



# **Markscheme**

**November 2015**

**History route 2**

**Higher level**

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

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

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 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 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.
<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. Evaluate the contributions of intellectual **and** religious issues to the rise and development of independence movements in the Americas.

Candidates should aim to provide an assessment of the rise and development of independence movements in the Americas based on an appraisal of the role of intellectual and religious issues. They may elect to assess the contribution of each factor separately, or examine both factors together. Given the phrasing of the question, it is likely that candidates will focus on two or more independence movements; however answers that have an in-depth discussion of one movement should not be dismissed.

### *Indicative content*

- Candidates may focus on the influence of the economic and political ideas of the Enlightenment, the French Revolution and, for Latin America, American Independence as forces of change.
- They could discuss the ideas of the leaders of the independence movements who claimed that America was a continent with its own culture and resources.
- In Spanish America, the Church was divided over the question of independence. The higher clergy, mainly of Spanish origin, felt threatened and supported the monarchy. The lower clergy, formed by Creoles and mestizos (for example, in Mexico), who resented the monopoly of ecclesiastical positions held by the Spanish, supplied the independence movements with some of their most important early leaders. Members of the Church participated in the declarations of independence (Rio de la Plata; Guatemala; Peru) and by 1815 over 100 priests had been executed in Mexico, including Hidalgo and Morelos.
- The Great Awakening in British North America questioned the idea that God's will was interpreted by the king or his bishops, stressing the significance of the individual and emphasizing the desire for equality. It also pushed the colonies towards a greater sense of national awareness.

*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**.*

*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**.*

2. Examine the impact of **two** military campaigns on the outcome of **one** Latin American independence movement.

In their responses, candidates may select any one Latin American independence movement and they should make an appraisal of the ways in which any two relevant military campaigns had an impact on the outcome of that movement. They may elect to discuss their chosen campaigns either separately or collectively and they may debate the relative significance of one compared to the other.

*Indicative content*

- Likely independence movements could be those led by Jose de San Martin, Simon Bolivar, or any of the Mexican independence leaders.
- For San Martin and his Army of the Andes, two key battles for Chilean Independence were Chacabuco in 1817, which led to the liberation of Santiago, and Maipu in 1818, which ended Spanish control.
- For Bolivar, the Battle of Boyaca in 1819 secured independence for New Granada, Carabobo in 1821 for Venezuela, and Ayacucho in 1824 for Peru (although Sucre led the revolutionary army in this battle).
- If military campaigns in Mexico are chosen, candidates should be able to identify under whose leadership the battles were fought and the outcome.
- Regardless of which independence movement is chosen, candidates are expected to display knowledge of the battles and the impact on the outcome of the movement.

*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**.*

*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**.*

### Nation-building and challenges

3. “Caudillos did **not** bring order and prosperity to their countries.” With reference to the rule of caudillos in **two** countries of the region during the first half of the 19th century, to what extent do you agree with this statement?

Candidates should consider the merits or otherwise of the suggestion that the rule of caudillos did not benefit the candidates’ chosen countries during the set period. In their responses, candidates may be expected to provide an overall conclusion; however the methods of reaching this may be varied. Some candidates may choose a comparative approach to the impact of caudillos in each country while others may identify themes and provide a more collective assessment.

#### *Indicative content*

- Caudillos relied on their personal appeal and charisma rather than on a coherent ideology and a strategic plan.
- Their rule often represented a continuation of the previous systems showing inequity in land distribution, highly centralized governments and/or export oriented economies.
- They failed to develop institutionalized means for succession to offices.
- Their rule relied on repression and persecution of opposition and rivals.
- It could be argued that it was not necessarily caudillos who prevented order but the lack of a democratic tradition in the region.
- It could be claimed that their strong rule prevented in many cases the disintegration of the nations.
- Some caudillos developed transport systems, abolished slavery and sought to create strong economies.

*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**.*

*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**.*

4. Evaluate the causes of the Mexican–American War of 1846 to 1848.

Candidates should appraise the various causes of the Mexican–American War of 1846 to 1848. It is likely that a judgment will emerge that apportions significance to the various causes; however, there is no prescribed approach. Candidates could, for example, assess each cause individually or they could group those causes via themes.

*Indicative content*

- Possible causes for Mexico are political instability in Mexico during this period, the limited Mexican population in the territories north of the Rio Grande and the corresponding inability for Mexico to control the area and the US migrants who settled in the area.
- Possible causes for the US are underlying hostility between Mexico and Texas, the US annexation of Texas, John Slidell’s unsuccessful attempt to acquire California and New Mexico and the dispute over the southern boundary of Texas leading to the declaration of war.
- Candidates may address the manifest destiny policies of the Polk administration but these should focus on specific actions and issues related to creating the conditions leading to war.

*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**.*

*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**.*

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

5. Examine the arguments for and against slavery in the United States between 1840 and 1860.

Candidates must consider the arguments for and against slavery in the US during the given period, although the way in which they do this may vary significantly. Many candidates may prefer to provide an ongoing analysis of both sides' arguments throughout their responses; however should they elect to deal with the factors sequentially before arriving at a supported conclusion, that too would be acceptable.

*Indicative content***Arguments presented by pro-slavery forces:**

- Candidates could refer to the pro-slavery proponents' beliefs that there was historical justification for slavery; societies from Egypt, Greece and Rome had all utilised slavery.
- That there was biblical justification – there are many references to slavery in the Bible and commands to slaves to obey their masters.
- They may also discuss the pro-slavery forces' belief in a scientific and/or sociological basis, that Africans were inferior to Europeans and had to be taken care of.
- There were also economic arguments used to justify slavery, for example the argument that the economy of the South (and by extension the United States) was dependent upon it.
- Further, the fact that it was legal may be considered. It was recognized in the Constitution, and the Supreme Court case of Dred Scott had ruled that slaves were property.
- There were also arguments that the southern way of life was a superior way of life and that slavery was an important part of it.

**Arguments presented by anti-slavery forces:**

- Candidates could refer to the argument that it was economically unsound. The total cost of purchase and care of slaves meant that slavery was actually a drain on the Southern economy. Included in this was the idea that freed Africans would work harder if they were paid.
- There were also claims that it was irreligious, that it was unchristian, and actually a sin, to own another human being.
- That it was against American values as stated in the Declaration of Independence by the section "all men are created equal", and that it was inhumane. There could be mention of the brutality used in the treatment of slaves and also in the splitting of families.
- That it forced the South to live in fear of slave uprisings.

*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.***

*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.***



6. “By 1877, former slaves were called citizens; however, they were still little more than slaves and their former masters retained power.” Discuss.

In their discussion, candidates will need to address the key aspect of the statement; that is the extent to which the status of, and perhaps the relationship between, former slave and former master had changed very little by 1877. Candidates may tackle the statement in any number of ways; for example they may choose to discuss the types of changes that could have been expected by 1877 and address the extent to which these had been achieved. Alternatively, there could be an assessment of the extent to which forces tried to suppress any changes and uphold the status quo.

*Indicative content*

- In agreeing with the statement, candidates are likely to discuss the passage of the 13th, 14th and 15th Amendments, yet indicate their shortcomings.
- Failings of the Freedmen’s Bureau, the practice of sharecropping, enactment of Black Codes and Jim Crow Laws, as well as the rise of the Redeemers and the Ku Klux Klan might all be discussed.
- Candidates may also discuss the difference between *de jure* and *de facto* segregation.
- In disagreeing with the statement, candidates might indicate the specifics of the 13th, 14th and 15th Amendments as granting equality before the law.
- Successes of the Freedmen’s Bureau, the control of many southern statehouses by African-Americans, and the election of several African-Americans to the US House and US Senate could also be used to refute the statement.

*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.***

*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.***

### The development of modern nations 1865–1929

7. With reference to **two** countries in the Americas, evaluate the factors that led to railroad construction between 1865 and 1929.

Candidates must appraise the various factors that contributed to the development of a rail infrastructure in the Americas during the given period before arriving at a substantiated conclusion. There is no specific geographical constraint (provided the **main** focus of the discussion remains within the Americas).

#### *Indicative content*

- There could be a discussion of government policies and legislation that stimulated railroad construction.
- The almost lack of existing transport infrastructure; alternative forms of transportation, such as canals, had higher costs and lower speed.
- The growth potential of the region's natural resources and the need to connect producing regions to ports and important economic areas to one another.
- The influence of the ideas of liberalism and free trade.
- Railways were seen as business opportunities. Local joint ventures and foreign investments contributed to their development.
- Railways developed first in the more politically stable countries of the region as well as in areas where the geography contributed to their design.
- The need to contribute to internal migration helped economic developments.

*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**.*

*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**.*

8. Evaluate the successes and failures of **one** Latin American leader during the period 1865 to 1929.

Although candidates are given clear directions about the timeframe in which they must focus their response, there is no indication of the length of time **within** that period that candidates must address. Responses should focus on one Latin American leader and there should be an appraisal of that leader's tenure in terms of their successes and failures. These can be addressed sequentially, in terms of significance, or perhaps even chronologically and no set method is prescribed. However, an attempt to arrive at a substantiated conclusion may be expected.

*Indicative content*

- Possible leaders from Mexico could be Benito Juarez, Porfirio Diaz, or any of the revolutionary or post-revolutionary leaders through to 1929.
- From Argentina, Domingo Sarmiento, Nicolas Avellaneda, Julio Roca, or Hipolito Yrigoyen are possibilities.
- Chilean leaders could include Frederico Zanartu or Jose Balmaceda.
- Most candidates will probably focus on domestic actions, but foreign policy could also be discussed.

*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**.*

*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**.*

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

9. Examine the reasons why, after proclaiming neutrality for three years, the United States entered the First World War in 1917.

Candidates are likely to have some understanding of the reasons why US made the decision to enter the First World War when it did; however, they may also address these in the context of why the country officially adopted a policy of neutrality before this time. Some candidates may, validly, discuss whether or not the US was really neutral before 1917; however this is not essential and a range of approaches is acceptable.

### *Indicative content*

- The United States had been neutral for three years, but in April, 1917 Congress passed a declaration of war.
- Possible reasons could include resumption of the unrestricted submarine warfare by Germany in 1917 and the resulting sinking of US ships.
- Other reasons could be the Zimmerman Telegram and the Russian Revolution, which ended the autocratic government and replaced it with a democracy.
- Wilson's desire to be a part of the post-war peace negotiations and a desire to make sure the Allies won for economic and political reasons.
- Candidates might also include issues such as rights of neutral nations, freedom of the seas and the desire to make the world safe for democracy.

*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**.*

*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**.*

10. Examine the economic **and** political impact of the First World War on **two** countries of the Americas.

Candidates must select any two countries from the region and consider the economic and political impact that the First World War had on those two countries. Some candidates may elect to discuss each country separately while others may choose to compare the economic impact on each before moving on to an assessment of the political impact. No set answer is prescribed; however it can be assumed that there will be an attempt to form a supported conclusion.

**Note:** The indicative content will vary from country to country **and** answers may assess effects experienced either during the First World War and/or its aftermath (up to 1929).

*Indicative content*

- There could be discussion of the international demand for goods, which led to agricultural and industrial growth or the development of new technologies and the increase of exports. The impact of the shift of national production from peacetime to wartime may also be addressed;
- Wages and employment rates grew but food prices rose. This led to the increased militancy of many working class people and contributed to strike action, some of which was violently repressed.
- Foreign loans and investments as well as import duties decreased. Governments curtailed public works and printed money, causing inflation. Price and production controls were put in place.
- The incorporation of women into the workforce was also a consequence, as was the women's suffrage.
- The US started to play a larger part in the region. US loans and trade to countries at war increased.
- For Canada, the conscription crisis could be discussed.
- A change in leadership might also be viewed as a political impact. For example, in the US Democrats were defeated by Republicans.

*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**.*

*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**.*

## The Mexican Revolution 1910–1940

11. “Social grievances were the breeding ground of the Mexican Revolution.” To what extent do you agree with this statement?

Candidates are required to address the causes of the Mexican Revolution with an emphasis on the impact of social grievance. In their responses, candidates may well appraise a range of factors, but it is expected that this will be done with a clear focus on the importance (or otherwise) of the named factor. There should be a supported conclusion that elucidates the key points of the debate; however this can be arrived at via any number of means.

### *Indicative content*

- With the vast majority of the rural population owning no land, peasants suffered from significant poverty. Rural uprisings over land distribution became very violent (for example Morelos).
- There was disparity between the rich and the poor and a clear lack of opportunities to achieve upward mobility.
- Wages and working conditions for industrial workers were very poor and discontent about this could not be expressed in elections. Strikes were violently repressed and some of these with the presence of US mercenaries.
- The working class and the middle class opposed the favouritism the government gave to foreign businessmen and this heightened grievances.
- Other contributing factors may include: Diaz's authoritarianism; recession; rising unemployment and famine after 1907; the emergence of Madero's “Anti-Re-electionist” Party. Diaz did not take note of the warnings.

*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.***

*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.***

12. “The Maximato brought stability to Mexico.” To what extent do you agree with this statement?

Candidates must consider the importance of the Maximato in bringing stability to post-revolutionary Mexico. In their responses they may well consider a range of factors that contributed to the construction of the post-revolutionary state; however there should be an emphasis on the role of the Maximato and a conclusion should be drawn that assesses its significance in the context of other factors.

*Indicative content*

- The Maximato (1928-1934) is seen as the transition from the violent clashes for power of local caudillos to the rule of a national revolutionary mass party (PNR).
- Local caudillos were incorporated into the Party and uprisings and armed conflicts for political power decreased.
- The initial years of the Maximato promoted the creation of a centralized state aimed at modernizing the country by introducing reforms in mining, trade, education and the creation of a national central bank. Additionally the government centralized workers’ unions and limited their influence. This led to Mexico having a very low number of strikes in the early stages of the Depression.
- Improvement in the relations with the Catholic Church was achieved in 1929 when the state allowed religious services to be reinstated, restored properties to the Church and allowed it to appoint its own authorities.
- The effects of the Depression increased unemployment and tensions in the countryside leading to increasing worker and peasant unrest.

*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.***

*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.***

### The Great Depression and the Americas 1929–1939

13. Compare and contrast the policies of Herbert Hoover and Franklin D Roosevelt in addressing the problems of the Great Depression.

The focus of responses to this question should be on the methods used to address the problems of the Great Depression in the US in the period 1929 to 1939. Candidates should utilise a comparative approach that examines the policies of both Hoover and Franklin D Roosevelt. This could be done through a sequential or combined approach; however in any scenario, a reasoned and supported conclusion would be expected.

#### *Indicative content*

#### **Comparisons:**

- Both attempted to restore confidence in the banking system;
- Both established public works programmes to lessen unemployment;
- Both offered relief to aid the unemployed.

#### **Contrasts:**

- The implementation of programmes to carry out these policies was vastly different in scope and quantity.
- The most basic difference between the two was in their philosophy: Hoover's belief in *Rugged Individualism* did not allow for vast government intervention, whereas FDR's classification of the Depression as an enemy made government action a necessity.
- This difference resulted in the White House Conferences under Hoover in which suggestions were made, while under Roosevelt the passage of the National Industry Recovery Act (NIRA, 1933) regulated the economy. Hoover's approach was rather static compared to the dynamic, experimental approach of Roosevelt.
- Contrasts could also be made regarding direct relief from the federal government under Roosevelt against only indirect relief through the states under Hoover. The size of the programmes would also be a difference as would the economic reforms enacted by Roosevelt.

*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.***

*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.***



14. Examine the methods used to combat economic problems between 1929 and 1939 in **one** Latin American country.

In their responses, candidates must select one relevant country and identify the responses that were employed to alleviate, reduce and, where appropriate, eradicate economic problems during the set period. They may choose to commence their response by outlining the nature and extent of economic problems before exploring the types and effectiveness of responses to those problems. Responses should reach a supported conclusion about how successfully the economic problems were combatted in their chosen country.

*Indicative content*

- Those candidates who elect to separately identify problems caused by the depression may refer to a number of factors, dependent on which country they choose. Example issues include: a shortage of imported goods; a sharp decline in foreign trade and credit; a crisis of the traditional agro-exporting model (for example the coffee crisis in Brazil); unemployment. The depth of the crisis is also dependent on the country chosen, for example, by 1931 Brazil was forced to suspend the payments of its foreign debt.
- In terms of responses, some candidates may focus on Import Substitution Industrialization (ISI) and examine how ISI aimed to reduce dependence on international partners by protecting and developing national industries. Methods of ISI may include: a larger degree of state intervention in the economy; state-planned import-substitutions; subsidization of vital industries, the nationalization of oil and mineral resources; the rise in tariffs and quotas.
- Other policies may include: the promotion of public works to reduce unemployment; land reforms (for example Mexico); for Argentina the nature and effects of the Roca-Runciman Pact (1933) with Britain may be addressed.
- In terms of success in dealing with economic pressures, those candidates who focus on Brazil **or** Argentina could emphasize that the former's industrial production doubled between 1931 and 1936, while in the latter, unemployment fell and the economy began to improve after 1934 with production of consumer goods rising 45 per cent in 7 years.

*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**.*

*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**.*

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

15. Evaluate the economic **and** diplomatic effects of the Second World War in **one** country of the Americas.

Responses need to be focused on any one country of the region and they must appraise the diplomatic and economic effects of the Second World War on that country. The appraisal of the diplomatic and economic consequences may examine those factors concurrently or consecutively as no set approach is required. However, there should be a conclusion on their impact, cumulative or otherwise, that is reasoned and supported with evidence.

### *Indicative content*

#### **Economic effects:**

- These can be positive, negative or a combination of both.
- Candidates could refer to economic recovery experienced as a result of increased production, for example, there was more demand for food and minerals, higher levels of employment and the expansion of industries as well as rationing, a rise in prices, and/or a shortage of consumer goods.
- The US replaced Europe as chief consumer in many Latin American countries.
- The US increased trade through the Cash and Carry Act (1939) and the Lend Lease Act (1941).

#### **Diplomatic effects:**

- Although Canada entered the war in 1939; the rest of the region initially remained neutral. Most Central American states sided with the Allies in 1941 after Pearl Harbor; Mexico followed in 1942. Brazil, after attempting to maintain relations with both sides, sided with the allies that same year. Colombia and Bolivia followed.
- Candidates may discuss the nature of relations between the chosen country and the belligerent nations; the period of neutrality and, if relevant, the diplomatic context leading to the declaration of war.
- US relations with some governments in the region were marked by pressure to persuade them to cut off relations with the Axis or declare war.

*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**.*

*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**.*

16. “The Second World War served as a catalyst for great social change in the Americas.”  
With reference to women **and** minorities, to what extent do you agree with this statement?

Responses to the statement should reference both groups suggested in the stimulus question and they could refer to any countries of the Americas; as such answers are expected to vary significantly. There is no prescribed number of countries for candidates to assess. Candidates might choose to discuss one country in depth or several countries in less depth in more of a regional approach. Other factors that may have occasioned social change in the Americas may be considered; however there needs to be an analysis of the significance of the Second World War and a reasoned conclusion should be expected.

**Note:** Candidates may assess changes that occurred either during the Second World War and/or immediately after it concluded.

*Indicative content*

- Any country within the region is acceptable, though most are likely to choose the United States or Canada.
- Regardless of which country is chosen, candidates must address specific changes occurring for women and minorities.
- These could include changes in the workplace and involvement in the Armed Forces during the war.
- Post-war, changes could be increased consciousness of inequality for women and minority groups.
- Formation of civil rights groups for various minorities and the feminist movement may be addressed.
- Candidates might argue that while the Second World War created the possibility for change, the real changes didn't occur until over a decade later.

*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**.*

*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**.*

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

17. Examine the role of Cuba in attempts to spread revolution in the Americas between 1959 and 1979.

Candidates should focus their responses on the role of Cuba in fostering and spreading revolution in the region during the set period, although they may also elect to judge the importance of Cuba's role against other factors. Whatever method is chosen, there should be an obvious assessment of the role and importance of Cuba; be that a discussion of Cuba's activities or its appeal to revolutionary movements and their leaders/followers across the region.

*Indicative content*

- The 26th of July Movement's success became a source of inspiration for guerrilla groups in the region in the years that followed Castro's takeover, for example: the Revolutionary Left Movement (*Movimiento de Izquierda Revolucionaria*, MIR) in Peru and Chile; Tupamaros National Liberation Movement (*Movimiento de Liberación Nacional-Tupamaros*, MLN-T) in Uruguay; the National Liberation Army (*Ejército de Liberación Nacional*, ELN) in Colombia and Bolivia and the Guatemalan Party of Labour (*Partido Guatemalteco del Trabajo*, PGT).
- In order to expand the revolution, Cuba supported guerrilla organizations in the region with weapons and military training (for example Panama, Haiti, Nicaragua) and financed guerrilla publications, for example those of the revolutionary writer Carlos Marighella.
- Ernesto "Che" Guevara aimed at "creating Vietnams all over the world". His writings, his foco theory of revolution (*foquismo*) based on the Sierra Maestra experience, as well as his participation in the ELN in Bolivia between 1966 and 1967 were designed to spread revolution in the region. Guevara's death in 1967 demonstrated that the prospects for successful armed struggle in Latin America were poor.
- Despite Cuban support, guerrilla groups in Latin America were not very successful in gaining the support of the peasantry in this period. Latin American governments didn't have major difficulties in curbing the action of these Cuban-inspired/supported regimes. Furthermore, the US contributed with technical assistance to the armed forces.

*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**.*

*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**.*

18. To what extent was Lyndon B Johnson’s “Great Society” a success?

In their responses candidates may assert what is meant by the term Great Society; however this is not mandatory and many candidates will embark on a direct assessment of the question with an analysis of the motives and means by which Johnson sought to achieve his aims of eliminating poverty and racial injustice. In terms of the discussion, responses may address the success of the Great Society in the wider context of Johnson’s presidency; nevertheless, the named factor should be the dominant issue and there is likely to be a supported conclusion that draws out what was achieved against what was aimed for.

*Indicative content*

- Johnson’s Great Society was implemented after his landslide victory in 1964. It greatly increased the size and involvement of the federal government.
- Some of Johnson’s fundamental goals were to eliminate poverty and inequality, improve healthcare for the poor and the elderly, and improve education.
- He enacted such programs as Housing and Urban Development, Medicare and Medicaid, VISTA, Head Start, and the Elementary and Secondary Education Act.
- He declared War on Poverty and engineered the passage of the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965 and the 24th Amendment.
- Those favouring Johnson’s success might indicate that some, if not all, of these programs made a difference for millions who had, until then, been forgotten.
- Critics might point out the cost and bureaucracy of these programmes citing little success for enormous expenditures and the growth of the federal government.

*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**.*

*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**.*

## The Cold War and the Americas 1945–1981

19. Evaluate the impact of the Cold War on the domestic policies of **either** Canada **or** one Latin American country between 1945 and 1981.

In their responses, candidates must select Canada or one Latin American country and provide an assessment of the extent to which its domestic policies were affected by the Cold War. Answers may identify individual factors and analyse their positive and/or negative impact on their chosen countries' domestic policies, or there could be a more holistic approach that identifies positive (and negative) aspects drawn from a group of related factors.

**Note:** For Latin America, Cuba will be a popular choice but focus must be on the domestic impact of the Cold War and not on events such as the Cuban Missile Crisis (1962).

### *Indicative content*

#### **Canada:**

- There may be an analysis of the fear of communist infiltration and the concerns about spies and subversives.
- Governments' caution about the expansion of welfare schemes (for fear of being labelled as pro-communist) could be discussed.
- The increase in defence spending may be addressed.
- The impact of the Cold War on Canadian immigration policies may be discussed.
- The decline in Cold War tensions allowed the government of Canada to turn its attention to domestic issues.

#### **Latin America:**

- There may be analysis of the fear of communism and the potential for greater restriction on political participation, the activities of political parties and freedom of the press.
- Increased involvement of the military in politics/government could be discussed, as could the suspension of civil and political rights and a consequent lack of democracy.
- The influence of the US on domestic affairs in, for example Nicaragua and/or Chile may be addressed.
- With regard to Cuba, the social and economic effects of the embargo may be sources of discussion, as could the role of the USSR in the Cuban economy, and/or domestic programmes to improve social and economic conditions. The Mariel crisis may also be referenced.

*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**.*

*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**.*

20. Evaluate the impact of Eisenhower’s New Look foreign policy on **two** Latin American countries.

Candidates must appraise the various effects of the New Look policy on their chosen two Latin American countries. They may choose to address those countries separately or they may wish to assess common or shared themes and provide an overall assessment. It is not essential that each country is given equal coverage; however responses should be supported and offer a reasoned conclusion.

*Indicative content*

- Popular Latin American countries for this question could include Guatemala, Cuba or the Dominican Republic; the only caveat to candidates’ choices is that countries selected must have been affected by Eisenhower’s New Look foreign policy.
- For Guatemala, the US worked to overthrow Jacobo Arbenz Guzman. The US saw his land reform and communist sympathies as detrimental to US interests and trained forces to overthrow him, which they did in June 1954. Guzman was replaced by US-supported Carlos Castillo Armas who, three years later, was assassinated by his own generals. For Guatemala, Eisenhower’s policy meant an end to a popular socialist government, domination of its economy by the US-owned United Fruit Company, years of military control and repression, and poverty throughout the country.
- For Cuba, Eisenhower continued to support the repressive Batista regime until 1958, when the US implemented an arms embargo denying Batista additional weapons to fight Castro. While the US supported Batista, Cuba was strongly affected by American business, legal and illegal. Batista was repressive to most of his people, and the majority lived in poverty. After Castro came to power, the US implemented economic sanctions against Cuba and eventually planned the Bay of Pigs operation. The attempted coup was carried out during the Kennedy administration, but it was well underway during Eisenhower’s presidency.
- For the Dominican Republic, the US had long supported the dictatorship of Rafael Trujillo. After Castro’s victory in Cuba, the US thought Trujillo would be similarly overthrown and attempted to replace him. The US Central Intelligence Agency (CIA) worked with dissidents to remove Trujillo from office, but nothing was accomplished before Eisenhower left office.

*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**.*

*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**.*

## Civil rights and social movements in the Americas

21. With reference to **two** countries in the region, to what extent did their governments contribute to the progress of civil rights after 1945?

Candidates should choose any two countries of the region and they should consider the actions of those countries' governments in aiding the progress of civil rights in the given period. Responses may be structured in any number of ways; some candidates may discuss each country separately while others may identify comparisons and contrasts. Some may choose to look at government actions in the context of wider forces for change, others argue that government was an obstructive force. It is expected that candidates will arrive at a reasoned conclusion that draws together the various threads of their argument.

### *Indicative content*

- The role of government could include legislation used to promote civil rights or the existence of prominent political figures who have sought to engage the political structure in civil rights discussions.
- The use of troops, repression and violence as policies leading to a rise in demands for civil rights are also legitimate bases for discussion.
- The extent of presidential support for civil rights could also be evaluated.
- Other contributing factors may include a range of domestic actors, such as the role of individual civil right leaders and organizations or the press.
- The international context (for example the Second World War; Vietnam War) could be discussed, as could the role of the Church.
- Furthermore, growing social mobility could also be mentioned as a leading factor.

*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**.*

*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**.*



22. With reference to **one or more** countries of the Americas, discuss the challenges faced by feminist movements after 1945.

Candidates should offer a review of the problems and issues facing feminist movements in one or more countries of the region. These challenges will vary significantly according to whichever country is/countries are chosen and so, candidates should focus on nature and severity of the specific issues faced by feminist movements in their chosen country/countries (although some of these may not be unique to that country/those countries). Some candidates may wish to assess how effectively (or not) these were challenges were overcome, and while this is not a necessity, it may assist some candidates in arriving at a reasoned conclusion.

**Note:** Candidates who select more than one country will need to provide an in-depth analysis of their chosen examples. As such a wide range of examples is unlikely to provide the depth of analysis that one, two or, perhaps, three will allow.

*Indicative content*

- The most likely countries to be discussed will be the US, Canada, Cuba and Argentina. Challenges will vary depending on the example(s) chosen, but there are some commonalities across the region that might be addressed.
- Societal norms, the status quo, the perception of women as inferior to men, the concept of the glass ceiling and sexual discrimination in a wide range of areas are factors that could be examined, as is the fear of retaliation, divisions within the women's movement and Church attitudes.
- Economic obstacles such as income inequality, lower-paying jobs, economic dependence on males, and divorce laws may also be discussed.
- Education obstacles in secondary and higher education as well as professional programmes are also relevant.
- Further, there may be discussion of marriage, motherhood and reproductive rights, and women and the political opportunities afforded to them.

*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**.*

*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**.*

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

23. “The restoration of democracy in Latin America was challenged more by economic factors than political factors.” With reference to **one** country, to what extent do you agree with this statement?

In their responses candidates will need to select one relevant country and debate the relevance and accuracy of the given statement to that country. They must be able to identify the economic and political challenges that their chosen country faced, analyse the toll that these challenges took on that country and assess how significant these factors were as drivers for the restoration of democracy.

*Indicative content*

- Suitable examples are Argentina, Brazil, Chile and Uruguay but other relevant cases are acceptable.
- Depending on the country chosen, economic challenges include: poverty; social inequity; inflation; foreign debt; economic dependence.
- Depending on the country chosen, political challenges include: the transition from authoritarianism and dictatorship to democracy; the relative weakness of ruling political parties/coalitions; the weak political institutions (such as the Judicial Power); issues related to how to deal with human rights' violations that occurred during the former military government and the continuing influence of the military on political matters; the threat of organizations that still upheld armed struggle.

*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**.*

*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**.*

24. To what extent did the policies of **one** country of the Americas effectively deal with environmental issues between 1980 and 2000?

Candidates will need to select any one country from the region and examine the impact of that country's economic policies on environmental issues. Candidates may choose to examine the overall effectiveness of the country's policies, or they may elect to assess the effectiveness in terms of what that country set out to achieve. While the dates given are clear, it is permissible for responses to refer to policies and their outcomes during the period, rather than throughout the period.

*Indicative content*

- There will be a great deal of variance depending upon which country is chosen.
- Environmental issues could be global warming, oil spills, erosion, loss of topsoil, loss of the rainforest, air pollution, water pollution, uranium disposal and/or drought.
- Candidates should endeavour to be specific on legislation, governmental actions, non-governmental actions and/or international agreements in their responses.
- In terms of their assessment of the effectiveness, they should indicate whether the issue improved, worsened or stagnated during the period. Once again, there should be valid material in support of this assertion.

*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**.*

*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**.*

---