.

Candidates are required to offer a considered and balanced review of the events of 1863 and determine if they constitute a turning point in the war. They should focus on both military and moral aspects of that year in the war. Counter-arguments for other turning points may be relevant.

Indicative content

- Moral turning point should focus on the Emancipation Proclamation, which went into effect in January 1863 and indicated slavery would be abolished. Emancipation also set the stage for the use of African-American troops, who accounted for nearly 20 per cent of the Union Army by the end of the war.
- Military turning points could include Gettysburg, which repelled the Southern advance into the North, and Vicksburg, which cut the South in half; both occurred in July 1863.
- Some candidates might see Antietam in September 1862 as the turning point because it was a Northern victory stopping a Southern advance and gave Lincoln an opportunity to issue the Emancipation Proclamation. This virtually eliminated any possibility of foreign involvement, which the South desperately needed.
- Others could argue that Sherman’s capture of Atlanta and the ensuing March to the Sea in 1864 was the turning point because it physically destroyed the South, lowered morale of Confederate troops and helped Lincoln win re-election, which ended any chance of success for the peace movement in the North.
- Candidates may conclude that the military turning point and the moral turning point occurred at different times.

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The development of modern nations 1865–1929

7. Discuss the influence of neocolonialism in the development of **two** nations in the Americas between 1865 and 1929.

Candidates are required to offer a considered and balanced review of the impact of neocolonialism on two countries in the region in the given period. Neocolonialism suggests that while countries achieved nominal political independence, their economies continued to follow models of colonialism. Thus, economic development was based on primary export economies and remained dependent on conditions and policies of countries outside the region.

Indicative content

Economic influence

- It contributed to an export boom in, for example, sugar, coffee and minerals, and it led to the development of cash crop economies in many countries.
- It promoted foreign investment in infrastructure, for example, in railroads and communications.
- In some areas estate values soared, which benefitted large landowners.
- Foreign companies, such as fruit companies, established themselves in many countries, and even low managerial levels were occupied by foreigners.
- Industrial development was still limited.

Political influence

- An amount of political stability was achieved, but managed elections and fraud prevailed.
- In some countries, Mexico, Chile and Argentina for example, the urban middle class began to demand greater political participation.
- The US increased its influence in the region intervening in Cuba, Panama, Mexico and several other Central American and Caribbean countries.

Social influence

- There was internal rural migration and foreign migrations to cities.
- Bureaucracy grew as did the urban middle class.
- Foreign cultural influence could be seen in areas such as education, arts and fashion.
- It could be argued that neocolonialism reinforced social stratification.
- Indigenous populations and peasants saw limited improvement in their lives. Many became landless peasants as a result of the economic policies.

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8. Evaluate the impact of “indigenismo” **and** nativism in Latin America in the period from 1865 to 1929.

Candidates are required to address “indigenismo” and nativism and appraise their impact on Latin America. Any relevant Latin American region or country/countries will be accepted, and possible choices could be Peru or Mexico. Candidates may choose to approach the question by considering Latin America as a whole.

Indicative content

- “Indigenismo” has a long history in Latin America, but became much stronger in the last half of the 19th century and in the early 20th century.
- “Indigenismo” contributed to new intellectual perspectives that put the indigenous people at the centre of discussion, for example, Mariategui in Peru and/or Vasconcelos in Mexico.
- Responses could focus on land reform, living conditions, income, education, political participation and the cultural experience of indigenous peoples. Often, the experiences of the indigenous peoples were romanticized in literature and art.
- Candidates might indicate that “indigenismo” was paternalistic and was used by the dominant culture to support their own agendas and to control the indigenous population.
- Nativism emerged most strongly in the early 20th century in Brazil, Argentina, Chile and Peru in response to large immigrant populations from Germany, Italy and Japan who did not assimilate.

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Emergence of the Americas in global affairs 1880–1929

9. Examine the long and short-term causes of the Spanish–American War (1898).

Candidates are required to focus their responses on the reasons why war broke out between the US and Spain in 1898. Candidates are likely to address a combination of long- and short-term causes, both of which are equally important in bringing about the war.

Indicative content

Long-term causes

- Cuban demands for independence: the role of Jose Marti and other nationalist leaders in Cuba as well as the role of Cuban nationalists in the US; the results of the Ten Year War (1868–1878); in 1895 fighting between Spain and Cuban nationalists was renewed.
- Spanish policies in Cuba: the appointment of General Weyler as governor; his policies to try to re-establish Spanish control (concentration camps for civilians) and their effect both in Cuba as well as in the US, which increased support for Cuban independence and US intervention.
- US foreign policy shifted from isolation to imperialism, influenced by the Monroe Doctrine and Manifest Destiny.
- The impact of industrial progress in the US led to the search for new sources of raw materials and new markets to growing economic interests in the Caribbean region, including Cuba, where there was a need to protect US investments, which were threatened by the guerrilla methods used by the nationalists.
- The strategic importance of Cuba’s position in relation to the US may be discussed.

Short-term causes (1898)

- The De Lôme letter criticized US President McKinley.
- The sinking of the US battleship Maine in Havana, which had been sent to Cuba to protect US interests, increased war sentiment in the US.
- The role of the US press and Yellow Journalism may be another area for discussion.
- The diplomatic negotiations of April 1898 failed, leading to war.

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10. “Whether it was called the Big Stick, Dollar Diplomacy or Moral Diplomacy, the impact of United States foreign policy towards Latin America was virtually the same.” Discuss.

Candidates are required to offer a considered and balanced review of these foreign policies and reach a considered conclusion as to the impact they had on Latin America. Challenges to the original premise as well as confirmation are equally acceptable.

Indicative content

- Big Stick Diplomacy, practiced by Roosevelt, called for military intervention, or threat of it, to force Latin American nations to comply with US wishes. Dollar Diplomacy under Taft thought the US could control Latin American nations through loans and investment. Moral Diplomacy under Wilson sought to change the interventionist approach to one of guidance to democracy and only recognized those governments that came to power through democratic elections.
- The impact of each of these foreign policies on Latin America through military intervention, US loans and US recognition could be considered.
- Examples of affected Latin American countries could include Cuba, Puerto Rico, Nicaragua, Honduras, Haiti, Guatemala and Mexico.
- Candidates could indicate that regardless of what name was given to the foreign policy, it still resulted in American imperialism and intervention in order to protect American interests.

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The Mexican Revolution 1910–1940

11. “The Mexican Revolution was not started by the oppressed; it began with a division within the dominant elite.” Discuss.

Responses will offer a considered and balanced review of the role of different social classes in the outbreak of the Mexican Revolution so as to determine the extent to which the divisions within the dominant elite played the largest part. A possible starting point could be to offer definitions of the “the elite” and “the oppressed” in the context of the Mexican Revolution. The former includes Diaz’s government, regional *caudillos*, and the higher social classes of wealthy *hacendados*. The oppressed makes reference to the indigenous population, peasants and workers.

Indicative content

The role of the elite

- Diaz’s centralized rule ignored the Constitution of 1857 and excluded economically important groups from political participation.
- Diaz’s pronouncement that Mexico was ready for democracy raised expectations and led to divisions within his own government as well as within the political elite.
- Federalist regional elites clashed with the central government’s increasing attempts to control resources, particularly when the economy began to show financial difficulties.
- The provincial elites in the North believed they were being denied opportunities for economic development which were given to foreign companies and investors.
- By 1910, there was a new generation of young leaders who demanded participation in the political life of their country.
- The role of individual members of the elites (Madero, for example, was a wealthy hacendado from Coahuila) could be included.

The role of other social classes

- Mexico’s middle classes were dissatisfied with their limited access to political participation as well as with the benefits the government offered foreign businessmen; they also expressed discontent about government neglect of public services.
- The industrial working class went on strike against food shortages, unemployment and inflation and were repressed by the police.
- Peasant displacements as a result of the expansion of US economic interests caused unrest.
- The rural areas with better communications (for example Morelos) saw the influence of political ideas such as anarchism and nationalism and the formation of peasant guerrilla armies and revolutionary workers’ organizations.

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12. Examine the impact of the Mexican revolution on the arts and education.

Candidates will need to consider the interrelationship between the Mexican Revolution and changes (or not) in arts and education. Links between the material used by the candidates and the ways in which it relates to the Mexican Revolution should be clearly established.

Indicative content

Education

- Education during the revolution aimed at promoting nationalist and socialist values as well as equal access to learning opportunities.
- Primary education became free and compulsory for all Mexicans offering similar education levels to all citizens regardless social conditions.
- Spanish was taught to indigenous populations so they could be better integrated into society.
- Literacy campaigns were organized in rural areas.
- Candidates may refer in more detail to reforms under Vasconcelos.

The Arts

- Artistic cultural nationalism was the promotion of more popular arts that reached the masses and depicted social and political issues.
- The Muralist movement (Rivera, Siqueiros, Orozco) and the role of the arts in the propaganda of the revolution could be considered. Murals were commissioned for public buildings and they depicted the aims of the Mexican Revolution as well as indigenous issues.
- There was greater prevalence of indigenous topics.
- Some artists supported the revolution in their work while others showed criticism of its *caudillos*.
- Some candidates may refer to music as an art form and this is acceptable.

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The Great Depression and the Americas 1929–1939

13. Compare and contrast the causes of the Great Depression in **two** countries in the Americas.

Candidates are required to demonstrate a clear understanding of the similarities and differences in the causes of the Great Depression in two countries in the region.

Indicative content

- Any countries in the Americas are acceptable. Likely choices could be the United States, Canada, Argentina and Brazil.
- Some common similarities could be decline in agricultural prices, uneven prosperity, stagnant industrial wages, and decreased international trade.
- Some differences might be the stock market crash in the US, but not in other countries, though the effect was felt as business constricted.
- Other differences could be levels of foreign debt, disparity between industrial and agricultural production, specific crops, such as coffee in Brazil and wheat in the US, Canada and Argentina, experiencing price decline, and the economic decisions of political regimes, parties and leaders.
- Similarities and differences will vary depending on the countries chosen, but expect specific knowledge for each country.

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14. “The Great Depression of 1929 presented Latin America with opportunities as well as problems.” Discuss.

In their responses, candidates are required to offer a considered and balanced review of the impact of the Great Depression in Latin American countries. They could argue that, while it posed some serious problems, it became a chance to develop their national economies. The impact of the Depression on social and political aspects could also be relevant.

Indicative content

- The financial sector in Latin American countries suffered as access to foreign loans was almost non-existent; however, smaller national banks linked to production sectors developed to provide financial assistance (for example agrarian and industrial banks).
- Countries defaulted their foreign debt; in the longer term, the available capital was then used to develop national economies.
- Rise in unemployment and poverty levels could be considered.
- The fall in exports as well as the prices of Latin American primary products was dramatic for some countries (for example Cuba or Chile) but opportunities to promote and develop national industries developed.
- The emergence of more centralized government institutions and centrally planned economies to deal with the issues sometimes translated into effective solutions. However, greater bureaucracy and government interference could be seen as harmful.
- Some governments were politically weakened by the Depression and this contributed to the rise of military regimes.
- The rise of leftist movements and organizations demanding, among other changes, agrarian reform and greater political participation could be argued as an opportunity or a problem.

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The Second World War and the Americas 1933–1945

15. To what extent was hemispheric cooperation between countries in the Americas successful between 1933 and 1945?

Candidates may refer to the effects of political and diplomatic efforts to improve cooperation within the region in the given period. One possible approach could be to evaluate whether specific cases of hemispheric cooperation were able to achieve their aims.

Indicative content

Inter-American political and defence relations improved after 1933

- The Buenos Aires conference (1936) or Inter-American Conference for the Maintenance of Peace attempted to prevent countries' intervention in each other's affairs.
- The Declaration of Lima (1938) reiterated the purpose of nations supporting one another against attacks from outside of the region.
- Before and during the Second World War, countries coordinated regional policies towards the outbreak of war at meetings in Panama (1939), Havana (1940) and Rio de Janeiro (1942).

Relations between the US and specific Latin American countries improved

- The Platt Amendment with Cuba was terminated (1934) and a new Treaty of Relations was drafted.
- In 1936, the US signed a treaty with Panama ending the right of the US to interfere in the domestic issues of Panama.
- Commercial bilateral agreements were signed to encourage inter-American trade by reducing tariffs.
- The Export-Import (EXIM) Bank was founded (1934) and encouraged trade between US and other nations in the region.

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16. Examine the social impact of the Second World War on **two** of the following groups: African Americans, Native Americans, women, minorities.

Candidates are required to consider the interrelationship between the social impact of the war and any two of the stated groups. Since no country is identified in the question, these groups can come from one country or more than one country.

Indicative content

- Answers will vary based upon the country or countries chosen. Popular countries might be the US and/or Canada.
- For the US and/or Canada, candidates are likely to discuss the increasing number of women in the workforce and in the military, breaking social barriers and resulting in the women's movement.
- Similarly, candidates might discuss the increasing number of African-Americans in the workforce; the Double V Campaign and military contributions that also broke barriers, giving rise to the civil rights movement and the integration of the Armed Forces a few years later.
- The relocation of Japanese-Americans and Japanese-Canadians to internment camps might also be discussed.

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

17. Evaluate the extent to which the domestic policies of **one** Latin American leader during the period from 1945 to 1979 were populist.

Candidates will need to select one leader within the given period and determine the extent to which his policies had populist features. In doing so, they may offer a definition of “populism” against which to evaluate the social, political and economic policies. Fidel Castro and Juan Peron will likely be popular choices but allow any other relevant leader.

Note: Latin American populism could be defined as the rule of an often-charismatic politician who sought support from the people by basing government policies on the idea of a popular will in conflict with “the elite”. Policies were directed at gaining popular support by addressing social and economic inequalities.

Indicative content

Political policies

- There were varying levels of authoritarianism in governments.
- Leaders claimed to represent the rights of social classes such as urban workers, and the industrial bourgeoisie, which had been overlooked until then.
- Some leaders created a more centralized state with larger bureaucracies.

Social policies

- Women were granted new rights and roles in society.
- Education and health policies were instituted.

Economic policies

- Appeals to nationalism were common and to a desire for economic independence and nationalization of resources.
- Redistributive wealth policies based on an increase in public expense and debt and the redistribution of land could be considered.
- Industrialization and import substitution policies were used in several cases.
- State corporations were created to improve economic growth.
- High levels of public expenditures were used to stimulate the economy.
- Price controls were instituted.

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18. Evaluate the impact of **one** military regime in Latin America between 1945 and 1979.
Note: Castro’s Cuba is not an appropriate example for this question.

Candidates are required make an appraisal of the impact of one military regime in Latin America during the specified time period. The impact could be political, economic and social.

Indicative content

- Military regimes came to power through a coup d’état in most Latin American countries at some time during this period.
- Popular examples might be Argentina, Brazil, Chile, the Dominican Republic, Nicaragua, Paraguay or Uruguay.
- Military regimes differed greatly during this time period. Some were very oppressive while others were almost populist in nature.
- Impact will differ depending on the country that is chosen. Areas that could be examined might be political stability, economic growth, treatment of minorities, foreign policy, education, church relations, land reform, income distribution and civil rights.

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The Cold War and the Americas 1945–1981

19. Evaluate the reasons for, and the consequences of, Nixon’s covert operations in Chile.

Candidates are required to appraise the reasons why Nixon used covert operations against Chile and the Allende government and the consequences of those actions both in Chile and in the US.

Indicative content

Reasons

- The reasons for covert operations begin with the US policy of containment and the fear that another communist government was being established in the hemisphere. It was thought that this communist government might lead to other communist governments in Latin America.
- Another concern could be the impact on American businesses in Chile with the possibility of them being nationalized.

Consequences

- The consequences of the actions include the undermining of the Chilean economy and the destabilization of Allende’s government, and the assassination of Chilean General Rene Schneider because he was seen as unwilling to support a coup. In September 1973, the military *did* stage a coup resulting in the overthrow of Allende’s democratically elected government and in his death.
- Pinochet quickly established a repressive government that arrested perhaps more than 10,000 Chileans within the first few months of the coup. Despite years of human rights abuses, Pinochet continued to be supported by the US. Domestically, Nixon, his Secretary of State Kissinger and the CIA were blamed for the coup. In 1975, the US Senate, through the Church Committee, attempted to uncover the actions taken by the Central Intelligence Agency (CIA) and prevent such actions in the future. President Ford issued an executive order forbidding US sanctioned assassinations of foreign leaders.

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20. “After 1945, the foreign policy of countries in the Americas was largely shaped by the Cold War.” Discuss with reference to **either** Canada or **one** Latin American country.

Candidates may choose to discuss the foreign policy of either Canada or one specific Latin American country during the Cold War and they should offer a considered and balanced review of the extent to which Cold War issues shaped their foreign policy.

Note: Some countries’ foreign policies became clearly anti-US as a response to US interventionism, for example, Cuba. Others openly supported the US in the Cold War in exchange for trade benefits and weapons (for example military dictatorships) or due to similar ideology, (for example Canada).

Indicative content

Latin America

- The fact that the US was involved in conflicts in other regions led Latin American countries to diversify their foreign policies, for example, instituting economic exchange and cooperation with the Soviet Union, Japan and Western Europe.
- The aims and impact of the Rio Pact or TIAR (1947) and the hemispheric defence doctrine could be considered, as could the Non Aligned movement.
- The creation of the Organization of American States (1948), aimed at regional solidarity and cooperation among members. It was also founded in an attempt to contain the spread of communism.
- Several regional institutions, such as the Inter-American Development Bank and the Latin American Free Trade Association, were aimed at fostering regional economic integration and reducing dependency on the US. Candidates may argue that these were attempts by countries to detach themselves from Cold War issues, but they could also claim that these institutions were formed as a response to Cold War tensions.
- Events in Cuba—such as the Cuban Revolution, the Cuban Missile Crisis, the economic boycott and Cuba’s relations with the East, as well as Castro’s support for leftist movements both within and outside the region—could be discussed.

Canada

- Canada joined the US in its commitment to containing the spread of communism. It became a member of NATO, sent troops to defend South Korea and joined with the US in NORAD.
- Canada, however, disagreed with US over the Berlin Airlift and its treatment of Cuba and Vietnam.
- It sent forces as part of UN peacekeeping actions in several conflicts, such as Cyprus, Congo, Israel and Egypt, in order to restore peace in the area and Cold War tensions were largely irrelevant.
- By the late 1960s, Canada had distanced itself from the US, but by the mid-1980s had re-established closer ties.

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Civil rights and social movements in the Americas

21. Evaluate the reasons for the emergence **and** development of radical African American activism in the 1960s and 1970s.

Candidates are required to appraise the reasons why the Civil Rights Movement became radicalized in the 1960s and 1970s and to provide a balanced review of how the movement developed across the set time period.

Indicative content

- Dissatisfaction with the progress of the Civil Rights Movement and the non-violent approach of Martin Luther King Jr, the difference between laws against segregation and the reality of the situation, and *de jure* segregation versus *de facto* segregation could be considered.
- Poverty, ghettos and unemployment were all factors that contributed to discontent.
- Reaction to treatment by police and a perceived lack of protection by federal authorities fuelled the movement, as did the assassination of Martin Luther King Jr.
- The philosophy of Malcolm X and the ideology of the Black Muslims, as well as the growth of the Black Power movement, may be discussed, as could the impact of the media coverage of the Black Power Salute at the 1968 Olympics.
- The Watts Riot (1965) and later riots in 1967 and 1968 exacerbated tensions.
- The appeal of the Black Panthers, Huey Newton and Bobby Seale are also valid areas for discussion.

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22. Evaluate the factors that led to the emergence of a counterculture in the 1960s and 1970s in the Americas.

Candidates are required to appraise the reasons for the development of a counterculture in the given period. A possible starting point could be a definition of “counterculture” as a social movement mainly led by the youth and which challenged traditional values and ways of life. Candidates may choose one country or refer to a range of countries in their responses.

Indicative content

- For the US, the impact of political events such as the Civil Rights movement, the war in Vietnam, the arms race, and dissatisfaction with government might be seen as causes.
- Opposition to the “corporate world” and its injustices led to escapism and retreatism.
- The impact of philosophical and political ideas associated with social revolutions and revolutionaries, such as Che Guevara, both in life and death, could be considered.
- For Latin America, the military dictatorships’ repressive policies led to the development of local countercultural political and artistic movements that challenged the status quo.
- Tlatelolco, Mexico (1968) was inspired by student revolts in cities such as Paris and Prague and contributed to public demonstrations in demand for social and political changes in other Latin American cities.
- The role of students and student movements in defying what they perceived as a conservative model that needed change could be included.
- Interest increased in issues related to environmentalism, feminism and the sexual revolution.
- The media became more accessible to individuals and groups to challenge established values with their literary and artistic productions.

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

23. Evaluate the impact of Reagan’s foreign policy on Latin America.

Candidates are required to appraise the impact of US actions in Latin America. The impact of Reagan’s actions could be positive or negative depending on countries and policies; however, candidates should reach a substantiated conclusion.

Indicative content

- The impact of the Reagan Doctrine, a restatement of the Truman Doctrine, applied overt and covert aid in the region in an attempt to drive out communism.
- In general, the US returned to the policy of supporting any government that was anti-communist
- The invasion of Grenada in 1983 removed a supposed Marxist government.
- Reagan supported right wing governments in El Salvador and Guatemala, in spite of human rights abuses.
- US diplomacy initially attempted to stay neutral on the Falklands/Malvinas War, but shifted to supporting the United Kingdom.
- Reagan opposed the Sandinistas in Nicaragua; overtly with economic sanctions and covertly by aiding the contras.
- In Haiti, the US supported a coup to remove Duvalier.
- Reagan was supportive of democratic transitions in Argentina, Bolivia, Brazil, Honduras and Uruguay.

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24. Discuss the social and economic effects of globalization on **one** country in the Americas during the period from 1980 to 2000.

Candidates are required to offer a considered and balanced review of the effects of globalization on society and the economy of one country in the region within the given time period. The effects vary greatly depending upon the country chosen. A possible approach could be to identify the characteristics of globalization in order to review its benefits and limitations.

Indicative content

Economic effects

- Globalization gave access to new markets.
- Employment levels were either positively or negatively affected.
- Many countries experienced modernization of communications and transportation.
- Growth of transnational trade, the extension of regional economic integration, such as the North America Free Trade Association (NAFTA) and *Mercado Común del Sur*, Mercosur (the Common Market of the South) could all be considered.
- The role of multinational corporations, capital flight, and greater competition could be included.
- Globalization also resulted in increased environmental concerns.

Social effects

- New immigration patterns, especially to the US, developed.
- Greater cultural diversity and challenges to local cultures were also results of globalization.
- The growth of consumerism and new opportunities in education occurred.
- In some countries, globalization may have created greater social inequality.
- There was a rise of social movements opposed to globalization, such as *Zapatistas* in Mexico.

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