

Markscheme

May 2024

History

Higher level

Paper 3 – history of the Americas

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

Marks	Level descriptor
13–15	• 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 was the most significant method of maintaining and expanding political organisation in pre-Columbian societies.” To what extent do you agree with reference to **one** pre-Columbian society?

The question requires that candidates consider the merits or otherwise of the statement that warfare was the most significant method of maintaining and expanding political organisation in pre-Columbian societies, with reference to one pre-Columbian society. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may argue that warfare was key to the expansion of the political organization in Mesoamerica. For example, the Triple Alliance expanded their power to consolidate the Aztec Empire through violent conquest. Warfare was also used as a means to maintain power through the suppression of internal rebellions and as a means to get control over economic resources to prevent internal rebellions as a product of scarcity. Other relevant factors may be addressed, for example the role of the tribute, which allowed for control over newly acquired territories; religious beliefs that were significant as legitimization tools; or even competitive sports which were used to create communal identities. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. “A suitable climate determined the effectiveness of agricultural production.” To what extent do you agree with reference to **two** indigenous societies?

The question requires that candidates consider the merits or otherwise of the statement that a suitable climate determined the effectiveness of agricultural production, with reference to two indigenous societies. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may refer to Mesoamerica’s climatic advantages that favoured initial domestication. Furthermore, the significance of climate in contributing to agricultural production can be seen in theories that argue that climate change played a hand in the decline of the Maya. Still, candidates may counterargue and claim that agricultural production was effective, not because of suitable climatic conditions but because unlike other societies Mesoamerican societies studied the weather and used it to their advantage. Indeed, climate often varied among the vast territories of Mesoamerican societies, and this did not necessarily mean changes to crop yield. Other relevant factors may be addressed which made a contribution to the effectiveness of agricultural production, for example the development of farming methods and irrigation systems or specific farming techniques, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. Evaluate the impact of the “Columbian Exchange” in the Americas.

The question requires that candidates make an appraisal of the Columbian Exchange, weighing up the positives and negatives of its impact on the Americas. Consideration of impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. For harmful impact, candidates may refer to the extreme mortality rates caused by the transfer of diseases such as smallpox and measles (which led to the demand for imported African slave labour) and the introduction of European weaponry that overwhelmed indigenous resistance. For beneficial exchange, candidates may discuss the introduction of new plants and animals though these also impacted the ecology and labour systems of the Americas in ways that were not always positive. Other relevant factors may be addressed, for example Spanish encouragement and imposition of Catholicism which transformed indigenous societies and led to the loss of cultural diversity, but with a focus on the issue raised in the question. Candidate's opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. To what extent did the New Laws of the Indies (1542) improve conditions for indigenous people?

The question requires that candidates consider the merits or otherwise of the suggestion that the New Laws of the Indies (1542) improved conditions for indigenous people. Candidates may offer equal coverage of factors that either improved or failed to improve conditions. However, both aspects will be a feature of the response. In order to evaluate the extent of improvement, candidates may consider the efforts to reduce the enslavement of indigenous people, the provision that indigenous labour must be treated similar to Spanish labour and the attempt to gradually end the encomienda system. Other relevant factors may be addressed to discuss the failings of the New Laws, for example the ambiguities in the law, the difficulty in overcoming the self-interest of the encomienderos and the impact of the Pizarro revolt all of which served to weaken enforcement, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. Compare and contrast political organisation in Spanish and Portuguese America.

The question requires that candidates give an account of the similarities and differences between Spanish America and Portuguese America in terms of political organisation, referring to both throughout. There does not need to be an equal number of similarities or differences. Candidates may compare the fact that both politically organized colonies into empires; that both Spanish and Portuguese crowns held ultimate authority over their colonies; and that both the Spanish and Portuguese governments were centralised. In contrast, they may argue that New Spain's system of Viceroyalties and Audiencias was much stricter, resulting in greater centralization of power. Furthermore, they may argue that there was some division of power both in Portuguese and Spanish America, but may also claim that division of power in Spanish America was more apparent than real. Candidates may also claim that in Spanish America church representatives had an important role in politics, different to Portuguese America, where the church as an organisation was weak.

6. "European mercantilist policies negatively affected economic development in colonial America." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that European mercantilist policies negatively affected economic development in colonial America. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of positive and negative effects of European mercantilist policies upon economic development or may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may analyse the effects of restrictive trade laws upon growth and examine the slave trade and its impact upon economic development as a consequence of the implementation of mercantilist policies. Candidates may evaluate the economic effects of excessive taxation by the parent country or argue that focus on the extraction of surface wealth led to the underdevelopment of agriculture, industry and commerce. Candidates may also argue that mercantilism had positive effects in providing guaranteed markets and protection of transport for colonial trade goods. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. “Indigenous religions fully adapted to Christianity.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that indigenous religions fully adapted to Christianity. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may argue that indigenous religions fully adapted to Christianity, claiming that European religion replaced traditional spiritual practices entirely, including Voudun and Santería. Candidates may also argue that indigenous religions adapted to Christianity, but maintained many of their own values and traditions, creating a new, syncretistic system. On different lines, candidates may claim that many Indigenous religious practices were similar to Christian practices; thus, it is with western bias that much historiography claims that indigenous religions adapted to Christianity. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “During the 17th century, British North America was a religious refuge.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that during the 17th century, British North America was a religious refuge. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may argue that religious groups that participated in North American colonisation, including the German Lutherans or the Scots-Irish Presbyterians, were often escaping religious persecution and wars in Europe and, thus, were likely to avoid intolerance. They may also consider colonies that were religiously diverse like Rhode Island, New Jersey, Delaware, and Pennsylvania to argue that religious tolerance meant refuge. To counter-argue, candidates may argue that religious intolerance meant that British North America was no religious refuge for minorities. To illustrate, they may consider Puritans in New England, who practiced extreme intolerance toward other religions or examine how traditional African religious practices among slaves were not tolerated in fear of rebellions. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Compare and contrast the reasons for slavery in **two** colonial powers in the Americas.

The question requires that candidates give an account of the similarities and differences between two colonial powers in the Americas regarding the reasons for slavery, referring to both throughout. There does not need to be an equal number of each. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. For comparison, candidates may consider the profit motive of cash crop culture and extraction of mineral resources (both requiring extensive manual labour), the superior adaptation of African slaves to tropical work environments and the European assumption of cultural superiority as providing a basis for slavery for many, but not all, colonial powers. They may also argue that attempts to enslave indigenous people failed due to depopulation and that attempts to obtain adequate European migration to meet labour needs were seldom adequate. For contrast, candidates may consider the absence of cash crop culture or mineral resource extraction available for some colonial powers depending on their unique location or circumstance. French Canada and northern parts of British North America may be applied as examples of such limitations.

10. Discuss the reasons for, and impact of, slave rebellions in British America. Answer with reference to **one** or more slave rebellions up to 1800.

The question requires that candidates offer a considered and balanced review of the reasons for, and impact of, slave rebellions in British America up to 1800. Candidates may offer equal coverage of reasons for and impact of, or they may prioritize their discussion of either. However, both aspects will be a feature of their discussion. Impact may extend beyond the timeframe of the question. For reasons, candidates may consider the inhumane labour conditions, inadequate diet, owner brutality and family separations which existed under slavery. For impact, candidates may discuss the imposition of cruel and lethal punishment, the absence of any form of due process and the tightening of control over travel, assembly, education and religion that followed suppression of rebellions. Other relevant factors may be addressed, for example the authorization of militias with arbitrary and lethal power was a common response to rebellions but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Independence movements (1763–1830)

- 11.** “The causes of independence in the Americas were mainly economic.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the causes of independence in the Americas were mainly economic. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of economic causes for independence and other factors, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may refer to economic factors that led colonialists to seek independence including the failures of the Spanish Bourbon Reforms in the 18th century, taxation without representation, restrictive land policies, concerns of wealthy colonial leaders regarding their political capacity to protect economic interests, and tensions between rural and urban areas, among others. Other relevant factors may be addressed, but with a focus on the issue in the question, for example political and ideological causes of the independence process, the destabilising factor that the rise of Napoleon bore on Latin American colonies, or the role of foreign nations in organising the independence movements. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** Compare and contrast the contributions of Washington and Bolivar to the process of independence.

The question requires that candidates give an account of the similarities and differences between Washington and Bolivar in terms of their contribution to the process of independence, referring to both throughout. There does not need to be an equal number of similarities or differences. Contributions to the independence process may extend beyond the achievement of independence but they must be clearly linked to the issue raised in the question. Candidates may consider how both Washington and Bolivar, guided by ideas of the Enlightenment, are recognized as the main leaders of independence in their regions. Candidates may also argue that both held significant political positions to consolidate independence. In contrast, candidates may suggest that Bolivar’s military contributions were more significant as Washington was not a great tactician and in some cases was guilty of military blunders. Furthermore, they may argue that while Washington’s strength of character contributed to American victory, Bolivar’s discipline and revolutionary appeal were questionable. Finally, candidates may contrast their exercise of power, with Bolivar’s rule being more centralized and authoritarian.

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

13. To what extent did the Constitution of 1787 significantly change the US political system?

The question requires that candidates consider the merits or otherwise of the suggestion that the Constitution of 1787 significantly changed the US political system. Effects may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the Constitution of 1787 as changing the US political system from a one-branch (legislative) system to a three-branch system by the addition of executive and judicial branches. The addition of check and balance features, central government powers of taxation, control of trade and regulation of the currency, and an easier process for amendment also substantially changed the political system. Other relevant factors may be addressed that argue for some limitation to the extent of change. These may include the continuation of substantial states' rights and the fact that individual liberties remained undefined until the addition of later amendments, but with a focus on the issues in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. "The War of 1812 was mainly caused by territorial disputes." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the War of 1812 was mainly caused by territorial disputes. Causes may predate the timeframe but they must be clearly linked to the issue raised in the questions. Candidates may consider the advocacy of war by 'War Hawk' Congressmen from western states who sought the addition of British Canadian territory and presented complaints that British troops occupied US territory in the Ohio Country and were supporting attacks by native Americans against settlers on the western frontier. It may be argued that the 'War Hawks' were also motivated by the desire to forcibly remove native Americans from the frontier. Other relevant factors may be addressed, for example the argument that the war was mainly caused by British violations of US maritime interests and particularly by the impressment of US seamen, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. To what extent were the crises of the 1850s the most important cause of the US Civil War?

The question requires that candidates consider the merits or otherwise of the suggestion that the crises of the 1850s were the most important cause of the US Civil War. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may consider the sectional tensions exacerbated by the fugitive slave clause of the Compromise of 1850, the contribution of 'Uncle Tom's Cabin' to North-South polarization, the violence associated with 'Bleeding Kansas', the potential of slavery expansion linked to the Dred Scott decision and the fears of extremism associated with John Brown's attack at Harpers Ferry. Other relevant factors may be addressed, for example the argument that underlying economic and cultural differences were the main cause for the war, but with a focus on the issue raised in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Discuss the importance of effective leadership in determining the outcome of the US Civil War.

The question requires that candidates offer a considered and balanced review of the importance of effective leadership in determining the outcome of the US Civil War. Candidates may choose to prioritize political or military leadership or offer equal coverage to both. Candidates may discuss leadership roles in the North and South or they may prioritize their discussion of either. However, both aspects will be a feature of the response. Candidates may consider the role of political leadership with emphasis on the relative ineffectiveness of the Confederate President Jefferson Davis compared to the Union's President Abraham Lincoln. Other relevant factors may be addressed, for example the role of military leadership with a focus on General Robert E. Lee and Thomas 'Stonewall' Jackson in the Confederacy and General Ulysses S. Grant and William Tecumseh Sherman in the Union, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Examine the significance of ideological trends as influences on the modernization of **two countries** in the Americas.

The question requires that candidates consider the interrelationship between ideology and modernization. Two case studies must be addressed. To analyse the significance of ideology as influence towards modernization candidates may examine the impact of progressivism, Manifest Destiny, liberalism, nationalism, positivism, social Darwinism, “indigenismo” or nativism. For example, candidates may examine the contributions of liberalism in enhancing trade and political openness; positivism in promoting scientific development; nationalism in promoting education; progressivism in advancing social reforms, and Manifest Destiny in favouring expansion. Still, candidates may also argue that such ideas inhibited modernization and progress; for example, social Darwinism was embraced by intellectuals to justify their own power. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the successes and failures of Theodore Roosevelt **or** Wilfrid Laurier in contributing to the transition to the modern era.

The question requires that candidates make an appraisal of the policies enacted by Theodore Roosevelt **or** Wilfrid Laurier in contributing to the transition to the modern era, weighing up their successes and failures. Evaluation of contributions may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of successes and failures, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. As to Laurier’s policies, candidates may evaluate the success of any of the following in contribution towards Canada’s modernization: the Manitoba Schools Question, Saskatchewan and Alberta’s entry into the Confederation, policies toward immigrants, the construction of new transcontinental railways, the management of the relations between English and French-speaking Canadians, participation of Canada in the Boer War, trade relations with the U.S. and Britain, and the Naval Service Bill of 1910 among other policies. As to Roosevelt’s policies, candidates may evaluate the success of his Square Deal, the control of corporations and consumer protection, Big Stick diplomacy, establishment and utilization of the ‘Great White Fleet’ and construction of the Panama Canal, among other factors, in contributing to the transition to the modern era. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** "US entry into the Spanish American War was mainly due to economic self-interest." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the US entry into the Spanish American War was mainly due to economic self-interest. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the McKinley administration's desire to protect US investments in Cuba that were threatened by the Cuban independence movement (and the Spanish response) and the desire of US sugar growers to obtain the tariff advantages for sugar grown in US territory. Other relevant factors may be addressed, for example the influence of the 'yellow press' (which also had an economic interest in war), the publication of the de Lom  letter, and the misrepresentation of Spain as having caused the explosion aboard the U.S.S. Maine, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** Compare and contrast the impact of Theodore Roosevelt's Big Stick policy and William Howard Taft's Dollar Diplomacy on US-Latin American relations.

The question requires that candidates give an account of the similarities and differences between Theodore Roosevelt's Big Stick policy and William Howard Taft's Dollar Diplomacy in terms of their impact on US-Latin American relations, referring to both throughout. There does not need to be an equal number of each. Consideration of impact may predate the timeframe or extend beyond the timeframe but must be clearly linked to the issue raised in the question. For similarities, candidates may refer to the fact that both Presidents resorted to military intervention when diplomacy failed, both paid off Latin American debts to European countries making those countries economically dependent on the US and both saw Latin America as a legitimate sphere of US influence and thus were not hesitant to disregard the sovereignty of Latin American countries. For differences, Taft emphasized US economic interests while Roosevelt emphasized exclusion of European intervention, Roosevelt added the Roosevelt Corollary while Taft added the Lodge Corollary and Roosevelt's efforts were generally successful (though controversial), while Taft's policies were more problematic and largely abandoned in 1912.

Section 11: The Mexican Revolution (1884–1940)

- 21.** “The Mexican Revolution was mainly caused by a demand for political change.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Mexican Revolution was mainly caused by a demand for political change. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may consider the failure of Díaz’ dictatorship to establish a constitutional democracy as a factor that led to Madero’s, Orozco’s and Villa’s demands for political change. Nevertheless, candidates may challenge the statement suggesting that political change was never a true demand, but rather conflict originated out of an elitist power struggle within a political system that had no clear means to transfer power. Other relevant factors may be addressed to counter the statement, for example economic and social factors that contributed to the origin of the revolution. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 22.** “The government of Madero (1910–13) was largely unable to achieve its aims.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the government of Madero (1910–13) was largely unable to achieve its aims. Consideration as to achievement of aims may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of successes and failures in terms of achievement of aims, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates could first argue that Madero successfully ousted the dictator Porfirio Díaz and consolidated power to pursue his objectives related to the establishment of a “liberal democracy”. Still, candidates may argue that his limited reforms, consistent with his aims, failed at generating stability as he was attacked both by the supporters of the old regime and by revolutionary elements, and even the U.S., contributing to his fall from power. 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.** To what extent was Franklin D. Roosevelt's New Deal an effective response to the challenges of the Great Depression?

The question requires candidates to consider the merits or otherwise of the suggestion that Franklin D. Roosevelt's New Deal was an effective response to the challenges of the Great Depression. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may consider Roosevelt's 'First 100 Days' legislation in gaining public support, the rescue of the banking system through federal insurance, the partial recovery of agriculture through the Agricultural Adjustment Act, the creation of multiple civil works programmes for temporary employment and the encouragement of citizen's patience through fireside chats. Other relevant factors may be addressed which suggest that the New Deal was less successful, for example the persistence of high unemployment in spite of government 'make-work' programmes, the limited efforts to assist economic recovery for minorities and that full recovery was not achieved until the economy was mobilized to meet the demands of the Second World War. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

- 24.** Evaluate the effectiveness of RB Bennett's response to the Great Depression.

The question requires that candidates make an appraisal of RB Bennett's response to the Great Depression, weighing up the strengths and limitations as to its effectiveness. Candidates may consider Bennett's laissez-faire philosophy and opposition to deficit spending which caused him to limit public works and welfare spending. Additionally, Bennett's protectionist view on trade caused him to support higher tariffs that caused a trade war with Canada's partners. Furthermore, Bennett's poorly conceived work camps led to the "On to Ottawa" crisis and his 1935 "New Deal for Canada" plan, while ambitious, was considered "too little and too late" and resulted in his political defeat by Mackenzie King. Candidates may argue that Bennett created the Bank of Canada and the Canadian Wheat Board, (though these were of limited effect in addressing the issues of the depression.) 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.** “Events in Europe and Asia mostly led to cooperation in the Americas between 1933 and 1945.”
To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that events in Europe and Asia mostly led to cooperation in the Americas between 1933 and 1945. Causes of cooperation may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may consider Franklin Roosevelt’s Good Neighbor Policy as a measure that anticipated the deteriorating conditions in Europe and Asia but which was also economically motivated as a response to the Great Depression. The rejection of unilateral intervention at Montevideo (1933) and the abrogation of the Platt Amendment (1934) also evidenced a movement toward cooperation. The conferences at Havana (1940) and Rio (1942) established the doctrines of collective security for hemispheric defence and were a response to the threats emanating from Europe and Asia. Evidence that demonstrates less cooperation in the Americas’ may be addressed, for example the insubstantial military assistance from Latin America and the willingness of Argentina to support Fascist regimes, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 26.** To what extent was the US use of atomic weapons against Japan primarily for military reasons?

The question requires that candidates consider the merits or otherwise of the suggestion that the US use of atomic weapons against Japan was primarily for military reasons. Candidates may consider the refusal of Japan to surrender when threatened with destruction from atomic weapons and the assessment President Truman received from some advisors that US losses would be catastrophic if a conventional assault were made on the Japanese islands. Other relevant factors that had less to do with military considerations may be addressed, for example cultural prejudice against the Japanese, the desire for revenge due to Japan’s attack on Pearl Harbor, the desire to intimidate the USSR and prevent their expansion, political concerns over the cost of the Manhattan Project and the political impact on the Truman administration if the atomic bomb was not used to limit US military losses, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. To what extent were Fidel Castro’s economic policies more successful than his cultural policies?

The question requires that candidates consider the merits or otherwise of the suggestion that Fidel Castro’s economic policies were more successful than his cultural policies. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of economic and cultural policies, and of their successes and failures, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. In terms of economic policy, candidates may discuss the extent to which a sovereign and diversified economy was established. Candidates may also consider the effects of the Agrarian Reform Act (1959), the Second Agrarian Law (1963), the achievements of the industrialization program under Guevara’s lead, the results of the “Year of the Ten Million” (1970), or the economic effects of Cuba’s incorporation into the COMECON (1971). As to cultural policy, candidates may evaluate the proscriptive impact that a policy based on nationalist and revolutionary values bore on the arts. Candidates may also cite cultural achievements of the revolution, consider the artistic and literary proliferation that followed the revolution, or point to the effects of censorship, discussing the Padilla affair (1971) and the “grey years.” Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. To what extent were political factors the main cause of the failure of elected leaders in Latin America?

The question requires that candidates consider the merits or otherwise of the suggestion that political factors were the main cause of the failure of elected leaders in Latin America. Candidates may opt to answer this question through the examination of a case-study or take on a general approach. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of arguments and counterarguments, or they may prioritize their assessment of one. To argue in favour of the suggestion, candidates may consider the weak democratic culture in Latin America, which meant democratic governments could be easily removed. Candidates may also consider the systemic weakness of some political institutions, including justice. Other relevant factors which helped cause the failure of elected leaders may be addressed, for example economic factors, including the lack of economic modernization or failed ISI programs. Candidates may also consider the role of foreign intervention or point to social inequality as a structural factor which helped cause the failure of elected leaders that brought discontent and radicalization. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 29.** “Watergate had little impact on the success of Nixon’s domestic policies.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Watergate had little impact on the success of Nixon’s domestic policies. Candidates may consider the substantial rise in unemployment and inflation as well as soaring gas prices, a stock market crash and the Democratic party gaining control of Congress in 1972 as factors that hindered the passage of domestic legislation during the Nixon administration even as awareness of Watergate emerged. While these events occurred as the scandal emerged in Nixon’s second term, they had a limited relationship to Watergate. Other relevant factors may be addressed, for example candidates may argue that some major legislation was enacted even after awareness of the Watergate scandal, including Title Nine legislation, the Endangered Species Act and the Safe Drinking Water Act. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** To what extent were the domestic policies of St. Laurent successful?

The question requires that candidates consider the merits or otherwise of the suggestion that the domestic policies of St. Laurent were successful. Evaluation of success may extend beyond the timeframe but must be clearly linked to the issue raised in the question. In order to judge the extent of success, candidates may consider the retiring of Canadian debts from the Great Depression, the equalization of provincial revenues that helped to unify the country, the expansion of social welfare through old age pensions, hospital insurance and aid to the blind and disabled, and initiation of agreements for the trans-Canadian Highway, the St. Lawrence Seaway and the Trans-Canadian pipeline. Other relevant factors may be addressed to show that his policies were less successful, for example that the St. Laurent administration was increasingly seen as arrogant for bypassing Parliament in the approval of funding for the Trans-Canadian pipeline. Candidates’ opinions or conclusions will be clearly presented and supported with appropriate evidence.

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

31. Evaluate the successes and failures of Truman’s foreign policy in the Americas.

The question requires that candidates make an appraisal of Truman’s foreign policy in the Americas, weighing up the strengths and limitations. Candidates must strictly relate to the foreign policy of Truman for the region. Evaluation of the extent of success may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of successes and failures, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Candidates may consider the Rio Conference (1947) or the creation of the Organization of American States (OAS) to argue that Truman’s foreign policy led to hemispheric cooperation. Candidates may also argue that Truman’s foreign policy prevented the spread of communism within the region, with effective pressure on governments to ban communist parties and coordination of the armed forces into the U.S. defence system. Nonetheless, candidates may argue that the greatest threat to hemispheric stability was poverty rather than communism, and that Truman’s foreign policy failed at addressing the needs for economic development and expansion of democracy in the region. Candidates may also consider the contribution of Truman’s policies towards social discontent in the Americas. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Discuss the reasons which led to the US’s entrance into the Korean War (1950).

The question requires that candidates offer a considered and balanced review of the reasons why the US entered the Korean War (1950). Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may consider Cold War tensions as a significant reason why the U.S. entered the Korean War, arguing that the North Korean invasion of South Korea pushed the Truman Administration to contain the spread of communism in Asia. Candidates may consider international incidents that contributed to the perception that containment in Asia was urgent, including the USSR explosion of an atomic bomb or the signing of the Sino-Soviet pact. Candidates may also argue that an analysis of US foreign policy actions towards Korea during 1947-50 would indicate that intervention was not part of a foreign policy plan, thus pointing at the significance of domestic factors, such as the rise of McCarthyism, in determining intervention. 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.** Examine the causes most responsible for the emergence of feminist movements in the Americas.

The question requires that candidates consider the interrelationship between the causes most responsible for and the emergence of feminist movements in the Americas. For causes, candidates may refer to women's roles in the US and Canada during the Second World War that boosted their independence and self-sufficiency and the impact of people and organizations, for example, Betty Friedan's 'Feminine Mystique' and the National Organization of Women (NOW). For Latin America, the role of juntas, wars and revolutions may be addressed as causal factors. Candidates may consider the role of Eva Peron's advocacy for women's suffrage in Argentina (1947) and her leadership of the Peronista Feminist Party or the implementation of the Family Code in Castro's Cuba. As to evidence of emergence, candidates may refer to advancements in voting rights, political participation and office-holding, as well as the advancement of social issues, for example, combating sexism, and access to education, reproductive rights and equal pay. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** "The civil rights movement largely ended segregation in the South." With reference to the period of 1945–1980, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the civil rights movement largely ended segregation in the South with reference to the period of 1945–1980. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may consider the attempts to end school segregation by the Brown I and Brown II Supreme Court decisions but with awareness as to the limitations evidenced by the events of Central High School in Little Rock, Arkansas. With respect to school desegregation, candidates may also cite the impact of the Southern Manifesto and the James Meredith case. Other relevant factors may also be addressed, for example the impact of the 1964 Civil Rights Act prohibiting racial discrimination in public housing and federal programs and the differentiation between de jure and de facto integration, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

35. Evaluate the impact of Mulroney's domestic policies between 1984 and 1993.

The question requires that candidates make an appraisal of Mulroney's domestic policies between 1984 and 1993, weighing up their strengths and limitations. Consideration of impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Politically, candidates may consider the Meech Lake accord and the referendum on the Charlottetown Accord and evaluate their impact upon national unity. Socially, candidates may evaluate the impact of Mulroney's policies that reduced federal expenditures in social-security, health, education, federal employment, unemployment benefits and family allowances. Economically, candidates may evaluate the effects that tax cuts and enhanced trading brought to employment generation and economic growth. They may also evaluate the extent to which fiscal and trading balances were achieved. Other relevant factors may be addressed, for example the passing of the Canada Air Quality Agreement, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. To what extent did **one** country in the Americas effectively deal with the challenges imposed by terrorism up to 2005?

The question requires that candidates consider the merits or otherwise of the suggestion that one country in the Americas effectively dealt with the challenges imposed by terrorism up to 2005. Consideration of the effectiveness of policies may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. The answer to this question will depend on the selected country. Popular case studies may be the U.S., Colombia, Argentina or Peru. If the chosen case study is the U.S., candidates may refer to the impact of 9/11 on anti-terrorist policy and evaluate its effectiveness up to 2005. Candidates may consider the case of Peru and the policies enacted to face the challenges posed by Sendero Luminoso or to the case of Colombia and its war on the FARC. Candidates may also examine Argentinean anti-terrorist policy, suggesting its failure to prevent the AMIA attack only 2 years after the Israeli Embassy had been attacked by terrorists. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.
