

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. Examine the political factors that led to independence movements in the Americas.

The question requires that candidates consider the interrelationship between political factors and the rise of independence movements in the Americas. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may argue that political dissatisfaction drove the plans of Miranda, Bolivar, San Martin and the creole elites, who, dissatisfied with the restrictions imposed by Spanish imperial control, demanded self-rule. For British America, candidates may examine demands for increased political participation after the implementation of oppressive acts, including the Proclamation of 1763. Candidates may also suggest that political happenings in Europe, such as the rise of Napoleon and the political philosophy of the Enlightenment also contributed to the rise of independence movements in the Americas. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Compare and contrast the contributions of Bolivar and San Martin to the process of independence.

The question requires that candidates give an account of the similarities and differences between Bolivar and San Martin 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 compare the fact that both San Martin and Bolivar were brilliant military strategists with significant roles in the independence process of Spanish South America. Candidates may also argue that both leaders held a significant role in raising and training armies and that both held significant political positions during the later years of the independence process. In contrast, candidates may argue that San Martin and Bolivar bore significant roles in the independence of different regions within South America; that they were guided by differing ideological principles concerning the political organization that former colonies should adopt; and that their tenure of power was different, with Bolivar's rule being more centralistic 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 was the compromise of 1850 the most important cause of the US Civil War?

The question requires that candidates consider the merits or otherwise of the suggestion that the compromise of 1850 was 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 fact that the compromise was a response to the Mexican-American War that had reopened the issue of slavery expansion which the North opposed, the fugitive slave provision of the compromise threatened to make Northerners complicit in the defence of slavery, and the addition of California as a free state changed the free state-slave state balance of power in the Senate threatening the South's ability to defend slavery. Other relevant factors may be addressed, for example the economic and cultural divide between the two regions as well as the emergence of the Republican party lacking support in the South. Candidates' opinions or conclusions will be clearly stated and supported by appropriate evidence.

16. "Reconstruction was a failure, largely due to Southern resistance." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Reconstruction was largely a failure due to Southern resistance. Candidates may consider the election of ex-Confederates to state and national political office, the establishment of labour peonage, convict labour, crop-lien and share-cropping systems as well as the creation of black codes that virtually re-enslaved African Americans. The use of terror through the Ku Klux Klan was applied to intimidate freedmen from pursuing equality. Other relevant factors may be addressed, for example the argument that Lincoln's death and the ineptitude of President Johnson hindered the progress of Reconstruction, and that some advancement was achieved through passage of the 13th, 14th and 15th Amendments attempting to establish legal and political equality for freedmen, 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 the development of trade ^[1]_{SEP} as an influence on the modernization of **two countries** in the Americas.

The question requires that candidates consider the interrelationship between the development of trade and modernization. The development of trade as a contribution to modernization may predate the timeframe but they must be clearly linked to the issue raised in the question. Two case studies must be addressed. To analyse the significance of trade as influence towards modernization candidates may argue that capitalist development between 1865 and 1929 was mainly promoted by the opening of international trading opportunities, for example with Great Britain and the U.S. Candidates may also point to the relative significance of intra-American trade as an influence for modernization, arguing that high tariffs and disputes over territory often worked against hemispheric commerce. Candidates may also counter-argue suggesting that economic development that preceded trade liberalisation was more significant, referring to the legacy of the second industrial revolution, the impact of laissez-faire capitalism, or railroad construction. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the contribution of either Booker T Washington **or** W E B Du Bois to the advancement of African-American rights.

The question requires that candidates make an appraisal of either Booker T Washington **or** W E B Du Bois' contributions to the advancement of African-American rights, weighing up strengths and limitations. 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 strengths and limitations, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. As regards Washington, candidates may evaluate the impact of his gradual approach, based on economic independence and self-reliance, and which argued on the futility of challenging the system of segregation as expressed in his 1895 Atlanta Compromise. As regards Du Bois, candidates may evaluate the impact of his actions directed towards the achievement of full integration and social and political equality, including the development of "the Talented Tenth", his co-funding of the National Association for the Advancement of Colored People in 1909, the organisation of Pan-African conferences, or the promotion of black culture through philosophical discourses. 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 First World 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 reasons for entry into the First World War were 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 consider the US loans to France and Great Britain which might be defaulted if the Central Powers won the war. Another economic consideration may have been that the US economy had sharply expanded with a decline of unemployment due to the production of munitions and concerns over the economic effects of Germany’s return to unrestricted submarine warfare. Other relevant factors may be addressed, for example the long-term cultural ties the US held with Great Britain and France, the impact of the sinking of the Lusitania and anger over the revelation of the Zimmerman Note, but with a focus on the issue in the question. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 20.** Compare and contrast the impact of Theodore Roosevelt’s Big Stick policy and Woodrow Wilson’s moral 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 Woodrow Wilson’s moral 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. For similarities, candidates may argue that both President’s policies were underscored by a belief in US exceptionalism, both Presidents intervened in Latin American internal affairs to establish regimes favourable to US economic interests, both used military intervention when diplomacy failed and both were concerned over preventing European intervention in Latin America. For differences, candidates may argue that Roosevelt more openly used military threats while Wilson’s rhetoric was oriented toward moral persuasion in support of democracy and self-determination (though his interventions were more numerous than Roosevelt’s), Wilson supported tariff reforms and free markets while Roosevelt supported high tariffs to aid US business interests and Wilson gained the repeal of the 1912 Panama Tolls Act that Roosevelt had supported.

Section 11: The Mexican Revolution (1884–1940)

21. Evaluate the importance of economic factors in causing the Mexican Revolution.

The question requires that candidates make an appraisal of the causes of the Mexican Revolution, weighing up the importance of economic factors. 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 factors and other causes, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. To affirm the importance of economic factors, candidates may refer to structural economic inequality as the main condition that enabled revolutionaries to rally support from their bases. Candidates may also evaluate the role of Diaz's oligarchical economic policies that benefited wealthy landowners and industrialists as catalysts for the revolution. Candidates may point to the importance of other relevant factors, for example political, arguing that the revolution mainly originated out of a general demand for political change. Candidates may also argue that the cause of the revolution was absence of power-transfer mechanisms, thus evolving as an elitist power struggle. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "The government of Carranza (1914–20) 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 Carranza (1914–20) was largely unable to achieve its aims. Assessment as to the extent of achievement 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 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 may consider if Carranza's nationalist aims were achieved with reference to his 1914 trip to Veracruz to negotiate the removal of U.S. troops, his efforts to bring the oil industry under Mexican control, or his contributions to keeping Mexico neutral during WWI. Candidates may assess if political aims were achieved with reference to the 1917 constitutional reform, or consider the methods through which political stabilization was sought. Candidates may assess if failure to institute far-reaching social and economic reforms was consistent with Carranza's aims. 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. “The response of Latin America to the impact of the Great Depression was largely effective.” With reference to **one** Latin American country, to what extent do you agree with the statement?

The question requires that candidates consider the merits or otherwise of the statement that, in reference to one Latin American country, the response to the impact of the Great Depression was largely effective. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may consider the fact that some countries, for example Argentina and Brazil, adopted import substitution industrialization (ISI) with considerable success, promoting manufacturing and self-sufficiency. In Argentina and Brazil, public works projects were initiated to create jobs and improve infrastructure and Mexico adopted some land reform measures while both Mexico and Chile nationalized mineral resources. Other relevant factors may be addressed to discuss the extent of effectiveness, for example some countries, (Bolivia, Colombia and Chile), defaulted on their foreign debt making future loans more problematic and most Latin American countries abandoned the gold standard, causing inflation that particularly harmed the lower classes, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Evaluate the impact of the New Deal on the US economy.

The question requires that candidates make an appraisal of the impact of the New Deal on the US economy, weighing up the strengths and limitations or otherwise. Candidates may offer equal coverage of strengths and limitations or they may prioritize their evaluation of either. However, both will be a feature of the response. Candidates may argue that the New Deal established government responsibility for full employment and a social welfare ‘safety net’, introduced a Keynesian philosophy of deficit spending during periods of recession or depression and established a highly regulated and bureaucratic approach to management of the US economy. Other relevant factors may be addressed, for example the inability of the New Deal to reduce unemployment levels to pre-depression rates, the failure to effectively meet the needs of the poorest members of society, particularly minorities and the fact that recovery was not fully achieved until the Second World War, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. “The US followed a strict policy of neutrality prior to its entry into the Second World War.” 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 followed a strict policy of neutrality prior to its entry into the Second World War. Candidates may consider the relatively strict support of neutrality represented in the Neutrality Acts of 1935 and 1936 that prevented loans or export of arms to belligerents. They may argue that the 1939 Neutrality Act with its ‘cash and carry’ provisions began to favour the eventual allies of the US. Other relevant factors which argue against strict neutrality may be addressed, for example the bases for destroyers trade, the Atlantic Charter, the establishment of the 1941 Lend-Lease policy and subsequent arming of US merchant ships represented support of the allies just short of declaring war, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported with appropriate evidence.

26. To what extent were the economic effects of the Second World War more significant than the diplomatic effects up to 1945? Answer with reference to **two** countries in the Americas.

The question requires that candidates consider the merits or otherwise of the suggestion that the economic effects of the Second World War were more significant than the diplomatic effects up to 1945 with reference to two countries of the Americas. Effects may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. With regard to economic effects, candidates may consider the extent to which particular countries were aided in their emergence from the economic conditions of the Great Depression as well as the extent to which the mobilization of the economy for production of munitions stimulated long-term economic growth. Factors such as unemployment rates, Gross Domestic Product (GDP), and foreign trade may be discussed in this context. With regard to diplomatic effects, candidates may consider the significance of the advances of inter-American diplomacy and cooperation established at conferences in Havana (1940) and Rio (1942) but perhaps noting the support Argentina gave to Fascist powers, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported with appropriate evidence.

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

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

The question requires that candidates consider the merits or otherwise of the suggestion that Fidel Castro’s political policies were more successful than his social policies. Consideration as to extent of success may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of political and social 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 political policies, candidates may consider the effects of the February 1959 political reforms, the set-up of the Committees for the Defence of the Revolution, the establishment of the “G2” and the passing of the 1976 constitution and consider their contribution to power consolidation and maintenance. Nevertheless, candidates may also point to their negative impact over civil liberties. As to social policies, candidates may consider the introduction of moral-incentives and self-sacrifice as production incentives or the impact that the revolution bore upon healthcare, housing, gender equality and literacy, among other social indicators. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. To what extent were economic 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 economic 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. However, both aspects will be a feature of the response. To argue in favour of the suggestion, candidates may consider the lack of economic modernization, which demanded emergency economic policies that resulted in political instability. For example, extreme reliance on the IMF led to the implementation of austerity measures which affected the lower sectors and fostered radicalization. Other relevant factors which helped cause the failure of elected leaders may be addressed, for example weak democratic culture and systemic weakness of some political institutions, the role of foreign intervention, or social inequality as a structural factor 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. Consideration of impact may predate the timeframe but must be clearly linked to the issue raised in the question. 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 unified the commonwealth, 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. To what extent was Eisenhower’s foreign policy in the Americas successful?

The question requires that candidates consider the merits or otherwise of the suggestion that Eisenhower’s foreign policy in the Americas was successful. Candidates must strictly relate to the foreign policy of Eisenhower for the region. Determination as to extent of success may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of policies that exemplified success and those that were failures, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Candidates may consider Eisenhower’s New Look policy in Latin America with the implementation of CIA covert operations, which aimed at rolling back perceived communist threats. Candidates may illustrate with the case of Guatemala (1954). Candidates may point to fostered cooperation with the armed forces of the region and assess the long-term consequences of promoting containment through military rather than economic means. Candidates may point to the Cuban Revolution of 1959 to evidence failure of Eisenhower’s containment policies. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Discuss the reasons which contributed to the US’s involvement in Chile in the period 1970–73.

The question requires that candidates offer a considered and balanced review of the reasons that contributed to the US’s involvement in Chile in the period 1970–73. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may examine the impact that the rise of Castro in Cuba bore on U.S. foreign policy towards Latin America and argue that covert operations in Chile were yet another example of manipulation of domestic policy to prevent the rise of communism in the region. Nevertheless, candidates may also argue that it was not only national security concerns that led the U.S. to intervene in Chile but also a desire to safeguard its international credibility. They may also discuss domestic pressures, including pressure exerted by major US corporations, clients of Nixon’s law firm, or the influence of Kissinger. 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.** Evaluate the effectiveness of the tactics used to advance the African American civil rights movement.

The question requires that candidates make an appraisal of the effectiveness of tactics used to advance the African American civil rights movement, weighing up the strengths and limitations or otherwise. Evaluations of effectiveness may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may consider the legal efforts of the National Association for the Advancement of Colored People (NAACP) as reflected in Supreme Court decisions such as the Brown decisions that contributed to ending school segregation but noting the limitations of enforcement by the courts. Examples of boycotts and sit-ins may be cited but acknowledgement provided as to their mixed results. The role of marches and speeches may be applied as having some success in advancing political pressure for reform. Legislation, for example the Civil Rights Act of 1964 and Voting Rights Act of 1965, may be discussed as having notable success. Other relevant factors may be addressed, for example the confrontational tactics of radical activists or organizations, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** “Cesar Chavez was largely successful in advancing the interests of Hispanic Americans.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Cesar Chavez was largely successful in advancing the interests of Hispanic Americans. Consideration 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 efforts to advance both Hispanic civil rights and economic conditions. Chavez helped found the United Farm Workers Union (UFW), organized boycotts, marches and hunger strikes to advance Hispanic civil and labour rights, and led the 1966 march to Sacramento that resulted in passage of the California Agricultural Labor Rights Act which granted farm laborers the right to unionize and collectively bargain. Other relevant factors may be addressed to show that Chavez was less successful, for example that UFW membership substantially declined in the 1980s and that gains were limited by the hostile response of growers and competition with competing unions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

35. Evaluate the impact of Chrétien’s domestic policies between 1993 and 2003.

The question requires that candidates make an appraisal of Chrétien’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, successes may include Chrétien’s “Red Book” that helped establish his liberal party as the “party of ideas;” but failures may include political fragmentation along regional lines, and resurgence of the independence movement in Quebec. Economically, candidates may point to success in reducing fiscal deficit; still, limitations may include inability to renegotiate the North American Free Trade Agreement. Candidates may also evaluate the effects of his liberal policies, which include tax cuts and privatisations upon economic performance. Socially, candidates may consider the creation of the Child Benefit Program to assist low-income families. Nevertheless, they may also evaluate the social cost of liberal economics. Candidates may also evaluate the effects upon defence of cuts weakening Canada’s military. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. “The transition to democracy was the most important contribution to stability in **two** Latin American countries.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the transition to democracy was the most important contribution to stability in **two** Latin American countries. Candidates may offer equal coverage of the transition to democracy as contributing to stability and they may develop counterarguments, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Candidates may evaluate the impact of the emerging political currents and participation and evaluate the impact that the proliferation of political parties, the rise of populist parties, or unionism bore upon stability. Candidates may also consider the impact that the implementation of transitional justice bore to stability; or consider changing economic policies weighing both positive and negative outcomes to argue upon their effects on stability. On the one hand, candidates may suggest that the return to some populist economic practices for electoral purposes destabilised the economy, citing Argentina as an example. On the other hand, and referring to the Chilean example, candidates may argue that democratisation did not alter the liberal economic path pursued. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
