

Markscheme

November 2023

History

Higher level

Paper 3 – history of the Americas

© International Baccalaureate Organization 2023

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2023

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2023

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	• 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. • Knowledge is detailed, 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 effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • 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.
10–12	• 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. • 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. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	• 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. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	• 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. • 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. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	• 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. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	• Response does not reach a standard described by the descriptors above.

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

1. Warfare played a limited role in the maintenance and expansion of political organizations in pre-Columbian societies.” Discuss.

Candidates will offer a considered and balanced review of the statement that warfare played a limited role in the maintenance and expansion of political organizations in pre-Columbian societies. Candidates may refer to societies with stable political organizations that maintained and expanded their systems not by war, but by building alliances and confederations. They may also consider the importance of putting new lands into production and trade relations to expand political organizations. Candidates may also discuss the role played by important leaders and religion in the maintenance of political organization and its expansion. Candidates may challenge the statement considering the examples of societies that competed for supremacy through warfare, like the Toltecs. They may also refer to the Aztecs that defeated the rival city of Azcapotzalco and emerged as the dominant force in central Mexico; or the Incas that conquered new lands and expanded their territories to the southern highlands. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Compare and contrast the relationship between man and nature in **two** indigenous societies.

Candidates will give an account of the similarities and differences in the relationship between man and nature in two indigenous societies. Candidates may refer to the humanization of animals and plants, and the role they played in myths and history. They may also consider the strong link between religion and nature since many gods were represented as animals, plants, or atmospheric events. Also, the aftermath was usually represented with natural scenarios. Candidates may compare and contrast the way two societies ordered their activities according to the natural rhythm of agriculture and livestock. They can also refer to the indigenous knowledge about the pharmacological properties of plants, many of them used in rites and ceremonies, and the influence of nature in arts. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

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

3. “Indigenous labour had little economic benefit for European conquerors.” Discuss.

Candidates will offer a considered and balanced review of the statement that indigenous labour had little economic benefit to European conquerors. Candidates may support the statement discussing that at an early stage of the conquest, European conquerors were more interested in the goods made of precious metals they could take from indigenous leaders. They may also consider that many indigenous communities were not easy to control and/or fled, preventing Europeans from benefiting from their labour, like in the South of the continent. Candidates may refer to the high mortality rates in the indigenous population that reduced their work capacity, and to the import of African slaves as a proof of the limited benefits the European had exploiting local communities. They may also consider the impact of some religious orders and royal laws that limited the exploitation of indigenous labour. Candidates may challenge the statement considering that Europeans did economically benefit forcing large groups of indigenous peoples to work in mines and lands and using them as artisans and personal serfs. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the impact of conflicting land claims on European exploration in the Americas.

Candidates will make an appraisal of the impact of conflicting land claims on exploration by European powers in the Americas. Candidates may evaluate the impact of the conflicting land claims in allowing or preventing the conquest and exploitation of new lands. They may consider those conflicts turned the navigation near some American coasts insecure, affecting trade. The conflicting land claims also had an impact on foreign relations involving new actors, such as in the case of the papal resolution to end the conflicts between Portugal and Spain. The conflicts around lands also impacted on indigenous populations, who suffered the consequence of wars. Candidates may also evaluate the consequences on local governments in the Americas, the control of ports and the increase of illegal trafficking. As examples, candidates may refer to the conflicts between Spain and Portugal, and Great Britain and France. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

5. Evaluate the effectiveness of the viceroyalty system in the Americas.

Candidates will make an appraisal of the effectiveness of the viceroyalty system in America. Candidates may argue that the system of viceroyalty proved to be more effective than the previous system of *audiencia*, allowing for a better management and exploitation of the resources, and ensuring a better control of the gained lands against European competitors. The viceroyalty system was also effective in sending revenues to Spain, allocating lands for conquerors, and in the submission of indigenous communities. As failures, candidates may refer to the increase in the cases of corruption, malpractices and inefficiency that led to the Bourbon reforms. They may evaluate the case of the viceroyalty of Río de la Plata that was created to better control the region and stop the trafficking but its limited resources, as well as the limited perspectives of its authorities to get rich, worked against the Spanish control. As examples, candidates may also refer to the viceroyalties of New Spain, New Granada and Peru. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

6. Evaluate the importance of gold, silver and sugar in colonial American economies.

Candidates will make an appraisal of the role played by gold, silver and sugar in colonial American economies. Candidates may consider that in the early decades, the extraction of metals was managed through the institution of *encomienda*. They may also consider that the discovery of important centres of gold and silver led to the introduction of capital and new techniques and machines in the Americas. This impacted on many indigenous communities who were reduced to the role of manual labourers. Regarding sugar, candidates may refer to its production in Brazil and in the Caribbean. In Brazil the first sugar plantation was established in 1518, and by the late 1500s, the country had become the leading supplier of sugar to the European markets. Soon, Barbados and a hodgepodge of British-, French-, and Dutch-controlled islands joined the market of sugar. Candidates may refer to the import of African slaves and their poor living conditions. They may also consider that the exploitation of gold, silver and sugar allowed for the creation of big fortunes in the hands of a number of families that acquired more lands and gained access to political positions. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

7. Evaluate the cultural impact of the Catholic church in Spanish and Portuguese America.

Candidates will make an appraisal of the cultural impact of the Catholic Church on Spanish and Portuguese America. Candidates may consider that following the conquest, the papacy assumed responsibility for the organization of missions to evangelize. However, since it was embroiled in Italian politics, the papacy made a number of concessions to the crowns known as the “royal patronage”. The Catholic Church played an important role helping to submit and control indigenous communities. The church usually condemned indigenous authorities and their cultural practices. Candidates may examine the impact of the celebration of mass baptisms, the campaigns to extirpate the old gods, and the imposition of a new language. They may also consider the condemnation of local customs in the field of kinship, marriages, and the role of women that were seen as deviant or heretic and were banned in order to model the indigenous communities according with Catholic standards. Candidates may examine the ambivalent relation between the Catholic Church and slavery. While other relevant factors may be considered, the bulk of the response will remain on that/those raised in the question.

8. “Jesuits actively collaborated with government authorities in the Americas.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that Jesuits actively collaborated with government authorities in the Americas. Candidates may support the statement stating the order was one of the principal agents of the Counter-Reformation. This was of help for the Church and government authorities, especially in North America. Candidates may refer to the evangelization campaigns undertaken by the Jesuits that taught the indigenous population to accept European authorities. Candidates may also reflect that the Jesuits’ travels helped to map the Amazon, western areas of North America and California, information that proved to be crucial for lay authorities. Candidates may challenge the statement considering the hostility against the Jesuits due to their defence of the indigenous populations against abuses. The order was also regarded as an impediment to the establishment of absolute monarchist rule. The Portuguese crown expelled the Jesuits in 1759, France made them illegal in 1764, and Spain and the Kingdom of the Two Sicilies took other repressive actions in 1767. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

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

9. Evaluate the effectiveness of the *asiento* system in the expansion of slavery.

Candidates will make an appraisal of the effectiveness of the *asiento* system in the expansion of slavery. The *asiento* was an agreement between the Spanish crown and a private person or another sovereign power by which the latter was granted a monopoly in supplying African slaves for the Spanish colonies in the Americas. Candidates may argue that until the 18th century, Spaniards, Portuguese, French and British entered into such contracts, expanding slavery in the Americas. It is estimated that about 11.000.000 African slaves arrived alive in the Americas from the 15th century to 1807. Approximately 4.000.000 were sold to Brazil, and 2.500.000 to the Spanish colonies. Candidates may argue that the effectiveness of the *asiento* was many times jeopardized by wars and climate conditions that usually affected navigation. Also, the heavy taxation and government interference curtailed the profitability of *asientos* reducing the effectiveness of the *asiento* and opening the path to illicit traffic. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

10. Evaluate the causes and effects of slave rebellions in British America.

Candidates will make an appraisal of the causes and effects of slave rebellions in British America. As causes, candidates may refer to the longing for freedom as the main reason for the rebellions, although in some cases slaves asked for limited goals such as better conditions or the possibility to work part-time. Some rebellions were also inspired by slave actions in other parts of the region, especially the Caribbean. Early abolitionists ideas also were reasons to challenge slavery. Candidates may also consider the impact of Christian religion and the idea that everybody is equal in the eyes of God. As effects, candidates may evaluate that most rebellions were short-lived disturbances that were defeated. Nonetheless, practices of resistance like running away or reducing the productivity of the work remained. In some cases, rebellions forced the masters to rearrange the organization of slaves, allowing for some improvements in their conditions. In others, the rebellions provoked the imposition of stricter slave codes. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

Section 6: Independence movements (1763–1830)

11. Compare and contrast the causes of independence movements in **two** countries in the Americas.

The question requires that candidates give an account of the similarities and differences between the causes of independence movements in two countries in the Americas. Independence movements could be the American Revolution, the Haitian Revolution, Mexican independence originating with Hidalgo, South American independence led by Bolivar and San Martin and Brazilian independence led by Dom Pedro. Similarities and differences will depend upon the independence movements chosen. Similarities could be a rejection of mercantilism, trade issues, taxation, lack of political rights, representation, social or racial inequality and the impact of Enlightenment ideas. Differences could be the level of control by the mother country, class rivalry, impact of other independence movements, and elimination of slavery. With each of the causes discussed, candidates should cite specific examples for the independence movements chosen. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

12. “Enlightenment ideas played a limited role in the independence movements of the Americas.” Discuss.

Candidates will offer a considered and balanced review of the statement that Enlightenment ideas played a limited role in independence movements in the Americas. Candidates may refer to the influence of the American revolution in the independent movements and its new constitutions. They may also state that independence was triggered by the desire to end the monopoly imposed by European crowns that limited the economic possibilities of the people in the region. Independence could also have been inspired by ideas forged by the local elites and/or indigenous communities. Candidates may discuss that independence movements could be triggered by the domestic conflicts the European metropolis underwent that showed they were incapable of controlling and defending their colonies. Candidates may challenge the statement considering that the ideas of freedom and rights from the Enlightenment were present in the Americas. They circulated within secret societies that played a major role in the independent movements. They can also refer to other ideas taken from the Enlightenment referring to economy, trade, education and social organization that influenced the independent movements. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. Discuss the reasons for major compromises and changes in the US political system up to 1840.

The question requires that candidates offer a considered and balanced review of the reasons for major compromises and changes in the US political system up to 1840. Changes to the Articles of Confederation to the Constitution in 1787 were necessary to make the federal government more effective and many compromises were needed to gain its approval. The 1796 and 1800 presidential elections indicated changes were needed resulting in the 12th Amendment, which altered the Electoral College process of electing the President and Vice-President. Candidates might refer to differing political visions as the reasons for the emergence of a two-party system by the late 1790s and the formation of new political parties. The expansion of voting rights and the admission of new states could be seen as reasons for the expansion of democracy and the growth of the nation. The compromise on the Assumption Bill of 1790 was necessary to placate differing views on the nation's debt. Trying to keep a balance between free and slave states resulted in ongoing compromises over the admission of new states, the most important being the Missouri Compromise of 1820 which created the 36.30 line as the dividing line between free and slave states. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. "Caudillos were the biggest obstacle to the establishment of stable political systems in Latin America." Discuss.

Candidates will offer a considered and balanced review of the statement that *caudillos* were the biggest obstacle to the establishment of stable political systems in Latin America. Candidates may discuss that many *caudillos* refused to leave power, delaying the establishment of a stable political system. Since *caudillos* based their power in their charisma and personal relations, they hindered the establishment of a system based on elective authorities. Candidates may also consider that many *caudillos* were granted with emergency powers and opposed the drafting of a constitution that could have reduced them. Besides, *caudillos* were usually men with economic power, opposed to any change that could have affected their revenues. Candidates may challenge the statement stating that many *caudillos* were appointed as governors by the first parliaments, being part of the political system. They may also discuss other obstacles inhibiting the establishment of stable political systems such as the existence of different ideas for the organization of the new state, ongoing wars, the lack of resources, etc. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 15.** Compare and contrast the resources of the North and South at the beginning of the Civil War.

The question requires that candidates give an account of the similarities and differences between the resources of the North and the South at the beginning of the Civil War. Candidates may choose to compare and contrast separately or they may do a running comparison between the two. Resources could be population, industrial output, infrastructure, financial strength, military strength and political leadership. Candidates may refer to Northern resources as larger population, greater industrial output, more railroads, an established military consisting of an army and a navy, and a solid government. Candidates may refer to Southern resources as King Cotton, military leadership, agreement as to reasons for war, and motivation to defend their way of life. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** Evaluate the importance of African-Americans to the Union victory in the Civil War.

The question requires that candidates make an appraisal of the importance of African-Americans to the Union victory in the Civil War. After the Emancipation Proclamation, many slaves left the plantations, decreasing economic output and weakening the Confederacy. Candidates might refer to the 180,000-200,000 African American troops that served in the Union forces, roughly ten percent of the total force. Though few saw battle, they performed many valuable jobs and freed up white soldiers from these tasks so they could fight. The most notable fighting unit was the 54th Massachusetts Infantry which saw action in South Carolina in 1863-64. Besides troops, several African Americans, most notably Harriet Tubman, served as spies for the Union. Candidates might argue that African-Americans had little to do with the eventual outcome as all major battles were conducted by white troops. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Evaluate the impact of railroad construction in **two** countries of the Americas.

Candidates will make an appraisal of the impact of railroad construction in **two** countries of the Americas. Candidates may refer to the routes followed by the railroads according to the economic activities in each country. They may also consider the impact the railroad had in the urbanization and in the foundation of new towns, helping to populate the country. Candidates may also consider that railroads allowed governments to reach isolated regions, helping to impose the control of the state. They may also refer to the impact on the population: the need of workers for its construction, the possibilities to travel, the facilities to migrate, etc. The growth of the railroad also impacted in the economy allowing regional economies to put their product in a broad market, but also facilitated the import of industrial goods that affected artisan production. Candidates may also discuss the impact of the treaties signed between local governments and foreign capitals to build railroads. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "Political leaders achieved their political and economic aims in the transition to the modern era." Discuss with reference to **one** leader in the Americas.

Candidates will offer a considered and balanced review of the statement that political leaders achieved their political and economic aims in the transition to the modern era. Candidates may refer to examples of leaders that successfully achieved stable political systems with the establishment of democratic republics, and the signing of constitutions. They may also discuss the end of independence wars, and the set of stable borders. Candidates may also consider the establishment of the export-led model and/or the successful export of metals that allowed leaders to modernize the infrastructure of the country. Candidates may challenge the statement referring to the unstable democracies and the conflicts between political parties that affected the transition to the modern era. In some cases, the role played by the army also limited the possibilities of political leaders. Candidates may also discuss the lack of resources and the difficulties faced by many leaders to impose the control of the state throughout the country. The dependency on traditional economic activities could also be seen as a limitation. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** “US foreign policy towards Latin America between 1880 and 1929 was dominated by US expansionism.” Discuss.

This question requires that candidates offer a considered and balanced review of the statement that US foreign policy towards Latin America between 1880 and 1929 was dominated by US expansionism. While the US gained very little actual territory during this time, many candidates might refer to the expansion of US influence and control. Candidates may refer to the Spanish-American War, US post-war control of Cuba and acquisition of Puerto Rico, and involvement in Panamanian independence. They might also refer to Roosevelt’s Big Stick foreign policy, the Roosevelt Corollary, Taft’s Dollar Diplomacy and Wilson’s Moral Diplomacy. All three of these resulted in US military intervention in several Latin American nations. Candidates might indicate that President Cleveland in the 80s and 90s opposed US imperialism in the region, and the beginning of the Good Neighbor Policy in the mid-1920s. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** Evaluate the factors that caused US entry into the First World War.

The question requires that candidates make an appraisal of the importance of the factors that caused US entry into the First World War. Candidates might refer to Germany sinking US ships with the resumption of unrestricted submarine warfare in February 1917 as the most important reason. Others might indicate economic motivations as paramount, indicating that if the Allies lost, they couldn’t pay back all the loans/credit that had been extended. Candidates might discuss the Zimmerman Telegram, which invited Mexico to join the Axis powers and make war on the US, Wilson’s desire to be part of post-war peace negotiations, and a desire to help newly democratic Russia after the abdication of the Tsar. Others might refer to Wilson’s claims for the rights of neutral nations, for freedom of the seas and to make the world safe for democracy. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: The Mexican Revolution (1884–1940)

- 21.** “The Constitution of 1917 was more radical in nature than in application.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that the Constitution of 1917 was more radical in nature than in application. Most historians would agree that the Constitution of 1917 called for major social, political and economic changes in Mexico. The debate is over the institution of those changes. The Constitution guaranteed civil liberties, redistribution of land, protection of natural resources and labor, education reforms and separation of church and state. Candidates might indicate that very few of these reforms were implemented in the immediate period, and those that were, were quite limited. Land reform was limited to small amounts and usually the least profitable land. Protection of natural resources was arguably the biggest improvement with the nationalization of oil. There was some success in education with the building of many schools and an increase in literacy, but parochial schools were closed and there was a shortage of teachers. Separation of church and state resulted in the Cristero War with many deaths and destruction. Politically, Mexico continued to be dominated by one party with severe limitations on civil liberties. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 22.** “The Mexican Revolution had a greater impact on Mexican arts and culture than on Mexican politics.”

The question requires that candidates offer a considered and balanced review of the statement that the Mexican Revolution had a greater impact on the arts and culture of Mexico than on political change. Candidates might argue that the Revolution impacted many of the arts and changed the culture of Mexico. The Muralists, Rivero, Orozco and Siqueiros, emerged after the Revolution and portrayed the life of the average Mexican and of revolutionary leaders. Candidates might indicate that literary works focused on the course and impact of the revolution and highlighted what it meant to be Mexican. Music extolled the virtues of the revolution and its leaders. Led by Gamio, there was growth in awareness of indigenous peoples and their contributions. Education improvement was led by Vasconcelos. Candidates might refer to political change as the end of Diaz’ dictatorship and the creation of a constitution which promised to improve the lives of the average Mexican. 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. “Franklin D Roosevelt’s New Deal eased the Great Depression, but did not resolve it.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that FDR’s New Deal eased the Great Depression but did not resolve it. Candidates may refer to the vast spending and employment programs and to reforms instituted to end the Great Depression. The WPA, AAA, CCC and PWA all helped put people to work and reforms like the Banking Act, the FDIC and the SEC helped restore stability. But unemployment, which had been at nearly 25% in 1933 was still at 19% in 1939. Bank failures decreased dramatically and confidence in the banking system was restored. However, the recession of 1938 indicated that the economy was still in peril and that government stimulus was still needed to promote recovery. GNP and employment levels did not reach their pre-depression levels until the middle of WW2, which many economists see as the eventual cure for the Great Depression. Candidates may refer to the increased military spending in preparation for war, but the time frame ends in 1939 and thus candidates should not be rewarded for any discussion of military spending and employment during the Second World War. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Discuss the economic and social challenges of the Great Depression in **one** Latin American country.

Candidates will offer a considered and balanced review of the economic and social challenges posed by the Great Depression in one Latin America country. For the economic challenges, candidates may consider that regional economies followed an export-led model and were heavily trade-dependent which made them vulnerable to adverse conditions in the world market. The dependence of the public sector on foreign trade taxes was also a challenge. Latin American countries also suffered due to the US Smoot-Hawley tariff and Great Britain’s retreat behind a system of imperial preference that imposed discriminatory tariffs on Latin America. The reduced foreign demand for Latin American goods caused gold and foreign exchange to flow out, causing internal deflation. The collapse of exports led to social challenges like the fall in employment, poverty and migrations from rural areas to the cities which were not capable of providing adequate accommodation. Candidates may also discuss the challenges faced by democracies under the Great Depression since the unstable situation provoked the increase in radical ideologies. Candidates may challenge the question arguing that some countries did not suffer a major financial crisis, and/or that the lack of imports allowed for an increase in the level of industrialization. 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. To what extent did reactions in the Americas change towards the challenges presented by events in Europe and Asia between 1933 and 1945?

The question requires that candidates offer a considered and balanced review of the changes in the reactions in the Americas to the challenges presented by events in Europe and Asia. Candidates are likely to indicate that the reactions for most countries in the Americas changed from neutrality to involvement to some degree. Candidates may refer to initial reactions, to attempts to promote hemispheric cooperation through meetings at Panama, Havana and Lima. The US passed Neutrality Laws in 1935, '36 and '37 trying to stay out of war, but the Neutrality Law of 1939 allowed for the sale of weapons. The US and Canada formed a Joint Board of Defense. Candidates might indicate that Canada joined the war in 1939 and was heavily involved in securing the North Atlantic, while all other nations in the Americas remained neutral. The US began imposing sanctions on Japan in 1940 and increased them in 1941. The US made a bases for destroyers trade with Great Britain in 1940, enacted Lend-Lease and signed the Atlantic Charter in 1941. Candidates may refer to the US and Brazil agreement in 1941 to cooperate against the Axis, which allowed the US to build air bases in Brazil and for Brazil to defend the South Atlantic. The US entered the war after Pearl Harbor and many Latin American nations did so in 1942. Argentina was pro-German until 1944. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the economic impact of the Second World War on **two** countries in the Americas.

The question requires that candidates make an appraisal of the economic impact of the Second World War on two countries in the Americas. Economic effects may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Answers will vary depending on the countries chosen, but nearly all countries in the Americas experienced economic growth during the Second World War. Candidates may choose any two countries, but likely choices could be the United States, Canada, Brazil, Argentina and Mexico. Some effects could be increased GDP, higher employment rates, inflation, new industries, new technology, changing trade patterns and changes in government involvement in the economy. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 27.** Discuss the reasons for the establishment of a dictatorship by the military in **one** Latin American country.

Candidates will offer a considered and balanced review of the reasons for the establishment of a dictatorship by the military in **one** country. Candidates may refer to the role played by radical groups and guerrilla movements that posed a challenge to democratic governments. They may also discuss the influence of the Cuban revolution that provoked the reaction of many national armies. Candidates may also refer to the influence played by the Western Hemisphere Institute for Security Cooperation (School of the Americas), that trained Latin American armies in counter-insurgency, like in Brazil, Chile and Argentina. They may also consider as a reason the economic crisis that led to destabilization of the democratic systems. The possibility of suffering a foreign invasion and/or the relation with the Soviet Union kept by non-aligned governments could also be a motive for the rise to power of military dictatorships. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 28.** "Foreign intervention played a significant role in the origins of guerrilla movements." Discuss with reference to **one** country.

Candidates will offer a considered and balanced review of the statement that foreign intervention played a significant role in the origins of guerrilla movements. Candidates may refer to the influence and intervention of the Communist bloc in Latin America that could have influenced the objectives, plans and strategies of the guerrilla movements. Candidates may also consider the help given to guerrilla movements by other foreign countries that provided training and ammunition. Candidates may also discuss that the intervention of Western powers was seen as an intrusion in many countries, reinforcing the support given by the population to the guerrilla movements. Candidates may challenge the statements stating that many guerrillas arose as a consequence of local inequalities, while others had their roots in religious beliefs and/or had a strong ethnic identity. Many guerrilla movements were also the answer to the lack of freedom and democratic practices. Candidates may agree, partly agree or disagree with the statement, but their 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.** “Kennedy was the first 20th century president to promote civil rights for African-Americans.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that Kennedy was the first 20th century president to promote civil rights for African-Americans. Several major civil rights events, such as Freedom Rides, integration at the University of Alabama, and the March on Washington occurred during the Kennedy administration. Candidates may refer to some of these, as well as his introduction of the Civil Rights Act. Some candidates may suggest that Kennedy was vocal in support of civil rights, but accomplished very little. Candidates might suggest Truman was first with his formation of a Commission on Civil Rights in late 46, his introduction of civil rights legislation in ‘48 and his integration of the Armed Forces by executive order in ‘48. Eisenhower could be discussed for his support of integration in Little Rock, Arkansas in 1957 and passage of two civil rights acts. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** To what extent were Pearson and Trudeau successful in resolving the disputes raised by Quebec nationalism?

The question requires that candidates consider the merits of the suggestion that Pearson and Trudeau were successful in resolving the disputes raised by Quebec nationalism. Quebec nationalism grew much stronger in the 1960s and both prime ministers were forced to deal with the issue. Candidates might indicate that Pearson formed the Royal Commission on Bilingualism and Biculturalism to search for solutions. Under Trudeau, Canada officially became bilingual and all government agencies had to work in both languages. More French speakers were appointed to federal positions. Candidates might refer to the October Crisis of 1970, when Trudeau used the War Measures Act to send troops to Montreal to arrest separatists. The referendum for separation in 1980 was defeated, while the Constitution of 1982 and the Charter of Rights alleviated some of the nationalists’ issues. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. Evaluate the impact of McCarthyism on the domestic and foreign policies of the United States.

The question requires that candidates make an appraisal of the impact of McCarthyism on the domestic and foreign policies of the United States. McCarthyism grew in the US in the early 1950s and its influence was felt in many areas. Candidates may refer to the House Un-American Activities Committee's investigations, in which many Americans were accused of being communists. They may also consider the hysteria McCarthyism created across the country and the increased fear of the Soviet Union's reach. Candidates may refer to the impact on the entertainment industry with suspected communists losing their jobs, and the production of patriotic and anti-communist movies. Regarding foreign policy, candidates might suggest that US entry into the Korean War was a result of McCarthyism, though this is debatable. Most of Truman's foreign policy decisions, and later Eisenhower's, were the result of the containment policy more than McCarthyism. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. "The Cold War had limited impact on the foreign policy of countries in the Americas." Discuss with reference to **one** country in the Americas (except the US).

The question requires that candidates offer a considered and balanced review of the statement that the Cold War had limited impact on the foreign policy of one country in the Americas, excluding the US. Depending on the country and the time period chosen, responses will vary widely. Candidates may discuss Canada as being strongly impacted as it was a close US ally, a member of NATO, participated in the Korean War and made joint defense agreements with the US. However, Canada was not supportive of the Vietnam War nor the US' strong stance against Cuba. For most Latin American countries, excepting Cuba, candidates are likely to agree with the statement, despite the Rio Treaty of 1947 and the later formation of the OAS. Most Latin American countries sought to have foreign policies that would not anger the US. Cuba, post-Batista, is the exception. The Cold War had a great impact on Cuba with its alliance with the USSR, the Bay of Pigs invasion, the Cuban Missile Crisis and its exportation of the revolution. 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.** Discuss the challenges and achievements of civil rights movements for indigenous peoples in the Americas.

The question requires candidates offer a considered and balanced review of the challenges and achievements of civil rights movements for indigenous peoples in the Americas. Candidates may refer to one or two countries in depth, or in a broader sense to several countries in the region. Challenges may pre-date the time frame but they must be clearly linked to the issues raised in the question. Candidates may offer equal coverage of challenges and achievements, or they may prioritize their examination of one of the other. However, both aspects will be a feature of the response. Challenges will vary, but candidates could include oppression by the national government, racial and ethnic discrimination, low socio-economic status and limited access to media and power. Civil rights could include voting, legal, education and economic rights, as well as restoration of lost lands, sovereignty over their affairs and support of their culture. For the US, candidates might include the formation, actions and accomplishments of the American Indian Movement. For Canada, they might discuss the accomplishments of First Nations, Inuit and Metis, and for Mexico, they might discuss the achievements of the National Zapatista Army. The UN's Declaration on the Rights of Indigenous Peoples in 2007 could be addressed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** “Local and state governments undermined the progress made by the federal government in securing African-American civil rights.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that state and local governments undermined the progress made by the federal government in securing African-American civil rights. Candidates might refer to progress by the federal government as Supreme Court decisions such as *Brown vs Topeka Board of Education*, Congressional legislation like the Civil Rights Acts of 1964 and 1968 and the Voting Rights Act of 1965, as well as passage of the 24th Amendment, and presidential actions in Little Rock in 1957, in protecting Freedom Riders and in forcing states to end segregation in universities. Candidates might argue that states did very little to require adherence to Supreme Court decisions or enforce civil rights legislation, and often worked in opposition to them. Likewise, cities did little to prevent discrimination in public places or in housing, while local school boards often redrew school boundaries to maintain segregation. State and local law enforcement often did not protect African-Americans from white supremacist groups like the Ku Klux Klan, of which some law enforcement officials were members. Candidates might argue that institutional racism permeated all levels of society effectively denying African-Americans their civil rights. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

- 35.** Discuss the reasons for, and impact of, economic cooperation in the Americas.

The question requires that candidates offer a considered and balanced review of the reasons for, and impact of, economic cooperation in the Americas. Causes may predate the time frame and impact may extend beyond, but both must be clearly linked to the question. Candidates may offer equal coverage of reasons for and impact of, or they may prioritize one or the other, but both aspects will be included in their response. Candidates may refer to a desire to stimulate economic growth and regional trade, to offset gains made by nations outside the region and to promote regional cooperation as reasons for economic cooperation. Major trade agreements such as NAFTA and CAFTA as well as other smaller regional trade agreements, whether bilateral or multilateral, could be discussed. Candidates might see both positive and negative impacts of regional economic cooperation. Positively, candidates might argue that NAFTA and other regional trade agreements resulted in massive trade increases, higher productivity and higher GDPs. Negatively, candidates might suggest that this cooperation has cost jobs in some countries, caused industries to relocate and created ethnic resentment. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Evaluate the impact of 9/11 (the attacks on the US on 11 September 2001) on the region.

Candidates will make an appraisal of the impact of 9/11 (the attacks on the US on 11 September 2001) on the region. Candidates may argue that, after the attacks, budgets for defence-related agencies skyrocketed in most countries. There was also a growth in government surveillance. In the US there was an increase in the number of soldiers deployed overseas, and in 2002 the Bush administration opened the Guantanamo Bay detention centre in Cuba. Also, in many countries Arab and Muslim populations were under scrutiny or were deported, raising serious civil rights concerns. Candidates may argue that the general rules of transportation of people and products underwent a series of major overhauls. The attacks also impacted foreign relations, especially with a number of countries out of the Americas that were seen as enemies. The attacks also provoked the signing of new treaties and pacts to protect the region. In Latin America a number of countries and borders were seen as a threat, especially in Colombia, Cuba, Venezuela, and the tri-border area of Argentina, Brazil, and Paraguay. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.