

# Markscheme

May 2021

History

Higher level

**Paper 3 – history of the Americas**

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Apply the markbands that provide the “**best fit**” to the responses given and **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 (for example, 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. Responses that offer good coverage of some of the criteria should be rewarded accordingly.

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <li>• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</li> <li>• Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</li> <li>• Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</li> <li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li> <li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response does not reach a standard described by the descriptors above.</li> </ul>

**Section 1: Indigenous societies and cultures in the Americas (c750–1500)**

1. “The relationship between religious and political powers was mutually beneficial.” Discuss with reference to **two** pre-Columbian societies.

The question requires that candidates offer a considered and balanced review of the statement that the relationship between religious and political powers in pre-Columbian societies was mutually beneficial. Candidates may offer equal coverage of the two societies, or they may prioritize their evaluation of one of them. However, both societies will be a feature of the response. Candidates may discuss the part played by religious authorities in state affairs or the role played by religion to justify territorial expansion. They may argue that religious power benefitted from the political conquest of other societies by, for example, expanding a religion or gaining prisoners for human sacrifices. They may claim that religious temples and sacred cities were physical evidence of the political power of a society. Other relevant factors may be addressed, for example how the theocratic nature of political power provided political stability. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Evaluate the contribution of written and unwritten language in **two** indigenous societies.

The question requires that candidates make an appraisal of the contribution of written and unwritten language in two indigenous societies. Contributions may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of written and unwritten language, or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. Candidates may refer to literary production, the registry of history and religious rituals, as well as mathematical and scientific developments. Other relevant factors may be addressed, for example the role of language in the consolidation of territorial conquests, but with a focus on the issue in the question. Candidates may argue that the conquest destroyed much evidence of indigenous languages so it is difficult to fully evaluate the extent of their contribution. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 2: European explorations and conquests in the Americas (c1492–c1600)**

3. To what extent were colonizing countries successful in the exploitation of resources in the Americas?

The question requires that candidates consider the merits or otherwise of the suggestion that colonizing countries were successful in the exploitation of resources in the Americas. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the Spanish exploitation of gold and jewels in the conquering of the Aztecs, silver in Peru and Mexico, and indigenous labour through the *encomienda* system along with the French exploitation of fish off Newfoundland and of animal pelts through the fur trade with First Nation peoples. Other relevant factors may be addressed, for example it could be argued that the conversion of indigenous souls by the Catholic Church was a form of resource exploitation, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "Bartolomé de las Casas improved the treatment of indigenous populations." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Bartolomé de las Casas improved the treatment of the indigenous populations in the Americas. Improvements may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to de las Casas' efforts to document the mistreatment of the indigenous populations, efforts that led to the Hieronymite reforms (though largely unsuccessful); success in arguing for the issuance of the New Laws that would call for the termination of the *encomienda* system; his participation in the Valladolid debates arguing for the indigenous as "fully human" and for their improved legal status. Other relevant factors may be addressed, for example the death threats that caused de las Casas to leave New Spain or the limited impact of the reforms, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 3: Colonial government in the New World (1500–1800)**

5. “Colonial government successfully established royal authority.” Discuss with reference to British and French political organization in their North American colonies.

The question requires that candidates offer a considered and balanced review of the statement that colonial government was successful in establishing royal authority in British and French North America. Candidates may offer equal coverage of British and French North America, or they may prioritize their discussion of one of them. However, both regions will be a feature of the response. Candidates may refer to the extent to which governors could exercise royal authority in colonies and refer to, for example, the competing interests between royal authority and the colonists. They may claim that royal attempts to control trade (ie, Navigation Acts) were ineffective and furthered the colonial challenge of royal authority. Candidates may argue that events in Europe such as the English Civil War or the French Revolution, challenged the successful establishment of royal authority. Other relevant factors such as the remoteness of Europe could be discussed. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Discuss the reasons for, and impact of, the Pombaline reforms.

The question requires that candidates offer a considered and balanced review of the reasons for, and impact of, the Pombaline reforms. Discussion of both reasons and impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of reasons and impact, or they may prioritize their discussion of one of them, however, both aspects will be a feature of the response. For reasons, candidates may discuss the influence of the Enlightenment, the aim of making the administration of Portuguese colonies more efficient and trade more profitable. For impact, candidates may discuss the new territorial divisions, the increase in taxation pressure, the creation of new trade companies or the expulsion of the Jesuits. Candidates may argue that the reforms failed to consolidate royal authority and led to riots and demonstrations. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 4: Religion in the New World (1500–1800)**

7. “The main aim of the Catholic Church in Spanish and Portuguese America was the conversion of indigenous people.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the main aim of the Catholic Church in the Americas was the conversion of indigenous people. Candidates may offer equal coverage of Spanish and Portuguese America, or they may prioritize their discussion of either. However, both aspects will be a feature of the response. Candidates may refer to the extension of language, culture and political control to alter the nomadic nature of indigenous life; the attempt of pacification (both for security and protection); the establishment of schools and farms for the benefit of the indigenous people and the mission of the Catholic Church to save souls through conversion. Other relevant factors may be addressed, for example the Jesuits’ establishment of “reductions” to protect the indigenous from enslavement, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Compare and contrast the impact of religious orders in New France and in Spanish America.

The question requires that candidates give an account of the similarities and differences between New France and Spanish America in terms of the impact of religious orders, referring to both throughout. There does not need to be an equal number of each. Consequences/results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. For comparison, candidates may refer to the common aim of conversion to Christianity (with coercion as an acceptable method), the unintended spread of disease that resulted in severe depopulation and the acquisition of knowledge as to flora, fauna and geography. Candidates may contrast how successful the conversion efforts were (such as the relative failure of the Jesuits among the Huron and the more successful efforts of the Catholic missions in New Spain) and the extent of protection the religious orders were able to provide against harmful colonial influence, such as the introduction of slavery and alcohol. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Section 5: Slavery and the New World (1500–1800)

9. Discuss the nature of, and reasons for, the social structures on plantations in **either** the West Indies **or** Brazil.

The question requires that candidates offer a considered and balanced review of the nature of and reasons for the social structures of plantations in **either** the West Indies **or** Brazil. For nature, candidates may argue that the social structure was based almost exclusively on race, defined status and power in the plantations. Candidates may discuss that lighter skinned African American slaves were higher on the social structure than darker skinned slaves. They may refer to social differences within groups such as white indentured servants or domestic servants being above African American slaves. As to reasons, candidates may argue that the imposed social structure “justified” and enforced the supremacy of Europeans in the colonies and aided in the control of both indigenous and African American peoples. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the impact of slave resistance and slave rebellions in British America before 1776.

The question requires that candidates make an appraisal of slave resistance and slave rebellions in British America before 1776, weighing up its impact or otherwise. Candidates may offer equal coverage of slave resistance and slave rebellions, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Candidates may refer to methods of slave resistance such as breaking tools or sabotaging production and their impact on productivity. They may evaluate the impact of slave resistance to Christianity and European cultural values and the emergence of syncretism and transculturation. They may evaluate the impact of the Stono Rebellion of 1739, such as the passing of the Negro Act. Other relevant factors may be addressed, for example runaway slaves, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.



## Section 6: Independence movements (1763–1830)

11. Discuss the impact of military campaigns/battles on the outcome of **two** Latin American independence processes.

The question requires that candidates offer a considered and balanced review of the impact of military campaigns and battles to the outcome of two independence processes in Latin America. The impact may extend beyond independence but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both independence processes, or they may prioritize their discussion of one. However, two independence processes will be featured in the response. Candidates may refer to the contributions of the campaigns coordinated by Bolivar and San Martin to independence, for example. They may discuss how military campaigns and battles promoted patriotism and united Latin Americans from different social and racial backgrounds. Other relevant factors may be addressed, for example how campaigns and battles contributed to shape political rivalries in the region, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. "Independence established new and effective trade relations." Discuss with reference to **two** societies of the Americas.

The question requires that candidates offer a considered and balanced review of the statement that independence shaped new and effective trade relations in the Americas. Candidates may offer equal coverage of each society or they may prioritize their discussion of one. However, both societies will be a feature of the response. Candidates may refer to how, with the end of colonial monopoly, the Americas became markets for European industrial goods. They may also claim that Europe and the US became markets for Latin American sugar, coffee and tobacco. Candidates may argue that the lack of infrastructure made it difficult for new trade patterns to emerge and that trade within the region, especially in Latin America, continued to be limited. Other relevant factors may be addressed, for example the continuity of monoculture patterns, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **Section 7: Nation-building and challenges (c1780–c1870)**

13. “The Mexican–American War (1846–1848) was mainly caused by the actions of the Mexican government.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Mexican–American War was caused mainly by the actions of the Mexican government. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to Mexico’s internal divisions that led to the Texas independence movement (resulting in a boundary dispute as a precursor to war) and Mexico’s refusal to meet with US diplomat John Slidell which allowed US President Polk to claim that Mexico had rejected peaceful overtures. Other relevant factors may be addressed, for example the influence of manifest destiny sentiment in the US as a justification for war as well as Polk’s desire to serve Southern interests by the expansion of slavery into territory acquired through war with Mexico, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. “The Durham Report was successful in resolving political discontent in Canada.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Durham Report was successful in resolving political discontent in Canada. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the rebellions of 1837 that led to the Durham report, the success in achieving unification of Upper and Lower Canada, and the acceptance of Durham’s call for responsible government. Candidates may contest the success of the report based on the long delay in the extension of self-government to the colonies or Durham’s call for assimilation of French-Canadians which was in conflict with his advocacy of local self-government. Other relevant factors may be addressed, for example the argument that the role of British and colonial reformers was a significant factor in both the advancement and the delay of responsible government, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 8: US Civil War: causes, course and effects (1840–1877)**

15. “Economic differences between the North and South were the most important factor in causing the Civil War.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that economic differences between the North and South were the most important factor in causing the Civil War. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the tariff issue as emblematic of North–South economic differences, the largely agrarian nature of the Southern economy in contrast to emerging Northern industrialization, the competition for territorial expansion between slave-labour interests of the South versus Northern interests in wage-labour and the emergence of the Republican party that represented the economic interests of the North and West only. Other relevant factors may be addressed; for example the assertion that states’ rights, slavery and the struggle for political dominance were major causes of war, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the impact of the Emancipation Proclamation (1863) on the outcome of the Civil War.

The question requires that candidates make an appraisal of the Emancipation Proclamation, weighing up the strengths and limitations of its impact on the outcome of the US Civil War. The impact may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may note the proclamation committed the nation to the ultimate end of slavery thus adding a moral cause to that of “preserving the Union”; the proclamation virtually ended Southern hope for British or French intervention on behalf of the South; the proclamation increased the manpower available to the North by authorizing the recruitment of freed slaves into the Union army. Other relevant factors may be addressed, for example the intention to weaken the Confederacy by disrupting the labour force and by causing internal insurrections, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 9: The development of modern nations (1865–1929)**

17. Discuss the impact of neocolonialism in **two** countries.

The question requires that candidates offer a considered and balanced review of the impact of neocolonialism in two countries. Such impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries or they may prioritize their discussion of one. However, both countries will be a feature of the response. Candidates may refer to the rise of a wealthy and often politically powerful landowning class. They may discuss the contribution to urbanization by displaced indigenous groups and rural workers joining the urban workforce. They may discuss the countries' exposure to the fluctuation of the international prices of commodities and to the economic and political influence of multinational corporations. Other relevant factors may be addressed, for example the extent to which neocolonialism discouraged the development of national industries. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of the Jim Crow Laws on the social and economic conditions of African Americans.

The question requires that candidates make an appraisal of the Jim Crow Laws, weighing up their impact on the social and economic conditions of African Americans. The impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social and economic conditions or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Candidates may refer to the ways the Jim Crow Laws enforced racial segregation in neighbourhoods, schools, restaurants, and transport and widened the gap between African American and white citizens. They may claim that the Laws restricted the economic opportunities of African Americans. Other relevant factors may be addressed, for example the use of intimidation and violence to enforce the Laws, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 10: Emergence of the Americas in global affairs (1880–1929)**

- 19.** Evaluate the impact of the Big Stick policy on US foreign relations.

The question requires that candidates make an appraisal of the Big Stick policy, weighing up the strengths and limitations of its impact on US foreign relations. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to US rhetoric regarding the pursuit of peaceful diplomacy but with the threat of military intervention, the first application of the Big Stick in response to the 1902 Venezuelan debt crisis, intervention in Columbia to build the Panama Canal and the 1904 statement of the Roosevelt Corollary. Other relevant factors may be addressed, for example the Big Stick was applied in the voyage of the Great White Fleet to impress other countries with US naval power, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** To what extent was US foreign policy neutral prior to entering the First World War?

The question requires that candidates consider the merits or otherwise of the suggestion that US foreign policy was neutral prior to entering the First World War. Candidates may argue either in support of or against neutrality by their interpretation of US cultural ties to Great Britain and France; the impact of European war orders on the US economy; President Wilson's 1916 campaign rhetoric as compared to actual US policy; war loans to the Allied Powers; the US response to Germany's submarine warfare as compared to Great Britain's naval embargo of Europe. Other relevant factors may be claimed as affecting US foreign policy, for example the political impact of events, such as the sinking of the Lusitania and the revelation of the Zimmerman Note resulting in anti-German sentiment, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **Section 11: The Mexican Revolution (1884–1940)**

**21.** Discuss the impact of the Maximato.

The question requires that candidates offer a considered and balanced review of the impact of the Maximato. The impact may extend beyond the timeframe but arguments must be clearly linked to the issue raised in the question. Candidates may refer to the influence of Plutarco Calles on the Maximato presidents; the combination of political ideas linked to the Mexican Revolution with a conservative rule; the impact of political struggles between supporters and detractors of Calles and the founding of the National Revolutionary Party (PNR) that would control presidential succession for decades to come in Mexico. Candidates may also discuss the end of anticlericalism and the Cristero rebellion, changes in labour legislation and education. Other relevant factors may be addressed, for example the failure to implement effective land reforms, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**22.** To what extent did Lázaro Cárdenas advance the renewal of the revolution?

The question requires that candidates consider the merits or otherwise of the suggestion that Lázaro Cárdenas advanced the renewal of the revolution. Candidates may claim that Cárdenas consolidated the relationship between government and the working class by giving workers participation in the management of public companies and implementing corporatism. They may argue that he limited foreign influence by nationalizing the oil industry, expropriating the railways and placing them under workers' administration. Candidates may evaluate Cárdenas's education policies. Schooling became compulsory and free while special education programmes for the indigenous populations were implemented. They may also refer to Cárdenas land redistribution programme and argue, however significant, it could not end inequality. Candidates may argue that Cárdenas was not revolutionary as his reforms aimed at improving, rather than changing, conditions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

## Section 12: The Great Depression and the Americas (mid 1920s–1939)

23. “Economic factors were more important than political factors in causing the Great Depression.” Discuss with reference to **one** country of the Americas.

The question requires that candidates, with reference to one country of the Americas, offer a considered and balanced review of the statement that economic factors were more important than political factors in causing the Great Depression. Candidates may offer equal coverage of political and economic causes, or they may prioritize their evaluation of either. For the US, candidates may refer to the laissez-faire policies and high tariffs of the 1920s as political factors; while the impact of Wall Street speculation, economic disparity and surplus agricultural production may be argued as economic causes. For Canada, candidates might apply environmental factors, the drop in world commodity prices and the impact of US markets as economic causes; while acknowledging the lack of intervention as a political cause. For countries in Latin America, candidates might emphasize the impact of US and British trade policies or their own export-based economic models. Other relevant factors may be addressed, for example the limited extent of economic decline in Argentina, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence

24. To what extent did the New Deal change the US political system?

The question requires that candidates consider the merits or otherwise of the suggestion that the New Deal changed the US political system. Consequences of the New Deal may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the extent to which citizens began to depend upon the national, rather than state and local governments for problem-solving and economic intervention; the growth of the federal bureaucracy and regulatory function; the establishment of a Democratic party coalition that would control the three branches of government for several decades; the trend toward the president and cabinet surpassing Congress as a major force in drafting legislation. Other relevant factors may be addressed, for example the fact that the New Deal had little impact in advancing the political rights of African Americans, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Section 13: The Second World War and the Americas (1933–1945)

25. Discuss the impact of events in Europe and Asia on inter-American diplomacy up to 1941.

The question requires that candidates offer a considered and balanced review of the impact on inter-American diplomacy of events in Europe up to 1941. The impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to the Panama Conference (1939) in which participant nations adopted a position of neutrality towards the war in Europe. They may discuss plans for economic cooperation within the region. They may also discuss the impact of the Havana Conference (1940) which aimed at upholding the Monroe Doctrine and implementing collective security to protect the region from European and Asian expansionism. Candidates may discuss the diplomatic response to the Second World War leading to the Permanent Joint Board of Defense (1940) by Canada and the US. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Compare and contrast the involvement of **two** countries of the Americas in the Second World War.

The question requires that candidates give an account of the similarities and differences of the involvement of two countries of the Americas in the Second World War, referring to both throughout. Candidates may compare and contrast the countries' diplomatic policies and their relations with belligerent nations. They may also compare and contrast the extent of involvement of both countries by, for example, referring to whether they declared war or remained neutral. They may compare and contrast the role played by the US to involve the selected countries in the Second World War. They may also compare and contrast the significance of the countries' military contribution with reference to their contribution of troops, access to military bases or territory and contribution to equipment. Candidates may also compare and contrast the economic contributions to the war's efforts by making reference to trade during the war. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



#### **Section 14: Political developments in Latin America (1945–1980)**

27. Evaluate the consequences of guerrilla movements on the domestic development of **one** country.

The question requires that candidates make an appraisal of guerrilla movements weighing up the consequences on one country. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to political consequences, such as the increase of political instability, the challenges to political or military authority. They may also evaluate the impact of guerrilla violence in spreading panic among the population. Candidates may claim that the confrontations led to an increase in poverty, territorial displacements and the death of innocent citizens. Other relevant factors may be addressed, for example the use of “dirty war” or military repression, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. “The liberation theology movement had a significant impact on Latin America.” To what extent do you agree with this statement?

The question requires that candidates offer a considered and balanced review of the statement that the liberation theology movement had a significant impact on Latin America. The impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to the extent to which liberation theology promoted and achieved change in Latin America. They may assess the impact of their base communities in the fight against poverty and, also, evaluate their work with indigenous communities. Candidates may evaluate the role played by the liberation theology movement in the defence of human rights in countries under military rule or dictatorships and assess the impact of the leaders in this struggle. Other relevant factors may be addressed, for example the challenge posed by liberation theology to the Catholic Church by proposing a “popular church”, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 15: Political developments in the United States (1945–1980) and Canada (1945–1982)**

- 29.** Compare and contrast the domestic policies of Ford and Carter.

The question requires that candidates give an account of the similarities and differences between Ford and Carter in terms of their domestic policies, referring to both throughout. There does not need to be an equal number of each. For comparison candidates may refer to the efforts of both to restore trust in government (Ford following Watergate and Carter following Vietnam), their loss of public support due to controversial pardons (Ford of Nixon and Carter of Vietnam draft resisters), the dominance of energy issues and their difficult relations with Congress. For contrast, candidates may address Ford's limited legislative initiatives and the impact of "stagflation" (low growth and high inflation) with Carter's relative success in initiatives such as the creation of the Superfund to clean toxic environmental sites, de-regulation of the transportation industry and legislation for energy independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** "Diefenbaker's domestic policies were successful in solving Canada's problems." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Diefenbaker's domestic policies were successful in solving Canada's problems. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. As successes, candidates may refer to Diefenbaker's "Vision speech" which provided a progressive plan for Canada's future, extension of the vote to First Nation people, passage of the Canadian Bill of Rights, enactment of old age pensions and the opening of new markets for Canadian wheat sales. Other relevant factors may be addressed, for example it might be argued that Diefenbaker's failure to appoint Quebec residents to cabinet positions eroded support from Quebec and that high unemployment and a decline in the value of the Canadian dollar was indicative of domestic policy failure, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 16: The Cold War and the Americas (1945–1981)**

31. “The diplomatic and political impact of the Korean War was limited.” Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that the diplomatic and political impact of the Korean War was limited. Candidates may offer equal coverage of diplomatic and political impact, or they may prioritize their discussion of either. For diplomatic impact, candidates may discuss the war as vindication of the United Nations’s potential to use military force against an aggressor and the establishment of a defence treaty between the US and South Korea. For political impact, candidates may address the war as helping secure support in the US for increased military spending (NSC-68) and Eisenhower’s political benefit in the 1952 election by pledging to end the war. Other relevant factors may be addressed, for example the extensive military involvement of Canada resulted in internal controversy that may have contributed to their decision to maintain official neutrality in the Vietnam War. Conversely, for Colombia, (the only Latin American country to enter the war), there was temporary improvement of relations with the US, but this had little long-term impact, other than the controversy over the treatment of Colombia’s Korean War veterans. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Compare and contrast the foreign policies of John F Kennedy and Lyndon B Johnson.

The question requires that candidates give an account of the similarities and differences between John F Kennedy and Lyndon B Johnson in terms of their foreign policy, referring to both throughout. There does not need to be an equal number of each. For comparison, candidates may address the dominance held by foreign policy issues in both administrations (Kennedy with the Cuban Missile Crisis and Johnson with Vietnam); that both engaged in a military invasion of a Latin American country (Kennedy in Cuba and Johnson in the Dominican Republic); the commitment of both to the maintenance of independent government for South Vietnam. For contrast, candidates may discuss Kennedy’s refusal to approve a combat role for the US in Vietnam, while Johnson committed over 500 000 troops; Kennedy’s attempt to improve relations with Latin America through the Peace Corp and Alliance for Progress, while Johnson did not have comparable initiatives. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **Section 17: Civil rights and social movements in the Americas post-1945**

- 33.** “The civil rights of indigenous peoples in the Americas improved after 1945.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the civil rights of indigenous peoples in the Americas improved after 1945. Candidates may refer to the US passage of the Indian Civil Rights Act (1968), the Supreme Court case of *US v. Wheeler* that extended tribal autonomy over reservation policy, and the actions of the US National Indian Youth Council and the American Indian Movement. In Canada, the Indian Act (1961) and the Constitutional Act (1982) advanced indigenous rights in respect to reserve land and funds. It may also be argued that legislation was not consistently implemented or enforced and that the legislation often failed to rectify the civil rights’ disparities of the past. Other relevant factors may be addressed, for example in Latin America, indigenous groups were able to advance land rights and gain respect for cultural identity as well as resistance to forced assimilation, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** To what extent was the US Supreme Court successful in challenging segregation in education?

The question requires that candidates consider the merits or otherwise of the suggestion that the US Supreme Court was successful in challenging segregation in education. Candidates may refer to the *Brown v. Board of Education* (1954); *Brown II* (1955) and *Swann v. Mecklenburg* (1971) Supreme Court cases; as well as Eisenhower’s intervention at Little Rock Central High, (based on the *Brown* decision), as responsible for public school integration reaching approximately 45 % by 1988. Other relevant factors may be addressed, for example candidates may also argue that the Supreme Court’s lack of enforcement power, “white flight” to private schools and Southern “massive resistance” to integration limited the advancement of integration, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 18: The Americas (1980–2005)**

35. To what extent were the domestic policies of GHW Bush a success between 1989 and 1993?

The question requires that candidates consider the merits or otherwise of the suggestion that the domestic policies of GHW Bush (1989–1993), were a success. Candidates may evaluate Bush's economic policies and argue that he failed to abide by his promise not to raise taxes. Candidates may refer to his bailout of the Savings and Loans industry with funds to pay depositors, a policy which was criticised for costing billions in taxpayers' money. Candidates may evaluate Bush's environment policies, for example The Clean Air Act Amendments, which aimed at curbing pollution. Candidates may argue that, although the Americans with Disabilities Act, forbidding discrimination on the bases of disabilities, was criticised because of its cost, it was one of Bush's successes. Other relevant factors may be addressed, such as the fact that Bush ruled with a Congress controlled by the Democratic Party, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. Discuss the role of the military in **two** Latin American countries following their transition to democracy.

The question requires that candidates offer a considered and balanced review of the role of the military following the transition to democracy. Candidates may offer equal coverage of both countries or they may prioritize their discussion of one. However, both countries will be a feature of the response. Candidates may refer to the trials of military leaders following the restoration of democracy in some countries. They may argue that public opinion was highly critical of them and, for this reason, their role was limited. They may, however, also discuss the challenges to democracy posed by the military. They may discuss the role of the military in international conflicts in the region. Other relevant factors may be addressed, for example the role of the military in the fight against terrorism and the war on drugs, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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