

Markscheme

November 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. Compare and contrast the role and nature of the tribute in **two** indigenous societies.

Candidates will give an account of the similarities and differences between the role and nature of the tribute in **two** indigenous societies. The **two** examples may or may not have been contemporaries with each other. Candidates may compare and contrast the different ways indigenous societies taxed the population according with genre, age, activity, and the imposition of a different scale of tributes on conquered communities. They may also consider the type of goods given as tributes: while peasants usually paid with part of their livestock and harvest, merchants and artisans paid with products. The specific dates when the tribute was offered could also be part of the response, as well as the importance of the tribute in periods of famine and/or destruction of harvest when political authorities could use the resources gathered to lessen the negative effects. Candidates may also compare and contrast the way the tribute was expended to build infrastructure and and/or to sustain the functions of priests and soldiers. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

2. “Religion played a limited role in maintaining power in indigenous societies.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that religion played a limited role in maintaining power in indigenous societies. Candidates may support the statement considering that status and belonging to powerful lineages played a more significant role rather than religion in maintaining power. They may also highlight the importance of charisma, and/or the effective performance of specific functions to keep power, such as successful performance in war, the sharing of resources, and/or the ability to solve conflicts within the community. Candidates may challenge the statement by considering that important leaders were usually connected to gods and the religious worldview. They may also consider that most indigenous societies believed in an order disposed by the gods and that they played a significant role influencing mankind. They may also consider that men and women of religion played a vital role legitimizing the leaders and their actions. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “Columbus had limited importance in the conquest of North America and the Caribbean.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that Columbus had limited importance in the conquest of North America and the Caribbean. Candidates may support the statement by discussing that Columbus was mainly involved in the exploration rather than the conquest. While it was conducted by men attracted by the prospect of wealth and the possibility of gaining status, Columbus was interested in discovering new routes and lands, and to prove scientific theories regarding navigation. Candidates may consider that the conquest of the Americas took place later, once the routes to the hinterland of the continent were open and enough information about the region and its resources was collected to organize the enterprises. They may also consider that Columbus did not enjoy the profits of his journeys and served as a colonial governor during a very short period. Candidates may challenge the statement by considering that Columbus’ voyages opened the path to the conquest of the Americas and, soon after his arrival, the first enterprises took place. They may also state that Columbus’ voyages were made in the name of the Catholic kings, and that any new land would be considered part of the colonies of Spain, thus starting the conquest. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “The conquest of the Americas led to the destruction of the indigenous populations.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the conquest of the Americas led to the destruction of the indigenous populations. Candidates may support the statement by referring to the massive killings that took place during the wars, especially in the cases of large communities like Incas and Aztecs that resisted the conquest. Candidates may also consider that the occupation of the lands prevented the indigenous communities from accessing vital resources, damaging their reproduction, as in the case of North American societies. The arrival of the conquerors in the Americas also introduced new diseases that were unknown in the region and caused high levels of mortality. The use of indigenous people as workforce in harsh conditions also impacted the local demography. Candidates may challenge the statement by arguing that most of the communities survived, even when their rates of population plummeted. The fact that the conquerors needed them to exploit the lands prevented their disappearance. Candidates may also consider that many communities underwent a cultural change (adopting many European customs), but not necessarily destruction. They may also consider that in some cases, local populations were able to resist and/or to escape the European control. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. “Bourbon reforms were effective in reducing political challenges in the Americas.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that Bourbon reforms were effective in reducing political challenges in the Americas. Candidates may support the statement by highlighting that the Bourbon reforms improved the control of territory by creating new governmental units like the viceroyalty of Río de la Plata and intendancies commanded by officials with extensive powers and responsible to the crown. They may also state that since the Bourbon reforms favoured the economy, they reduced political discomfort. A number of military reforms, like the formation of regular units and a more strictly organized militia also contributed to reduce political challenges. Another reform that reduced the political challenges was the expulsion of the Jesuits. Candidates may challenge the statement considering the reforms were not entirely effective in stopping the independence ideas. Also, the extent of local American dominance in many positions was still a problem for the crown. They may also refer to the corruption, malpractice and inefficiency that made the reforms unsuccessful to face political challenges, as well as the conflicts with the Church. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Discuss the impact of the French and Indian Wars in North America.

Candidates will offer a considered and balanced review of the impact of the French and Indian Wars in North America. They may discuss the impact of the disappearing of French dominion from the continent as a political and military power, and the re-organization of the territory after the peace treaty signed in Paris in 1763. By this agreement France ceded Canada to Great Britain, Louisiana to Spain, and relinquished all claims to the lands lying east of the Mississippi river, while Spain gave up Florida. Candidates may also discuss the impact of the war in the lands under British control where American colonists were obliged to onerous duties and taxation. That, among other causes, led to the American Revolution. The French and Indian Wars also had an impact on the Catholic population of Canada: many communities abandoned the territory (Acadians) or were relocated (like some Indian reserves). On the other hand, by the Quebec Act of 1774 many French customs were maintained, which posed a conflict with the American colonies. The war also impacted the indigenous populations that suffered the loss of their lands due to the advance of colonial settlements and railroads. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Evaluate the success of indigenous resistance to Christianization.

Candidates will make an appraisal of the success of indigenous resistance to Christianization by considering actions such as: the attacks on churches and the persecution of priests, the resistance to baptism, and the escapes or moving of communities. They may also evaluate the practice of syncretism and the various ways indigenous communities chose to incorporate Christian rites and beliefs into their own symbolic worlds. Syncretism helped to keep local traditions, and to disguise many practices and beliefs that were condemned by the Church. Christianization also stimulated nativist movements to reject what were considered corrupted characteristics of Christian culture and to win back the protection of the spirit world. Candidates may counterbalance the response by considering that the celebration of mass baptisms and the belligerent campaigns to extirpate the old gods showed the limited success of indigenous resistance. The persecution of religious men and women, as well as the condemnation of local practices that were seen as deviant or heretic also diminished the capacity of indigenous resistance, as well as the destruction of temples, idols, sacred places and persecutions also led to believe that the old gods were defeated. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “The Black Robes were of limited importance in the conquest of New France.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the Black Robes were of limited importance in the conquest of New France. Candidates may support the statement noting that many Black Robes that went to New France to set out under the direction of religious officials did not play a major role in the conquest since they did not participate in military actions. They may also consider that competition between European states to acquire lands and new resources were the main contributors to the conquest. The role played by the first settlers sent to New France, and the policies taken by the governments to increase the demography of European families and to ensure the control of the region also could be measured as main factors. Candidates may also state that some orders that tried to protect indigenous peoples from exploitation were viewed by lay authorities as an obstacle to accomplish the conquest of their lands. Candidates may challenge the statement suggesting that the detailed journals and reports the Black Robes wrote about the daily life in New France, which were sent to the metropolis, offered pivotal information to plan the advancement over the territory. Besides, the maps they drew and the stories they learned from the natives were also essential for future explorations. The fact that many indigenous communities were converted to Christianity by the Black Robes also contributed to generate obedience to European powers. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. “The main reason for slavery in the New World was a shortage of labour.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the main reason for slavery in the New World was a shortage of labour. Candidates may support the statement noting that as the New World was colonised a new method of farming was introduced, which was the plantation, based mostly on the crop of sugar. The very high demand for this crop meant it was very profitable. As there was insufficient indigenous labour, large amounts of additional labour were needed to sustain production. They may also consider that, as the plantation needed to be profitable, cheap labour was a priority and many owners turned to purchasing enslaved Africans. Candidates may consider that this was a main driving factor in the development of slavery in the New World. Candidates may challenge the statement and suggest that there were other reasons for slavery. Candidates may consider the fact that attempts to find alternative sources of labour for the plantations, such as indentured servants or criminals, did not solve the issues and owners turned to using slaves. Candidates may also consider that slavery was driven by racial attitudes on the part of Europeans, who considered themselves superior to African people and their belief that African people were more suited to the demands of plantation work. Candidates may also consider that slavery was driven by Christian religious views and justified as appropriate. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Examine the significance of the Quakers in the opposition to slavery in British America.

Candidates will examine the significance of the Quakers in the opposition to slavery in British America. Candidates may consider that the Quakers made a vital and distinctive input into the opposition to slavery and pioneered a model for opposition campaigning. Candidates may consider the significant role that Quakers played in the leadership, structure and network of the opposition to slavery. Candidates may consider how Quakers opposed slavery on moral grounds during the 1670s and the 1680s. The Germantown Quakers, in Philadelphia, declared that slavery was illegal in 1688. Quakers were also significant in appealing for the better treatment of slaves and Quaker farmers who had slaves were instructed to free them or leave the Society of Friends. Candidates may also note that many Quakers broke the law in assisting slaves to escape. Candidates may consider that candidates made a significant contribution on both sides of the Atlantic and in 1783 joined forces with William Wilberforce and others in the anti-slavery campaign. Candidates may consider that despite the significance of the role played by the Quakers slavery did not end immediately and that it was a gradual process that included other factors. While other relevant interrelationships may be considered, the bulk of the response will remain on that raised by the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Independence movements (1763–1830)

11. Evaluate the impact of military campaigns/battles on the outcome of **two** independence movements in Latin America.

The question requires that candidates make an appraisal of the impact of military campaigns/battles on the outcome of two independence movements in Latin America. The impact may extend beyond independence, but it must be clearly linked to the issue raised in the question. Independence movements such as those led by Jose de San Martin, Simon Bolivar, or any of the Mexican independence leaders could be evaluated. For San Martin and his Army of the Andes, two key battles for Chilean Independence were Chacabuco in 1817, which led to the liberation of Santiago, and Maipu in 1818, which ended Spanish control. For Bolivar, the Battle of Boyaca in 1819 secured independence for New Granada, Carabobo in 1821 for Venezuela, and Ayacucho in 1824 for Peru. If Mexico is chosen, candidates should be able to identify key victories under specific leaders and their impact on the outcome of the movement. Candidates may consider how military campaigns and battles promoted patriotism and united Latin Americans from different social and racial backgrounds. Other relevant factors may be addressed, for example how campaigns and battles contributed to shape political rivalries in the region, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. "Independence had a negative impact on indigenous peoples in the Americas." Discuss with reference to **two** countries in the Americas.

The question requires that candidates offer a considered and balanced review of the statement that independence had a negative impact on indigenous peoples in two countries in the Americas. Results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may argue that independence had a complete or partial negative impact on indigenous peoples in the Americas. The negative impact may vary depending on the two countries chosen. Candidates may argue that indigenous groups were expelled from their lands or denied land rights or that massacres of indigenous groups occurred in many parts of the Americas. They may also claim that indigenous peoples were denied the right to vote, lacked educational opportunities and were forbidden to speak their languages. In contrast, it may be suggested that some indigenous peoples voluntarily abandoned their communities looking for better economic opportunities and assimilation. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. “Economic problems were the main challenges facing Latin American nations establishing political systems.” Discuss with reference to **one** country in the Americas.

The question requires that candidates offer a considered and balanced review of whether economic problems were the main challenges faced by Latin American nations establishing political systems. Candidates may support the statement by considering factors such as the disruption of trade patterns, the cost of the wars of independence, the difficulty in raising taxes or the lack of infrastructure, while recognizing other challenges existed. Candidates may refute the statement by considering the importance of political or social challenges, and these could vary depending on the country chosen. Political challenges could include lack of experience in running a government, absence of institutions to replace the colonial administration, political instability, revolts, territorial fragmentation or rivalries or political tensions. Social challenges could include the absence of a significant middle class or racial conflicts. Challenges may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the political problems that Upper and Lower Canada faced prior to the 1837 rebellions.

The question requires that candidates make an appraisal of the political problems that Upper and Lower Canada faced prior to the 1837 rebellions. Candidates may differentiate between political problems in Upper Canada as opposed to Lower Canada or they may group political problems together for both, though some are particular to one or the other. A common issue that both regions faced was the oligarchical control of the government as set up by the Constitution of 1791. Though legislative assemblies were created, these were limited by the appointed Legislative and Executive councils. In Upper Canada, a group of elites known as the Family Compact maintained a great deal of power over all economic and political decisions. Reformers, led by William Lyon Mackenzie, wanted to end this control and move towards the English system of “responsible government”. In Lower Canada, the small group in control were known as the Chateau Clique and they thwarted the ideas of the legislative assembly. Another issue was that the majority of the population was French while the ruling elites were English. 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 did westward expansion make the greatest contribution to the outbreak of the Civil War?

The question requires that candidates consider the merits of the suggestion that westward expansion made the greatest contribution to the outbreak of the Civil War. Candidates may offer equal coverage of evidence supporting the suggestion and evidence opposed to the suggestion or they may prioritize their assessment of either position. However, both aspects will be a feature of the response. Candidates may consider the Southern demands for westward expansion caused by “soil exhaustion”, the expansionist impact of the Mexican War and the effects of popular sovereignty as illustrated by the Kansas-Nebraska Act. Other relevant factors may be addressed, for example the failures of leadership as exhibited by James Buchanan, the growth of irreconcilable economic differences between the North and South and the impact of crisis events (for example, John Brown’s raid or the Dred Scott Supreme Court decision), but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** “Reconstruction largely improved the lives of African Americans in the South.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that Reconstruction largely improved the lives of African Americans in the South. Results of Reconstruction may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Focus should be on the political, economic and social conditions faced by African Americans in the South after the Civil War. Candidates are likely to mention the 13th, 14th and 15th Amendments, the Freedmen’s Bureau and the Military Reconstruction Act as indications of improvement, as well as the establishment of public schools for African Americans. Under the Military Reconstruction Act, one could argue that there was some improvement as some African Americans were elected to Congress and controlled state legislatures in Georgia and Mississippi. Economically, though free, many former slaves became sharecroppers, which was not much better. Black codes were instituted and enforced by legal authorities and illegally by the Ku Klux Klan. These codes deprived African Americans of nearly all the rights they had been promised and reinstated a caste system based solely on race. When Reconstruction ended in 1877, legal segregation and discrimination had been firmly established in the South. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. “Inter-American trade had limited impact on modern nations up to 1929.” Discuss with reference to **two** countries in the Americas.

Candidates will offer a considered and balanced review of the statement that inter- American trade had limited impact on modern nations up to 1929. Candidates may support the statement by emphasizing the major impact that trade with Europe had in two countries of the region up to 1929. American modern nations produced raw material and food, both needed in Europe rather than in other countries in the Americas. As a result, many modern nations were closely related to European countries by economic treaties. They may also discuss that the imports of capital and services such as railroads, banks, and energy were European investments. Candidates may also consider that many modern nations were still building their finance systems and the lack of credits, customs, and a still weak currency limited the possibility of inter-American trade. Another factor that prevented inter-American trade were the military and political conflicts among modern nations that, in some cases, were still defining their borders. Candidates may challenge the question stating that by the end of the 19th century the influence of the United States’ market grew, replacing European countries in many trade- operations. They may also suggest that the impact of the 1929 crisis in many modern nations in America is explained by their dependence on the United States economy. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Compare and contrast the aims and tactics of Booker T Washington and W E B Du Bois.

Candidates will give an account of the similarities and differences between Booker T Washington and W E B Du Bois in terms of their aims and tactics. Both leaders dominated the debate over the best course for racial advancement during the Progressive Era, when most African Americans lived in poverty and experienced segregation. Regarding tactics, Booker T Washington was cautious and conservative. In order to avoid an open conflict with whites, his program stressed patience. He believed that civil rights would come without provocation. On the other hand, W E B Du Bois emphasized the importance of vigorous protest. Candidates may also compare their aims in the field of education: while Booker T Washington promoted “industrial education” based on manual labour; W E B Du Bois favoured a liberal and classical training and proposed to focus on the “Talented Tenth”. Candidates may consider that while Booker T Washington practiced the politics of accommodation that played down the importance of pursuing civil rights in favour of economic and educational advances, Du Bois proposed a more active response and founded the Niagara Movement, and the National Association for the Advancement of Colored People (NAACP). They also differed in their views on capitalism. Booker T Washington supposed that with hard work African Americans could accomplish success, whereas W E B Du Bois believed socialism was superior. The response could also include the changes in their views that led them to collaborate with each other. Similarities and differences must be clearly indicated but there does not need to be an equal number of each.

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

19. “The Spanish–American War (1898) was mainly caused by United States’ expansionism.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that the Spanish-American War was mainly caused by United States’ expansionism. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss many causes of the war, but they must decide if United States’ expansionism was the main cause. Long term causes could be Cuban desire for independence, Spanish actions in Cuba and US sympathy for Cubans. Short term causes could be the sinking of the USS Maine and the De Lome letter. US policy had changed from isolationism to imperialism during the 1880s and 90s. Industrial growth caused US businesses to look for new markets and raw materials. The US sought to protect US investments in Cuba which were being threatened by the growing insurgency and instability. The US had long been interested in acquiring Cuba and as US interest in Central America grew, so did its desire for Cuba. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Compare and contrast the economic impact of the First World War on **two** countries in the Americas.

The question requires that candidates give an account of the similarities and differences regarding the economic impact of the First World War on two countries in the Americas. The impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. The economic impact will vary depending on the two countries chosen, but for almost all, the impact was positive. Likely choices could be the US, Canada, Argentina and Brazil. Candidates may discuss the increased international demand for industrial and agricultural goods, resulting in growth in both of these areas. Foreign loans and investments from Europe decreased, while loans and investments to Europe increased. If the countries chosen participated in the war, the economic impact was even greater as military spending and production of war materials increased. Changes in the economy also occurred as a result of men leaving the workforce and joining the military. Similarities and differences must be clearly indicated but there does not need to be an equal number of each.

Section 11: The Mexican Revolution (1884–1940)

- 21.** Compare and contrast the aims and methods of Villa and Zapata during the Mexican Revolution.

The question requires that candidates give an account of the similarities and differences between the aims and methods of Villa and Zapata during the Mexican Revolution, referring to both throughout. There does not need to be an equal number of each. Candidates may indicate that both Villa and Zapata wanted agrarian reform, though Villa's was less than what Zapata called for in his Plan of Ayala and that both initially supported Madero's quest for the presidency, though Zapata lost faith in Madero when land reform was not implemented. Both fought against Huerta, Zapata in the south and Villa in the north. They helped overthrow him and captured Mexico City. Neither desired to become president. Candidates might include that Zapata led a rebellion of landless peasants and was able to return land from the hacendados to them, while Villa confiscated land, but did not return it to peasant control. Representatives from both attended the Aguascalientes Convention and were able to get many of their ideas incorporated into the constitution. Both Villa and Zapata fought against Carranza and the Constitutionalists. After initial success, both were ultimately defeated and were relegated to having only temporary regional control. Similarities and differences must be clearly indicated but there does not need to be an equal number of each.

- 22.** "Obregón had a greater impact on post-revolutionary Mexico than Calles." To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that Obregon had a greater impact on post-revolutionary Mexico than Calles. Candidates are likely to focus on the social, political, diplomatic and economic impact that each had and determine who had a greater impact. Candidates may discuss Obregon preventing Carranza from keeping the presidency through a puppet in 1920 and voluntarily stepping down when his term ended in 1924, establishing a peaceful transition of power. Whereas Calles was president from 1924-1928 and ruled through the Maximato until 1934. Obregon attempted to implement parts of the 1917 Constitution such as land reform and weakening the Catholic Church. He placated the US through the Bucarelli Agreement and gained US recognition. Calles continued many of the ideas of Obregon, but was more forceful in some areas, especially regarding the Catholic Church resulting in the Cristero War from 1926-1929. The Cristero War and his actions in restricting foreign ownership of land and rejecting of the Bucarelli Agreement alienated the United States. 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. Evaluate the political and economic causes of the Great Depression in the Americas.

The question requires that candidates make an appraisal of the political and economic causes of the Great Depression in the Americas. Candidates may choose to focus on causes for the depression in the United States, Canada, any country of Latin America, or they may apply their evaluation to any combination of countries within the Americas region. Candidates may differentiate between the political and the economic causes or they may consider that some were connected and deal with the two together. For the US, candidates may consider the significance of the 1920s being dominated by the Republicans and their political and economic commitment to *laissez-faire* as being a key cause of the Great Depression. They may consider this created an unequal distribution of wealth, a 'boom' that was not sustainable and both overproduction and underproduction, which were underlying causes. Candidates may consider the response of Presidents, e.g. Harding and Hoover and the introduction of tariffs. Candidates may also consider the significance of the stock market, over-speculation and panic selling. Candidates may also consider the role of the Banks and the steps taken by the Federal Reserve in contributing to the Great Depression. For Canada, the focus may be on their decline of agricultural and raw material exports as well as their *laissez-faire* political policies. For Latin America, candidates may evaluate the role played by governmental and economic systems within individual countries, or they may emphasize the loss of export trade based largely on the US economic crash. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

24. Evaluate how successful the response was to the Great Depression in **one** country in the Americas.

The question requires that candidates make an appraisal of how successful the response to the Great Depression was in one country in the Americas. Candidates may consider the response of governments and judge the extent of success. In the United States, candidates may consider the response of Hoover's administration and that of Roosevelt's and decide how successfully economic recovery was. Candidates may consider in Latin American countries the economic response relating to import substitution and industrialisation. Candidates may consider the departure from strict Gold Standard rules and how successfully the fall in primary-product prices was handled. Candidates may also consider the response of the banking system in Latin America. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

25. Evaluate the significance of the use of atomic weapons against Japan in August 1945.

The question requires that candidates make an appraisal of the significance of the use of atomic weapons against Japan in August 1945. Candidates may consider that the use was significant as it ended a world war that had lasted for six years and that war in Europe had ended some months earlier. Candidates may also consider the view that the use of atomic weapons was based on purely military grounds to ensure a speedy victory. The fact that it was well known that Japan would never consider surrender, even after Hiroshima, may also be considered. Candidates may consider the view that Japan was already a defeated power, so the use of atomic weapons was based on other motives. The desire of the USA to send a message to the USSR to keep out of the rest of Asia may also be considered. Candidates may also consider the state of the Grand Alliance post 1943 and suggest that the use of atomic weapons ended any possibility that the Grand Alliance would continue post 1945. Discussion of the use of atomic weapons and the beginnings of the Cold War need to be related to the focus and time frame of the question. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

26. Discuss the importance of the involvement of any **two** countries in the Americas in the Second World War.

The question requires that candidates offer a considered and balanced review of the importance of the involvement of any two countries in the Americas in the Second World War. Candidates may consider the importance of the countries' involvement from a range of aspects, such as military, diplomatic, economic and social. The importance of a country's involvement could be seen both foreign and domestic. Candidates may argue that US involvement was paramount to Allied victory by citing military, economic and diplomatic participation. Candidates may consider the importance of military involvement by Canada with its contribution to armed forces, the air force and navy and the significance of its D-Day support. Candidates may also consider the military and diplomatic role of Brazil, Mexico, Argentina or other countries in the Americas and discuss why some were more active while others remained neutral. Candidates may also discuss how involvement had a social impact domestically and consider such aspects as the effect on Japanese Americans and Japanese Canadians, and minority groups and women. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

27. “Social inequality was the main factor leading to the Cuban Revolution.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that social inequality was the main factor leading to the Cuban revolution. Candidates may support the statement referring to the division between those who worked in the countryside (often farming sugar) and lived in dire poverty, and those who lived in prosperous cities like Havana, and enjoyed high literacy rates, access to new technologies and healthcare. They may also highlight that Cuba’s sugar-based economy proved crippling in many respects. The corruption that reached new heights under Fulgencio Batista also fuelled inequality. Racism and social problems derived from the booming of brothels and casinos like gambling, illicit drugs and sex trade could also be part of the response. Candidates may challenge the statement stating that the ongoing political instability played a major role. They may also focus on the role played by those who thought they had a chance at gaining power and instigated a series of revolts and coups. They can also emphasize other factors like the intervention of the United States, the influence of Marxist ideas, and the role played by the leaders of the Cuban Revolution. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Discuss the impact of the economic policies of a military dictatorship in **one** Latin American country.

Candidates will offer a considered and balanced review of the impact of the economic policies of a military dictatorship in **one** country. Candidates may discuss the economic plans launched by a military dictatorship. While in some cases they started a process of neo-liberalization and structural adjustments, in other cases, they pursued a nationalization of the economy. Neoliberal reforms were initiated during the 1970s and 1980s as a developmental strategy to supersede the import substitution industrialization model. Candidates may discuss the policies that promoted a technocratic approach to society that excluded the popular sector, the measures taken to liberalize capital and labour markets, to privatise state- controlled industries, and to reduce the state regulatory role in the economy. In those countries where a nationalistic approach prevailed it led to the expropriation of lands and foreign companies. Candidates may also discuss the financial market growth, and the marketization of key areas of social provision such as education, health, pensions and housing. They may also discuss the impact of the prohibition, persecution and/or demobilization of the political opposition and unions as an essential policy to launch their economic projects. Their collaboration with several companies could also be part of the response. While other, relevant, factors may be considered, the bulk of the response will remain on the issue raised in the question and 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. To what extent was Truman's Fair Deal a success?

The question requires that candidates consider the merits of the suggestion that Truman's Fair Deal was a success. Truman's Fair Deal was his attempt to continue FDR's New Deal, dealing more with social policies than economic. Candidates may refer to Truman's proposals increasing the minimum wage, expanding social security, public housing and health insurance, and protecting the civil rights of African Americans. Many of these proposals were blocked by the Republican Congress in light of the changing mood of the country. Candidates might conclude that since most of the Fair Deal programs were not approved that it was not successful. Others might argue that there were some successes as a minimum wage increase, expansion of social security and building low-income housing were approved during Truman's second term. Though health insurance and civil rights legislation failed during Truman's presidency, both were achieved during LBJ's presidency as part of the Great Society. One could argue that eventually Truman's Fair Deal was a success. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. To what extent did Kennedy achieve the goals of the New Frontier?

The question requires that candidates consider the merits of the suggestion that Kennedy achieved the goals of the New Frontier. Candidates need to determine what the goals of the New Frontier were and whether Kennedy was able to achieve these. Candidates may indicate that Kennedy was able to achieve some of the goals but failed in others. Goals could be continued economic growth, increasing wages, increasing social security benefits, more aid to higher education, promotion of civil rights, formation of the Peace Corps and winning the space race by getting a man on the moon. Candidates might indicate that Kennedy was able to increase minimum wage and social security benefits, pass the Equal Pay Act, form the Peace Corps and the US did experience economic growth. Six years after Kennedy's death, Apollo 11 landed on the moon. Some candidates might refer to Kennedy's failure to make much progress on civil rights legislation, but he did use the federal government to force integration at two southern universities and to protect Freedom Riders. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 31.** To what extent did Kennedy's policy of Alliance for Progress improve relations between the US and Latin America?

Candidates will consider the merits or otherwise of the suggestion that Kennedy's policy of Alliance for Progress improved relations between the US and Latin America. Candidates may consider that the policy included the Agency for International Development and proposed a loan of \$20 billion dollars for Latin America. Candidates may also consider the policy was designed to promote democracy, land redistribution, economic and social reform, improved literacy, health, education and technology. All of these were to raise living standards in Latin America. Candidates may consider that Congress was reluctant to provide all the funds and resisted land redistribution as socialism. Candidates may consider that relations were not improved as Latin American countries were critical of the policy's reliance for them to buy US goods. Also, relations soured as at the same time Kennedy cut off, or suspended, diplomatic relations with some Latin American countries, such as Cuba, Ecuador and the Dominican Republic. Candidates may also consider that by the early 1970s 13 Latin American countries had governments replaced by military dictatorships as evidence that the policy did not improve relations. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 32.** Compare and contrast the policies of Johnson and Nixon regarding US involvement in the Vietnam War.

The question requires that candidates give an account of the similarities and differences between the policies of Johnson and Nixon regarding US involvement in the Vietnam War. Candidates may consider that both presidents had a containment approach to the war which included the use of a 'flexible military response'. Consequently, Johnson introduced 'Operation Rolling Thunder', and Nixon sanctioned the bombing of Cambodia and Laos, and the continued bombing of North Vietnam. Candidates may consider the increase in number of US troops under both presidents. Candidates may consider that Johnson oversaw a significant escalation of US involvement whereas Nixon sought to end US involvement in the conflict with a policy of 'Peace with honour' and Vietnamization. Candidates may consider that there were differences in military tactics from the extensive use of search and destroy to shifting the military responsibility to the South Vietnamese military. Similarities and differences must be clearly indicated but there does not need to be an equal number of each.

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

- 33.** Evaluate the contribution of the US Supreme Court in advancing the civil rights of African Americans up to 1980.

This question requires candidates make an appraisal of the contribution of the Supreme Court in advancing the civil rights of African Americans up to 1980. They should demonstrate a clear understanding of the impact of specific Supreme Court rulings. Candidates could argue some rulings advanced the movement, while others hindered it. They may refer to *Brown v Topeka Board of Education* (1954) which overturned *Plessy v Ferguson* and can be seen as the most important contribution in pushing the Civil Rights Movement forward. Candidates may refer to other cases such as *Shelley v Kraemer* (1948) which stated that restrictive agreements for purchasing property were unconstitutional, *Browder v Gayle* (1956) which ruled that bus segregation was unconstitutional and ended the Montgomery Bus Boycott, *The Heart of Atlanta Motel v United States* (1964) that established the constitutionality of the Civil Rights Act of 1964. *California v Bakke* (1978) prohibited affirmative action programs if these led to reverse discrimination. The Bakke decision could be seen as slowing down the Civil Rights Movement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** Evaluate the achievements of the Hispanic American movement in the United States up to 1980.

The question requires that candidates make an appraisal of the achievements of the Hispanic Movement in the United States up to 1980. Candidates may refer to the social, economic and political status of Hispanic Americans as a basis for evaluating the extent of the achievement. In many parts of the country, Hispanic Americans were discriminated against, were segregated, often seen as lower class and ignored. In order to evaluate achievement, candidates may refer to the California Supreme Court case *Mendez v. Westminster* (1946) brought by LULAC (League of United Latin American Citizens) which ruled that educational segregation of Hispanics violates children's constitutional rights. The U.S. Supreme Court in *Hernandez v. Texas* (1954) prohibited discrimination based on class and ethnic distinctions. In 1962, Cesar Chavez and Delores Huerta, cofounded the National Farm Workers Association, which later became the United Farm Workers. Marches, boycotts, and hunger strikes gained more attention to the plight of migrant workers. La Raza Unida, a Hispanic American political organization, was founded in 1970 and led to the election of many Hispanic candidates. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

35. To what extent were the domestic policies of GHW Bush mostly successful?

The question requires that candidates consider the merits or otherwise of the suggestion that the domestic policies of GHW Bush were mostly successful. Candidates may consider his economic policies and consider that he failed to stand by his promise not to raise taxes. Candidates may consider the action he took for the Savings and Loans industry was a policy that cost taxpayers billions of dollars and its criticism suggested failure. Candidate may consider the extent to which his environmental policies dealt with the issue of pollution, for example amendments to the Clean Air Act; however, they may also balance that against cost. Other relevant factors may be addressed, such as the fact that Bush ruled with a Congress controlled by the Democrats, but this should be focused on relation to the success or not of policies. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. “The impact made by violent movements was more significant than that made by non-violent movements.” Discuss with reference to **two** Latin American countries.

Candidates will consider the merits or otherwise of the statement that the impact of violent movements was more significant than that made by non-violent movements with reference to two Latin American countries. Candidates may consider that violent movements have led to increased murder, rape and mutilations. They may also consider that they have further led to the internal displacement of people, disappearances, and prison overcrowding in countries such as El Salvador, Guatemala and Mexico. Some violent movements that have resisted oppressive governments have consequently received some support from the US, such as the Contras. Candidates may consider that violent movements have disrupted access to health care and education for the general population. Candidates may also consider that violent movements have not succeeded in forcing governments to resolve the gap between rich and poor in their respective countries. Candidates may consider that the impact of non-violent groups has been to focus on environmental issues, the land rights of indigenous people and human rights. Candidates may consider the impact of non-violent groups set up by academics, artists and the Catholic Church. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.
